UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



BASIC EDUCATION CURRICULUM
STANDARD III – VI

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STANDARD III – VI

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Abbreviations

ICT	Information and Communication Technology
NECTA	National Examinations Council of Tanzania
NSEGPR	National Strategy for Economic Growth and Poverty Reduction
PEDP	Primary Education Development Programme
TIE	Tanzania Institute of Education
TEA	Tanzania Education Authority
UNESCO	United Nations Educational Scientific and Cultural Organization
SDGs	Suistainable Development Goals

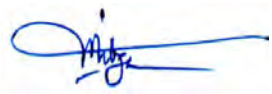
Message From the Tanzania Institute of Education

The Curriculum for Basic Education for Standards III – VI aims at a broad coverage of learning experiences and emphasizes teaching and learning methods which are relevant to the needs of the pupil. There is emphasis on every aspect of the pupil's life: spiritual, ethical, intellectual, physical and social. The curriculum has focused at satisfactory levels of successful learning to enable the pupil to acquire basic education in accordance with the requirements of the Education and Training Policy of 2014. The policy directs that basic education is compulsory to all children in Tanzania.

It is pleasing to have a basic education curriculum that is in line with the government endeavor to bring about economic development through the education sector as outlined in the Tanzania Development Vision 2025. It is my hope that the content of this curriculum will enable the users to take the opportunity they have to lead pupils to develop competences that will help them in their lives. In order to measure the success achieved in learning, assessment will be done at various stages to determine the pupil's performance. Pupils will also be given a chance to conduct self assessment.

I do realize that we are living in a social environment whose needs change from day to day because of scientific, technological and economic conditions. This curriculum will continually to be imporoved to accommodate future changes that will occur.

Lastly, I would like to thank all education stakeholders from the government and non-governmental institutions who contributed to the development of this curriculum.



Dr. Elia Y. K. Kibga
Acting Director General
Tanzania Institute of Education

Preface

Quality education is a basic need for development in Tanzania as pupils acquire the required competences in this ever-changing world. In order to achieve the goal of quality education, a curriculum that meets the social, national and international needs is important. The curriculum for Standards III – VI aims at developing competences and it has been presented in the form of subjects. It is different from the Standards I and II curriculum which emphasizes Reading, Writing and Early Mathematics.

However, competence in reading, writing and Early Mathematics continue to be emphasized in this curriculum because these are important requirements that enable the pupils to successfully learn other subjects. The teacher's major role is to enable the pupil to learn and acquire the competence that is expected in each subject. This curriculum has presented various aspects which help to show how to teach the subjects in the curriculum and enable the users to implement it as it is intended.

The main tool for implementation of this curriculum is the syllabus for each subject which the teacher will use to teach. The teacher should read and understand this curriculum in order to have a broad view of what should be taught. It is my hope that this curriculum will enable the teacher to teach successfully. It is also important that other education stakeholders use this curriculum to follow up the teaching and learning of the specified subjects in Standards III – VI.

The Ministry of Education, Science and Technology will be pleased to receive suggestions from teachers and other education stakeholders on how to improve this curriculum. All comments, opinions and suggestions should be sent to the Director General, Tanzania Institute of Education.



Prof. Eustella Bhalalusesa
Commissioner for Education
Ministry of Education, Science and Technology

1.0 Introduction

1.1 Background

The revision of the Curriculum for Primary Education of 2005 was done in order to satisfy the requirements of the Education and Training Policy of 1995, the Education Sector Development Plan 1999 – 2025 and the Tanzania Development Vision 2025. The revision was aimed at the Development of Primary Education 2000 – 2006, the National Strategy for Growth and Poverty Reduction, specific recommendation of research in education, the teaching and learning needs and the suggestions of education stakeholders. Prior to 2005, the curriculum for Early Childhood Education, Primary Education and Secondary Education put emphasis on the content of the subjects to be taught. The 2005 curriculum covered Standard I – VII. Revision was made such that the 2005 curriculum should put emphasis on competence. Prior to 2005, the curriculum for Pre-primary, Primary and Secondary Education put emphasis on the content of the subjects to be taught. The 2005 curriculum covered Standard I-VII. Revision was made such that the 2005 curriculum should put emphasis on competence. However, it was felt the curriculum still emphasized content rather than competence.

In 2015 the Ministry of Education and Vocational Training reviewed the curriculum for Primary Education starting with Standards I and II. The curriculum has put emphasis on improving competences in Reading, Writing and Early Mathematics. This change is a result of various researches which revealed that there was a serious problem of pupils not being competent in reading, writing and Early Mathematics. Morover, the 2005 curriculum cycle at the Primary education level ended in 2012; seven years since its conception. Following the revision of the curriculum for Standard I and II, the curriculum for Standard III – VI was due for revision.

1.2 Context of the Curriculum for Standards III – VI

This curriculum has been prepared in the context of Education For All and the improvements of Early Childhood Education, Primary Education and Secondary Education. The increase in pupil's enrolment necessitates development of a curriculum that takes into account the needs of the children. Extensive and rapid advances in science and technology especially in the field of Information and Communication Technology (ICT) require changes in teaching and learning in order to catch up with new life styles. The application of Information and Communication Technology cannot be avoided because it greatly affects the way we live and work.

In addition, private initiatives in the education sector are increasing. This has been encouraged by the notion of Public-Private Partnership (PPP) in the provision of education. This is in line with the concept of free market which has led to competition in the provision of social and economic services. However, there is a need to ensure that there is an equitable provision of quality education. Also, globalization has increased co-operation among people across nations and therefore, there is a need to have a curriculum that is responsive to national, regional and international relationships. This will prepare the Tanzania pupils to grow and live in the competitive world.

2.0 Policy Issues and Policy Statements

This curriculum has been prepared in accordance to national and international policy and policy statements.

2.1 Education and Training Policy of 2014

This policy states that the duration for Basic Education will be ten years from Standard One to Standard Ten. This will be compulsory for all Tanzania children. Among the important items emphasized in the Education and Training Policy of 2014 are:

(a) The importance of Kiswahili as a National Language.

(b) Education with standards recognized regionally and globally to meet the needs of national development.

(c) Flexible education system.

(d) Development of the skills of reading, writing and Arithmetics.

(e) Application of Information and Communication Technology (ICT) in enhancing learning.

(f) Collaboration among stakeholders in education delivery.

(g) Education that helps to maintain peace.

(h) Application of different languages in communication.

(i) Education opportunities for all.

(j) Education that fosters values and sense of citizenship.

2.2 National and International Statements

This curriculum has paid attention to various national and international policy statements as follows:

(a) **National Strategy for Growth and Poverty Reduction:** The objectives set out in the National Strategy for Growth and Poverty Reduction have been taken into consideration in developing this curriculum. The aim is to provide education that will give the pupils knowledge, skills and positive attitudes to participate actively in their own development process so as to reduce poverty.

(b) **Tanzania Development Vision 2025:** The Tanzania Development Vision 2025 emphasizes the provision of quality education that will enable the pupils to be innovative, inventive and skillful in different fields. It also aims at producing knowledgeable people who can solve social problems by using science and technology.

(c) Sustainable Development Goals (SDGs) 2015 to 2030

The SDG stress on sustainable development which seeks to provide inclusive and equitable quality education at all levels. Out of 17 SDGs, goal number four (4) is dealing directly with education as indicated below:

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning. furthermore, the 17 goals could be summarized in seven goals as follows:

(i.) End poverty and improve food security, nutrition, and agriculture.

(ii.) Ensure healthy lives and promote well-being at all ages.

(iii.) Ensure quality education for all.

(iv.) Increase equity within and among countries and promote human settlements that are safe, peaceful, and inclusive with just institutions.

(v.) Ensure clean energy, and water and sanitation for all.

(vi.) Promote economic growth, industrialization, innovation, employment, balanced consumption and production, and build infrastructure.

(vii.) Combat climate change, conserve the environment, manage use of marine resources, terrestrial ecosystems and preserve biodiversity.

As indicated in section 1.2 this curriculum has taken into consideration the educational context and therefore the SDGs are interpreted according to the national priorities and realities.

3.0 Curriculum Perspectives

This curriculum can be viewed from different perspectives.

3.1 Inclusive and Competence Based Curriculum

The world trend today emphasizes a teaching and learning style that leads to competence and leaner-centred. It is also based on continuous assessment and requires the pupil to reflect on the level of competence that he or she has acquired. This is a type of assessment that encourages the pupil to be active and learn independently and happy.

The curriculum has departed from the subject content style to a style of building competence which include knowledge, skills and attitudes. Competence in each class has been defined and aims at the educational needs of the growing child. The pupil is the centre or focus for learning and emphasis has been directed at enabling the pupil to learn how to study and build the habit of learning throughout his or her life. Talented pupils who have shown special creative abilities will be given opportunity to develop them further. Those with disabilities will be given special assistance. This curriculum

enables the pupils to learn by participating in different activities out of the classroom such as games, arts, subject clubs and entrepreneurship.

3.2 Education Philosophy

This curriculum emphasizes the philosophy of Education for Self-Reliance as was outlined in the Education and Training Policy of 2014. This has been the philosophy of education in Tanzania since 1967. Education for Self-Reliance emphasizes the following aspects:

(a) Education that is directed at the needs of the community or target groups.

(b) To develop critical thinkers and inquiry mind.

(c) To learn by theory and practice in learning.

(d) To develop self-esteem, decision making and respect for human values.

(e) Participate in economic activities.

3.3 Information and Communication Technology (ICT)

It is very important to make use of Information and Communication Technology (ICT) in education. The curriculum emphasizes the use of technology in the course of teaching and learning. Pupils should be afforded the opportunity to use technology in all subjects.

3.4 Basic Education

The curriculum aims at a compulsory basic education which will be offered for ten years: six years of Primary Education and four years of Ordinary Secondary Education. When a pupil moves from one level to the next it can be a challenge and for some pupils this can be an obstacle to learning. This curriculum aims at developing the competences that had been achieved in the previous class levels and prepare the pupil for the next level.

3.5 Pupils' Performance

This curriculum is divided into two levels; Standard III – IV and Standard V – VI. The competences expected to be gained at each level has been defined therefore close monitoring of each pupil's performance at each level will be conducted to ensure the pupils achieve the expected competences.

3.6 Language

The policy of Education and Training 2014 states that Kiswahili and English will be used to teach and learn at every level of education and training. This curriculum will be used in schools that use English as a medium instruction in teacher and learner.

4.0 Milestones in the Development of the Curriculum

The process of revising and writing a curriculum goes through several stages in order to come up with a relevant and quality curriculum. In developing the curriculum for Standards III – VI, the following stages were observed:

4.1 Stage One

Subject panel workshops were held between 2010 and 2014 with the aims of getting and considering suggestions on how to improve the Primary Education Curriculum. This was in response to the recommendations of the 2005 curriculum as were received from teachers, researchers, parents and public in general.

In the same period, a follow up and evaluation of the implementation of the 2005 curriculum was done. The findings of the evaluation have been use as the basis of the revision of the curriculum.

4.2 Stage Two

The Tanzania Institute of Education carried out research aimed at investigating stakeholders opinions on the revision of the curriculum for Standard III – VI. The participants in this research were 300 teachers from 24 regions of Mainland Tanzania who had attended training course on the use of the curriculum for Standard I and II at the University of Dodoma. Various education stakeholders participated in the study. These were Education Officers at District and Regional levels, watchdogs of quality education, policy makers, senior officers from ministries and institutions and other private stakeholders in education.

4.3 Stage Three

This stage involved the curriculum experts at the Tanzania Institute of Education who analysed the findings of the research report, the 2005 Primary Education curriculum and the 2015 curriculum for Standard I and II. In conducting this work, the experts also refered to the Education and Training Policy of 2014 and curricula from East African countries, Africa and beyond. Following the analysis, a draft curriculum was written and circulated to senior education stakeholders whose opinions were used to write this curriculum. The first draft of the curriculum was presented to stakeholders for yet more comments. Their comments were taken into account in writing this curriculum.

4.4 Stage Four

This stage involved the subject panelists and TIE curriculum developers whose main task was to make critical analysis on the draft curriculum. The suggestions and recomendations from subject panels were used again to improve the draft curriculum document. After the improvements, the curriculum was submitted by the chairperson of the Council of Tanzania Institute of Education to the Ministry of Education, Science and Technology for approval.

5.0 Objectives of Basic Education Curriculum

The Basic Education intended in this curriculum has the following features:

5.1 Objectives of Basic Education – Standard III – VI

Basic Education in Standard III-VI is intended to give the pupil knowledge and skills and a positive attitude for everyday life. The following are the objectives of Basic Education, Standard III-VI.

(a) To enable the pupil to develop his/her skills in reading, writing, arithmetic and communication.

(b) To enable the pupil to know, use and appreciate the Kiswahili language.

(c) To enable the pupil to know the foundation of the rule of law.

(d) To enable the pupil to appreciate the culture of Tanzania and those of other countries.

(e) To enhance the ability of the pupil to think, create and solve problems.

(f) To enable the pupil to recognize the importance of ethics, integrity and accountability as being the qualities of a good citizen.

(g) To enable the pupil to participate and appreciate games, sports and arts activities.

(h) To enable the pupil to discover and develop his/her talents and abilities.

(i) To enable the pupil to appreciate and enjoy to work.

(j) To enable the pupil to recognize, appreciate and make use of technical skills.

(k) To prepare the pupil for the next level of education and lifelong learning.

5.2 Competences in Basic Education – Standard III – VI

Competences in Basic Education aim at preparing the pupil in Standard III to VI to do the following:

(a) To communicate correctly in Kiswahili and English orally and in writing.

(b) To read confidently and understand specified texts.

(c) To use theoretical and mathematical principles in daily life situations.

(d) To apply scientific, technological and vocational skills in real life situations.

(e) To appreciate his/her culture and that of other communities.

(f) To respect the diverse beliefs and ideologies of the community in which he/she lives.

(g) To participate in games and sports and artistic activities.

(h) To respect oneself and others.

(i) To perform patriotic activities.

(j) To participate in different activities which are in line with his/her age.

(k) To participate in activities which enhance his logical and analytical thinking.

(l) To collaborate with other people when performing acceptable activities in the community.

5.3 Target Group for the Curriculum - Standard III to VI

The curriculum has identified three groups of pupils who should get education as a basic right. The first group is that of the pupils without disabilities. The next group is that of pupils with disability but can be accommodated in inclusive classrooms and benefit from learning with pupils without disability. The third group is that of those who after examination have been found to require special treatment in order to benefit from education. The type of teaching for this group is that of special classes or groups.

6.0 Learning Areas

This curriculum has six learning areas. Each learning area is built on acquisition of knowledge, skills and attitudes but it is interrelated to the other area of learning.

(a) Language

Language is an important foundation of human development and an identity of culture. Language enables pupils to communicate in their daily activities in different situations and environments. Proficiency in language enables the pupil to learn more successfully. The emphasis on language is meant to enable the pupil to listen, read, speak and write well in Kiswahili and English. Pupils will be expected to have a general knowledge of expressing oneself in a language including sign language. Pupils can choose to learn French or Arabic because these language are important in business, tourism and relationship in general.

(b) Social Science

Social Science aims at enabling the pupils to acquire knowledge, skills and attitudes that enable them to take responsibility in the society and contribute to development. This enhances the pupils' ability to understand and appreciate human rights and their importance; know the history of the society in which they live and fulfil their obligations in the society and neighbouring countries in order to bring about development. Social Science enables the pupils to know, appreciate and promote appropriate culture in the society and those of other socities. It also helps them to know the things in the environment in which they live, to care and conserve them and use them in a sustainable manner. This leads the pupil to the realization of the importance of their participation in economic, social and political changes. Social Science includes the subject of Social Studies and Civic and Moral Education.

(c) Science and Technology

Science and Technology is concerned with the acquisition of knowledge, skills and attitude which will encourage the pupil to like and apply scientific and technological literacy in their daily lives. Science and Technology will provides pupils the ability to think in a valuable way and be able to deal with complex problems. Through science the pupil will acquire skills that will help him or her to find solutions to problems arising from different situations.

(d) Mathematics

Mathematics is an important tool in developing logical, critical and abstract thinking. The pupils will develop ability to solve some of the everyday problems of life. Mathematics is also used in the learning of the other subjects.

(e) Practical and Artistic Subjects

This touches on an important area of competence in daily life. The subjects in this sector aim at enabling the pupils to like to work with their hands. They lead the pupils to acquire the early skills of doing work. Participation in games and artistic activities will enable the pupils to build healthy bodies considering especially that modern life styles do not give many people the opportunity of doing physical exercises. In addition these subjects enhance the skills of innovation, co-operation, problem solving and develop talents. This part includes practical subject like vocational skills, sports, games and art.

(f) Moral and Spiritual Issues

This is an area which enables the pupil to grow spiritually, to respect other religious faiths and foster a spirit of tolerance and respect for the different beliefs and practices at all times and places. Through Religious Education, pupils will grow up in a manner acceptable to the community and strengthen their abilities to think critically and get solutions to problems based on religions principles.

6.1 Allocation of Subjects for Standard III - VI

Pupils of Standard III and IV will study seven (7) subjects and those of Standard V and VI will study eight (8) subjects as shown in Table 1.

Table 1: Allocation of Subjects for Standard III - IV and V – VI

S/No.	Subjects for Standard III – IV	S/No.	Subjects for Standard V-VI
1	Kiswahili	1	Kiswahili
2	English	2	English
3	Mathematics	3	Mathematics
4	Science and Technology	4	Science and Technology
5	Social Studies	5	Social Studies

6	Civic and Moral Education	6	Civic and Moral Education
7	Religious Education	7	Vocational Skills
		8	Religious Education

There will be optional subjects and co-curricular activities. Optional subjects will be taught in schools which have the facilities and ability to teach them. Co-curricular activities involve subject clubs and other areas of learning such as art, games and sports, wealth generating activities as well as recreational events. These are indicated in Table 2. The teaching of games, sports and art should follow the guidelines which have been prepared by the Tanzania Institute of Education.

Table 2: Optional Subjects and Co-curricular Activities for Standard III-VI

S/No.	Optional Subjects	Co-curricular Activities
1	Arabic	Subjects clubs and other areas of learning
2	French	Sports, games and art
3		Entrepreneurship activities
4		Self study/Library

7.0 Competences in Subjects for Standard III-VI

In this curriculum, each subject aims at developing main competences and specific competences.

7.1 Competences in Kiswahili

Competences in Kiswahili subject have been divided according to class levels as shown in tables 3 and 4.

7.1.1 Competences for Standard III-IV

Table 3 shows the main and specific competences which will be developed in Kiswahili for Standard III-IV.

Table 3: Competences in Kiswahili for Standard III-IV

Main Competences	Specific Competences
1. Kuwasiliana katika miktadha mbalimbali.	1.1 Kutambua sauti mbalimbali katika matamshi ya silabi, maneno, sentensi na habari. 1.2 Kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali. 1.3 Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali.

2. Kuonesha uelewa wa jambo alilolisikiliza au kulisoma.	2.1 Kusikiliza na kuonesha uelewa jambo alilolisikiliza. 2.2 Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyosoma.
3. Kutumia msamiati katika miktadha mbalimbali.	3.1 Kuzungumza kwa kuwasilisha hoja kulingana na hali mbalimbali. 3.2 Kutumia maandishi katika kuandaa matini mbalimbali. 3.3. Kusoma katika kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali.

7.1.2 Competences for Standard V-VI

Table 4 shows main competences and specific competences to be developed in Kiswahili in Standard V – VI

Table 4: Competences in Kiswahili for Standard V- VI

Main Competences	Specific Competences
1. Kuwasiliana katika miktadha mbalimbali.	1.1 Kutambua sauti mbalimbali katika matamshi ya silabi, maneno, sentensi na habari. 1.2 Kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali. 1.3 Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali.
2. Kuonesha uelewa wa jambo alilolisikiliza au kulisoma.	2.1 Kusikiliza na kuonesha uelewa wa jambo alilolisikiliza. 2.2 Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyosoma.
3. Kutumia msamiati katika miktadha mbalimbali.	3.1 Kuzungumza kwa kuwasilisha hoja kulingana na hali mbalimbali. 3.2 Kutumia maandishi katika kuandaa matini mbalimbali. 3.3. Kusoma katika kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali.

7.2 Competences in English

Competences in English have been divided according to class levels as shown in Tables 5 and 6.

7.2.1 Competences for Standard III

Table No: 5 shows competences to be developed in Standard III.

Table 5: Competences in English for Standard III

Main Competences	Specific Competences
1. Comprehend oral and written information.	1.1 Listen and comprehend information presented orally. 1.2 Listen and comprehend phonemic symbols. 1.3 Listen, pronounce and read phonemic symbols.
2. Communicate orally and through writing.	2.1 Communicate simple ideas through speaking. 2.2 Communicate simple ideas through writing.
3. Acquire and use vocabulary through the four language skills (Listening, speaking, reading and writing).	3.1 Develop and use appropriate vocabulary through listening and when speaking. 3.2 Develop vocabulary through reading. 3.3 Use appropriate vocabulary when writing.

7.2.2 Competences for Standard IV-VI

Table 6 shows competences to be developed in Standard IV – VI

Table 6: Competences in English for Standard IV - VI

Main Competences	Specific Competences
1. Comprehend oral and written information.	1.1 Listen and comprehend information presented orally. 1.2 Read and comprehend written information.
2. Communicate orally and through writing.	2.1 Communicate simple ideas through speaking. 2.2 Communicate through writing.

3. Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing).	3.1 Develop and use appropriate vocabulary through listening and when speaking. 3.2 Develop vocabulary through reading. 3.3 Use appropriate vocabulary when writing.

7.3 Competences in Mathematics

Competences in Mathematics have been divided according to class levels as shown in Table 7 and 8.

7.3.1 Competences for Standard III-IV

Table 7 identifies the main and specific competences to be developed in Standards III – IV.

Table 7: Competences in Mathematics for Standard III-IV

Main Competences	Specific Competences
1. Use the language of Mathematics in presenting ideas or arguments.	1.1 Apply the concept of numbers to communicate in different contexts. 1.2 Apply the skills of statistics to present different information. 1.3 Apply the skills of algebra to solve problems in everyday life.
2. Think and conceptualize ideas in everyday life.	2.1 Apply the skills of measurements in different life contexts. 2.2 Apply concepts of shapes and figures to solve different problems. 3.3 Apply concepts of patterns to solve word problems in everyday life.
3. Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems. 3.2 Apply the skills of number relations to solve problems in different contexts.

7.3.2 Competences for Standard V - VI

Table 8 identifies the main and specific competences to be developed in Standards V – VI.

Table 8: Competences in Mathematics for Standard V- VI

Main Competences	Specific Competences
1. Use the language of Mathematics in presenting ideas or arguments.	1.1 Apply the concept of numbers to communicate in different contexts. 1.2 Apply the skills of statistics to present different information. 1.3 Apply the skills of algebra to solve problems in everyday life.
2. Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems. 3.2 Apply the skills of number relations to solve problems in different contexts.
2. Think and conceptualize ideas in everyday life.	2.1 Apply the skills of measurement in different life contexts. 2.2 Apply concepts of shapes and figures to solve different problems. 2.3 Apply concepts of patterns to solve word problems in everyday life.

7.4 Competences in Science and Technology

Competences in Science and Technology have been divided according to class levels as shown in Tables 9 and 10.

7.4.1 Competences for Standard III – IV

Table 9 identifies the main and specific competences to be developed in Standards III – IV.

Table 9: Competences in Science and Technology for Standard III - IV

Main Competences	Specific Competences
1. Perform scientific investigation and technological discovery.	1.1 Investigate things that are in the environment. 1.2 Recognize various types of energy and their uses. 1.3 Identify scientific and technological theories.

2. Understand the basics of science and technology.	2.1 Apply Information and Communication Technology (ICT). 2.2 Manage science-related skills. 2.3 Perform science-related practicals correctly.
3. Health care and environment.	3.1 Apply cleanliness principles for health and good environment. 3.2 Apply principles of health for good health. 3.3 Recognize various systems of the human body.

7.4.2 Competences for Standard V – VI

Table 10 identifies the main and specific competences to be developed in Standard V – VI.

Table 10: Competences in Science and Technology for Standard V – VI

Main Competences	Specific Competences
1. Perform scientific investigation and technological discovery.	1.1 Investigate things that are in the environment. 1.2 Recognize various types of energy and their uses. 1.3 Identify scientific and technological theories.
2. Understand the basics of science and technology.	2.1 Apply Information and Communication Technology (ICT) 2.2 Manage science-related skills. 2.3 Perform science-related practicals correctly.
3. Health care and environment.	3.1 Apply cleanliness principles for health and good environment. 3.2 Apply principles of health for good health. 3.3 Recognize various systems of the human body.

7.5 Competences in Social Studies

Competences in Social Studies have been divided according to class levels as shown in Table 11 and 12.

7.5.1 Competences for Standard III – IV

Table 11 identifies the main and specific competences to be developed in Standard III – IV.

Table 11: Competences in Social Studies for Standard III – IV

Main Competences	Specific Competences
1. Recognize different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2. Recognize the principles of patriotism.	2.1 Promote Tanzanian culture. 2.2 Build good relationship with the surrounding society. 2.3 Honour our heroes.
3. Apply knowledge of the maps and solar system in daily life.	3.1 Use map in different environments. 3.2 Recognize the solar system.
4. Apply economic principles in production activities.	4.1 Appreciate and preserve resources. 4.2 Identify production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

7.5.2 Competences for Standard V – VI

Table 12 identifies the main and specific competences to be developed in Standard V – VI.

Table 12: Competences in Social Studies for Standard V – VI

Main Competences	Specific Competences
1. Recognize different events occurring in his/her environment.	1.1 Conserve the environment surrounding him/her. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2. Recognize the principles of patriotism.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the surrounding society. 2.3 Honour our heroes.
3. Apply the knowledge of the maps/ earth and solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognize the solar system.
4. Apply economic principles in production activities.	4.1 Appreciate and protect resources of the country. 4.2 Identify production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

7.6 Competences in Vocational Skills

Competences in Vocational Skills have been divided according to class levels as shown in Table 13.

7.6.1 Competences for Standard V – VI

Table 13 identifies the main and specific competences to be developed in Standard V – VI.

Table 13: Competences in Vocational Skills for Standard V – VI

Main Competences	Specific Competences
1. Good grooming.	1.1 Develop personal hygienic habits. 1.2 Care for garments and maintain cleanliness. 1.3 Care for the environment and maintain sanitation.

2. Mastering different recipes.	2.1 Explain hygienic rules for cooking foods. 2.2 Prepare different types of food. 2.3 Make different drinks. 2.4 Develop acceptable table manners.
3.Creating works of art	3.1 The foundations of singing and acting 3.2 Make pictures carrying social massages. 3.3 Model a variety of shapes. 3.4 Make things using materials available in the environment.
4. Knowing entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small scale business. 4. 3 Know the principles of money management.

7.7 Competences in Civic and Moral Education

Competences in Civic and Moral Education have been divided according to class levels as shown in Table 14.

7.7.1 Competences for Standard III – VI

Table 14 identifies the main and specific competences to be developed in Standard III – IV.

Table 14: Competences in Civic and Moral Education for Standard III – IV

Main Competences	Specific Competences
1.0 Respect the community	1.1 Love oneself and love others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origins.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.

3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage his/her school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the society. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for peoples' rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

7.7.2 Competences for Standard V – VI

Table 15 identifies the main and specific competences to be developed in Standard V – VI.

Table 15: Competences Civic and Moral Education for Standard V – VI

Main Competences	Specific Competences
1.0 Respect the community	1.1 Love oneself and love others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origins.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.

3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage his/her school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the society. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

7.8 Competences in Sports, Games and Art

Competences in Sports, Games and Art have been divided according to class levels as shown in Table 16.

Table 16: Competences in Sports, Games and Art for Standard III-VI

Main Competences	Specific Competences
1. Demonstrate Physical fitness through participation in various sports	1.1 Build muscular strength through participation in various sports. 1.2 Develop endurance through participation in various sports. 1.3 Develop flexibility, speed and body balance through particpation in various sports. 1.4 Build agility and be able to make correct decisions during games and sports. balance through participation in various sports.

Main Competences	Specific Competences
2. 2.Perform sports and artistic activities competitively	2.1 Portray spirit of competition in games, sports and artistic activities. 2.2 Respond creatively when performing games and sports and doing artistic activities. 2.3 Perform various games, sports and artistic activities to provide entertainment arts in competitions and recreational activities.

7.9 Competences in Religious Education

Competences in Religious Education will be determined by the respective religious denomination in accordance to pupils' learning needs and class level. The competences will be used in preparation of Religious Education syllabus for the respective religious denomination in collaboration with Tanzania Institute of Education (TIE).

7.10 Compétences pour le Français Langue etrangère

Les Compétences de Français Langue Etrangère sont divisées dans les niveaux comme si dessous.

7.10.1 La répartition de pour les niveaux III et IV

Table 17: La répartition de compétences Pour Le Francais Langue Etrangère: III – IV

Compétences Principales	Compétences Spécifiques
1. Employer la Compréhension Orale et Ecrite dans des occasions diverses.	1.1Utiliser des compétences acquises de l'audition pour comprendre des documents sonores et écrits dans des situations de communication diverses.
2. Employer la Communication dans des situations diverses.	2.1 Utiliser des compétences acquises de l'expression orale pour participer

3. Employer le vocabulaire dans des ituations différentes de communication.	3.1 Utiliser des compétences acquises de la production orale dans des conversations diverses.
	3.2 Utiliser des compétences acquises de la production écrite pour rédiger des textes et messages dans de contextes divers.
	3.3 Utiliser des compétences acquises de la réception écrite pour analyser des textes dans de contexte différents.

7.10.2 La répartition de compétences pour les niveaux V et VI.

Table 18: La répartition de compétences Pour Le Francais Langue Etrangere: V – VI.

Compétences Principales	Compétences Spécifiques
1. Employer la Compréhension Orale et Ecrite dans des occasions diverses.	1.1 Utiliser des compétences acquises de l'audition pour comprendre des documents sonores et écrits dans des situations de communication diverses. 1.2 Utiliser des compétences acquises de la lecture pour lire et comprendre des textes, annonces et des messages dans des diverses situations de communication.
2. Employer la Communication dans des situations diverses.	2.1 Utiliser des compétences acquises de l'expression orale pour participer dans des conversations différentes. 2.2 Utiliser des compétences acquises de la production écrite pour rédiger des textes et des messages divers dans des situations de communication.

3. Employer le vocabulaire dans des situations différentes de communication.	3.1 Utiliser des compétences acquises de la production orale dans des conversations diverses. 3.2 Utiliser des compétences acquises de la production écrite pour rédiger des textes et messages dans de contextes divers. 3.3 Utiliser des compétences acquises de la réception écrite pour analyser des textes dans de contexte différents.

اللغة العربية: 7.11.

اللغة العربية :
مهارات في اللغة العربية للصف الثالث إلى الصف السادس الإبتدائي.
المهارات العامة المكتسبة بعد دراسة اللغة العربية من السنة الثالثة إلى السنة الرابعة الإبتدائي متشابهة، إلا أن هناك الإضافات لمهارات الخاصة للصف الأول والثاني الإبتدائي التي لم توضع في مكانها الخاص لعدم وجود الصف الأول والثاني موزع بين الصفي الثالث والرابع الإبتدائي.

المهارات المكتسبة بعد دراسة اللغة العربية للصف الثالث. Table No. 19

	المهارات العامة	المهارات الخاصة
1.0	معرفة وفهم الخبر عن طريقة لغة الخطاب أو لغة الكتابة.	1.1 استماع وفهم ما يجري من الأخبار عن طريقة المشافهة 1.2 استماع وفهم الحروف الهجائي وعلامات الترقيم للغة العربية. 1.3 استماع ونطق وقراءة علامات الترقيم وحروف الهجائي للغة العربية.
2.0	الإتصال عن طريقة المشافهة والكتابة.	2.1 الإتصال عن طريقة المشافهة. 2.2 الإتصال عن طريقة الكتابة.
3.0	استعمال المصطلحات اللغوية من خلال المهارات اللغوية الأربعة.	3.1 التطوير واستعمال المصطلحات اللغوية عن طريقة الإستماع أو الحديث. 3.2 التطوير واستعمال المصطلحات اللغوية عن طريقة الكتابة. 3.3 التطوير واستعمال المصطلحات اللغوية عن طريقة القراءة.

Table No. 20 : مهارات اللغة العربية للصف الرابعة إلى الصف السادسة الإبتدائي

	المهارات العامة	المهارات الخاصة
1.0	فهم لغة الحديث والكتابة .	1.1 الاستماع والفهم ما يجري من الحديث باللغة العربية عن طريقة المشافهة 1.2 القراءة وفهم محتوى من الكلام المكتوب
2.0	الإتصال عن طريقة الحديث والكتابة	2.1 الاتصال عن طريقة الحديث . 2.2 الاتصال عن طريقة الكتابة .
3.0	استعمال التعبيرات اللغوية من خلال مهارات اللغوية الأربعة .	3.1 تطوير واستعمال التعبيرات اللغوية عن طريقة الاستماع والحديثعن 3.2 تطوير واستعمال مصطلحات عن طريقة القراءة 3.3 تطوير واستعمال مصطلحات عن طريقة الكتابة .

8.0 Crosscutting Issues

Cross-cutting issues have been taken into account in this curriculum. They have been integrated into various subjects at different class levels according to the developmental stage of the pupils. Cross-cutting issues will also be integrated in some subjects during the course of teaching and learning. These subjects are Mathematics, Kiswahili and English.

Table 21: Cross-cutting issues in different subjects as per class levels

No.	Cross-cutting issue	Subjects	Class	
			III – IV	V – VI
1	HIV/AIDS	• Science and Technology • Civic and Moral Education	√	√
2	Road Safety	• Civic and Moral Education	√	√
3	Child rights and responsibilities	• Civic and Moral Education	√	√
4	Gender education	• Civic and Moral Education	√	√
5	Life Skills	• Civic and Moral Education • Sports and Arts • Vocational Skills	√	√
6	Reproductive health education	Science and Technology	√	√
7	Education about corruption	Civic and Moral Education	√	√
8	Enterprising education	• Vocational Skills • Sports and Arts	√	√
9	Financial Management	Vocational Skills	√	√

10	Drug abuse	• Civic and Moral Education • Science and Technology	√	√
11	Environmental education	• Social Studies • Science and Technology • Religious Education	√	√
12	Peace Education	• Civic and Moral Education • Religious Education	√	√
13	Education on the use of communication networks	• Science and Technology • Civic and Moral Education	√	√
14	Globalization	• Civic and Moral Education • Science and Technology	√	√

8.1 Competences in Cross-cutting Issues

Crosscutting issues will be taught in different ways by being integrated in various subjects. In some subjects cross-cutting issues is integrated in the syllabus while in other subject is covered during teachers and learning process.

Table 22: Competences for Cross-cutting issues per class level

Cross-cutting Issue	**Competences for cross-cutting issues**	
	III - IV	**V-VI**
Environmental education	a) Clean the environment. b) Collaborate in keeping the environment clean.	a) To assist to keep environment green. b) Co-operate to prevent the destruction of the environment. c) Assist in protection of living organisms in the environment. d) Assist to protect the ecology.

Cross-cutting Issue	Competences for cross-cutting issues	
	III - IV	**V-VI**
HIV/AIDS	a) Recognize HIV/AIDS. b) Care for people who live with HIV/AIDS.	a) Take care, protect oneself and others from HIV infection. b) Show concern for people who live with HIV.
Education on the use of communication networks.	Use telephone, television, radio and newspapers responsibly.	Use computer, websites and social media responsibly.
Globalization	Know what globalization is.	Gainful use of globalization.
Drug abuse	Know the dangers of drug abuse.	Cooperate with the community to find ways of preventing drug abuse.
Reproductive health education	Health care	(a) Know the dangers of irresponsible sexual relations. (b) Avoid sexual relations which can lead to diseases and early pregnancies.
Life Skills	(a) Self-realization (b) Respect one-self and others.	(a) Be self-confident and make right decisions. (b) Co-operate with others in various ways. (c) Put up with pressure.
Entreprising education	(a) Sustainable use of family properties. (b) Identify economic opportunities available in the community.	(a) Recognise economic opportunities around him/her. (b) Utilize economic opportunities for self sustainance.

Cross-cutting Issue	Competences for cross-cutting issues	
	III - IV	**V-VI**
Financial literacy	(a) Recognise Tanzanian currency. (b) Build the habit of saving money.	(a) Use money diligently. (b) Safe saving of money through bank, mobile money services.
Peace education	(a) Know the concept of peace. (b) Avoid conflicts	(a) Maintain peace and harmony. (b) Identify the effects of conflicts.
Road Safety	(a) Safe use of roads. (b) Recognize road signs that help the use of roads safely.	(a) Know road safety signs. (b) Maintain roads and road signs.
Child rights and responsibilities	(a) Identify fundamental rights of children. (b) Identify child responsibilities.	(a) Realize the dangers of irresponsibility in children. (b) Know how to stand up for your rights.
Gender education	(a) Know his/her gender. (b) Know gender differences.	(a) Know gender relations. (b) Know the essence of gender.
Education about corruption	Know the concept of corruption.	(a) Know corrupt practices and their effects. (b) Demonstrate anti-corruption activities

9.0 Allocation of Time

The school year has 194 days which is equivalent to 39 weeks. The year is divided into two terms; each term containing two weeks of examinations. In Standard III - VI, learning hours will be six per day and each period will be 40 minutes. Therefore, the total number of periods will be 8 per day with exception of Friday on which the periods will be 6 for classroom learning to all pupils. This will make a total of 38 periods per

week. For schools offering optional subjects, the pupil will choose one optional subject which will be taught twice a week and therefore make a total of 40 lessons per week. Detailed information about teaching and learning hours in Standard III – VI is given in Table 23.

Table 23: Learning Time and Number of Periods per Subject per Week

		Total learning Hours and Periods per week					
		Hours	**Minutes**	**Hours**	**Minutes**	**Total number of periods**	
No.	**Subjects**	**III-IV**		**V-VI**		**Std III -IV**	**Std V-VI**
1	Kiswahili	4	40	3	20	7	5
2	English	3	20	4	00	5	6
3	Mathematics	4	00	3	20	6	5
4	Science and Technology	3	20	3	20	5	5
5	Social Studies	2	00	2	00	3	3
6	Civic and Moral Education	3	20	3	20	5	5
7	Vocational Skills	-	-	1	20	-	2
8	Religious Education	0	40	0	40	1	1
	Total learning hours in class	**21:20**		**21:20**		**32**	**32**
Optional Subjects							
9	French/ Arabic	1	20	1	20	2	2
	Total learning hours for Optional Subjects	**1.20**		**1.20**		**2**	**2**
10	Subject Clubs and other areas of learning	1.20		1.20		2	2
11	Art and Sports	1.20		1.20		2	2
12	Entrepreneurship activities	0.40		0.40		1	1
13	Self study/Library work	0.40		0.40		1	1
	Total learning hours outside the class	**4:00**		**4:00**		**6**	**6**

	Total learning hours and number of periods per week	**25:20**	**25:20**	**38**	**38**

9.1 Learning of Religious Education Subject

Religious Education subject will be taught in the school on any appointed day of the week except on Friday when classes will be taught until 12:00 noon. There should be no lessons taught from 12:00 noon to 2:00 pm. This is to allow the denominations that worship on Friday to go to their worshiping places. The pupils who will not take part in prayers will be required to do self-study or participate in other learning activities planned by the school till the end of lessons time.

10.0 Teaching and Learning

This curriculum emphasizes learner-centred approach in which the pupil is the focus. Bearing in mind that every pupil has an ability to learn, the main task of a teacher is to facilitate the learning process. Therefore, this curriculum emphasizes participatory methods of teaching and learning. In the whole process of teaching and learning, the teacher must ensure that every pupil gets an opportunity to participate fully in the learning activities regardless of their differences. This view of teaching and learning is mainly based on the philosophy of education for self-reliance.

10.1 Curriculum Implementation in Inclusive and Special Classes

The government of Tanzania emphasizes good education for all Tanzanian pupils. This implies that every pupil is able to learn and be successful. This curriculum indicates the important aspects of shifting from the normal classes to the inclusive and special classes. These important aspects are shown in Table 24.

Table 24: Teaching and Learning According to Types of Classes

Things to consider	Inclusive classes	Special classes/ departments
Total number of pupils' activities	Total number of pupils' activities should be sufficient according to their abilities, however activities for pupils with disabilities should be reduced according to their types of disabilities.	Total number of pupils' activities will depend on the type and methods used in their classes.

Things to consider	Inclusive classes	Special classes/ departments
Time of learning	Time for teaching and learning activities will be according to the curriculum applied, but for the case of pupils' with disabilities the time for different learning activities should be increased depending on the type of the problem.	Time for learning activities for disabled pupils, will be increased depending on the ability and the type of the leaners' disability.
	Time for answering test questions in the classroom for disabled pupils and the time to enter into another level/class should be increased according to the type of the pupils' ability.	• Time to do different learning activities for the disabled pupils should be increased depending on the type and ability of the particular pupil. • Time for answering test questions in the classroom for the disabled pupils should be increased depending on the type and ability of the particular pupil.

Things to consider	Inclusive classes	Special classes/ departments
		• Time for completion of learning at one level in order to proceed to the next level be increased depending on the disability and ability of the pupil concerned. • Time for learning and responding to assessment questions will be related to the teaching method in their classes.
The level of assisting the pupil in learning	Every pupil should be assisted according to his/her needs, but for the case of disabled pupil the level of assistance should be increased depending on the needs.	The level of assisting the pupil should be increased according to her/his needs.
Teaching and learning aids, materials and methods.	Materials and different teaching and learning aids such as feeling, seeing and hearing aids should be used depending on their ability and disabilities.	Different teaching and learning materials/Aids, such as feeling, seeing and hearing should be used depending on their disabilities.
	Different participatory ways/ methods of teaching and learning should be used according to the pupils' ability and for disabled pupils, individual programmes should be used depending on the level of their disabilities.	Different participatory ways/methods of teaching and learning should be used depending on their disabilities.

Things to consider	Inclusive classes	Special classes/ departments
Participation of the learner in the learning process	Every individual pupil should participate in the teaching and learning process according to his or her ability or disability.	Disabled pupil should participate in the learning process as much as his/her disability will allow.
Solving the problem of learning	In order to solve the learning problems, the pupil must follow the learning rules but for the case of disabled pupils the learning rules can be changed depending on the level of the their ability.	Learning rules can be changed for the pupil in order to solve the problems depending on the level of his/her disability.
Expectations in learning	Expectations to be emphasised to all pupils but for the case of disabled pupils, alternative expectations should be set.	Alternative expectations should be set for the disabled.
Getting the learning feedback	The normal pupil should refer back to what he/she was taught in a given precise method but for the case of disabled pupil feedback from them should be changed in line with his/her ability.	The feedback from the disabled pupil should be changed in line with his/her ability.
Competence selection	Pupil to learn as he/she was instructed but for the case of disabled one the subject content should be changed depending on the ability.	Subject content should be changed depending on the ability of the disabled pupil.
Language	Normal language/simple language should be used for the normal pupil and the instruction language should be used but vary depending on the ability of the disabled pupil.	The instruction language should vary depending on the ability of the disabled pupil.

Things to consider	Inclusive classes	Special classes/ departments
Classroom sitting plan	The classroom sitting plan for normal pupils should allow learning to take place without disturbance whereby the plan for the disabled pupils should consider the kind of disability he/ she has in learning.	Classroom sitting plan for the disabled pupil should consider the kind of disability he/she has and his/her ability to perticipate in learning..
Security	Security to each pupil should be emphasised and keenly observed especially that of albinos.	Security for each pupils should be observed depending on the kind of disability especially that of albinos.

10.2 Co- Curricular Activities

These are activities that aim at improving what the pupil has learnt in class. These give the pupil an opportunity to meet other people in different environments thereby re-enforce what he/she has learnt in class. The activities include subject clubs, games and sports, economic, cultural and counselling activities which give pupils an indepth knowledge of the things they have learnt.

(a) Subject clubs and other learning activities

These clubs are related to various subjects, for example, cross cutting issues such as environment, HIV/AIDS, children rights, life skills, prevention of corruption, health, peer education, business and road safety.

(b) Games, sports and art

These activities will help the pupils to discover their talents and abilities which should be nurtured. Games and sports will be performed by all pupils according to a timetable which the particular school has drawn. Other activities include theatre arts, singing, field events, football, handball, basketball, netball, table tennis, *bao* and the like.

(c) Economic activities

These include activities such as a school shop, flowers and vegetable garden, animal keeping, crop farming, sculpture, drawing and painting and other small business activities that can earn money for the school.

10.3 Recreational Activities

Recreational activities are held once in a term. Each school is supposed to have a programme of activities which will involve all the pupils including those with disabilities

so that there is a sense of equality and all enjoy the events. Prizes will be given to the good performers so that they are encouraged to increase their talents.

Recreational activities relaxes the mind and body out of the classroom or after lessons. This renews the pupil's strength and spirit to better his/her performance in other academic lessons. In order to develop recreational activities in schools, the curriculum aims at:

(a) Enhancing talents and innovation.

(b) Developing talents in the performing arts (theatre) dance, singing, craftsmanship, games and sports and making some articles through innovation.

(c) Reducing mental pressure through entertainment.

(d) Helping the pupils to get opportunities to relax by exposure to different environments such as visits to tourist and historical sites.

(e) Helping the pupils to learn by doing.

In planning recreational activities in school, teachers and pupils who have an interest in certain types of activity can work together under the guide of experts/professionals.

11.0 Implementation Strategy

In implementing this curriculum, two things are required: people (human resources) and physical resources.

11.1 Human Resources

Human resources is an important requirement in the implementation of this curriculum. Human resources include:

11.1.1 Primary School Teacher

Teacher have a particular important role in the implementations of the curriculum. The primary school teacher is the one who has been trend to teach at this level. National competence framework (NCF) for primary school teachers stipulates the kind of a teacher that is envisaged. In this section some key competences required by teacher are highlighted in two main areas.

(a) Teaching

Structure of teaching competence of primary school teacher includes the following

(i) Prepare a competence - based lesson.

(ii) Interrelate ideas and informaion within and across subject areas.

(iii) Relate curriculum content to pupil's needs and experience.

(iv) Demonstrate proper use of learner - centered teaching approaches.

(v) Apply knowledge of Information Communication and Technology (ICT) in the

teaching and learning process.

(b) Assessment

Structure of assessment competence of primary school teacher includes the following:

(i) Prepare assessment reports in every subject.

(ii) Apply appropriate methods in assessing the pupils.

(iii) Keep records of the progress reports of the pupils.

(iv) Give progress feedback and report to pupils and parents which will enhance learning.

11.2 Physical Resources

Physical resources include the following:

11.2.1 Teaching and Learning Resources

To achieve the desired educational goals subject syllabi, guides, books and teaching and learning aids are essential tools in ithe mplementation of the Basic Education curriculum.

The textbooks and reference books to be used are the ones recommended and approved by the Ministry of Education Science and Technology. Subjects' syllabi and guides to be used are the ones prepared by Tanzania Institute of Education and approved by the Ministry of Education, Science and Technology.

Effective teaching and learning also demands the use of Information and Communication Technology (ICT). Therefore the tools which support learning using ICT need to be provided by the school. Each school is also required to be equiped with the facilities for sports activities, art and craft and various fields.

For pupils with disabilities, devices and models of different types (vision, hearing, and touch) are to be used to facilitate learning depending on the type of disability. Braille machines and sound equipment should be facilitated for visual and hearing impared pupils respectively.

11.2.2 Furniture and Buildings

Furniture and buildings should be userfriendly to all including girls, boys and those pupils with special needs. Classrooms and other buildings such as library have to be constructed in compliance with the standards set by the ministry responsible for education. Furniture and school buildings as well as stairs and toilets have to be friendly to pupils with disability.

12.0 Assessing Learning

Assessment is an important aspect in the teaching and learning process. Assessment will enable the teacher to identify the level of competence developed by the pupils. Assessment will be done using various tools, including exams, observations, interviews,

questionnaire, portfolio, project work and performance chart. Assessment of pupils' performance will involve continuous assessment and summative assessment.

Summative assessment will involve National Assessment which will be held in Standard IV and Standard VI.

12.1 Initial Assessment

Initial assessment is done before beginning of the course in order to determine the pupils' prior knowledge and competence before they are enrolled in the class.

12.2 Diagnostic Assessment/Screening Testing

This is a part of continuous assessment which is done in order to gather information about the pupil's mastery of the different skills. Such information should be used to give relevant support and advice to the pupil. Sometimes, advice from a medical expert may be important, especially for pupils with disability.

Alongside diagnostic assessment, screening tests or examinations will be used in order to determine pupils with learning difficulties and therefore plan for remedial measures. This kind of assessment can be done after the pupils have learnt for a period of three (3) or more months.

12.3 Continuous Assessment

This is an assessment process which is continuously done during the entire period when the teacher interacts with pupils in teaching and learning in order to provide feedback to the teacher and the pupil. Feedback will help the pupil to understand areas of difficulty which need to be emphasized; also it will help the teacher to identify pupils with learning difficulties so that they can be helped.

Assessment tools include observation, interviews, assignments, oral questions, portfolios, project work and practicals. The continuous assessment will be used to identify different talents of the pupils such as creativity, drawing, arts, sports and character.

12.4 Summative Assessment

This type of assessment will consist of examinations which will take place at the end of each month or term. The final exam will be used as a criterion for the pupil to progress from one class level to another. The assessment will consist of a written exam, oral questions and critical observation.

12.5 National Assessment

There will be a National Assessment for Standard IV and VI. The assessment is designed find out whether the pupils have developed the intended competences so that they can progress to the next class level (from Class IV to V and from Class VI to Form I). The assessment will be used to identify the pupils difficulties in learning so that they can be assisted before progressing to the next level. It will consist of a written test, oral questions and observation. The assessment will be designed by the National Examination Council of Tanzania (NECTA). The assessment tools will be distributed

to all schools and marking will be done at school level. The schedule for assessment will be the same for the whole country. The result of the assessment will be used as a tool to enhance the teaching and learning process in a particular school. In addition, the assessment results will be submitted to the National Examinations Council which will compile and present the results for the whole country.

13.0 Supervision of the Curriculum

Management and supervision of the curriculum is an important factor to support effective implementation of the curriculum as intended. Supervision of the curriculum will be done from the school level to the ministry level. The President's Office - Regional Administration and Local Governments is the principal supervisor of the implementation of this curriculum. Supervision at school level is the pillar for the implementation of the curriculum. The Head of school, the School Committee and the Ward Education Officer will be the main supervisors at school level. Through conducting meetings, they will discuss the progress of the curriculum implementation. Other supervisors are District Education Officers on behalf of District/municipal Executive Directors at district/municipal level and Regional Education Officers at Regional level. Generally, supervision of this curriculum is consistent to the decentralization of certain educational responsibilities from central government to local governments.

14.0 Curriculum Implementor's Continuing Professional Development

Teachers, supervisors, quality assurers and other curriculum implementers will be trained to enable them to implement the curriculum effectively. Tanzania Institute of Education will offer in service training to teachers and other stakeholders. Face to face and distance learning approaches will be used. Teachers' colleges and universities will have the responsibility to train students teachers on this curriculum.

15.0 Monitoring and Evaluation of the Curriculum

Follow up and evaluation of the curriculum will continue in line with the national assessment which has been prepared by the Ministry of Education, Sciences, Technology.

15.1 Monitoring

Monitoring the implementation of the curriculum aims at collecting reports on the success or otherwise of the curriculum. All major stakeholders in education will be involved in the follow up of the implementation of the curriculum. These stakeholders include school committees, teachers, parents, pupils and school quality assurers. The monitors fall into two groups; internal and external. Heads of schools are the foremost internal monitors of the implementation of the curriculum. The monitoring guidelines from the Ministry of Education, Science and Technology spells out the duties of each stakeholder in ensuring that the curriculum is implemented successfully. Monitoring reports will be analysed and submitted to the Tanzania Institute of Education and other major education stakeholders. These will be used in the endeavour to improve the implementation of the curriculum.

15.2 Evaluation

The evaluation of the curriculum aims at identifying areas of the curriculum which need to be improved. The evaluation will touch all aspects of content of the curriculum including objectives, content, teaching and learning methods, availability of aids to evaluate the pupils progress, ability of the teachers to teach and the teaching and learning environment, continuous evaluation of the curriculum will involve various stakeholders led by the Tanzania Institute of Education. Final evaluation will be after every four years whereas continuous evaluation will be done throught the course of teaching and learning.

16.0 Learning Results and levels of Assessment

The success of the implementation of the curriculum will be based on the performance of the pupils. The criteria of performance assessment and levels which will be followed appear in Table 25.

Table 25: Assessment Criteria and Achievement Indicators

Subject	Assessment Criteria	Performance indicators
Kiswahili	1. Kuwasiliana katika miktadha mbalimbali.	Mwanafunzi atapimwa uwezo wake katika kutambua sauti katika matamshi ya silabi, maneno na herufi mwambatano, kutumia lugha ya mazungumzo katika miktadha mbalimbali na kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali.
	2. Kusoma na kufahamu kujenga uwezo wa kujieleza kwa namna mbalimbali.	1. Mwanafunzi atapimwa uwezo wake wa kusikiliza na kumudu mazungumzo. 2. Kusoma maandiko mbalimbali kwa ufasaha kwa kuzingatia kanuni za waandishi.

Subject	Assessment Criteria	Performance indicators
	3. Kutumia msamiati katika miktadha mbalimbali.	1. Mwanafunzi atapimwa uwezo wake wa kuzungumza kwa kuwasilisha hoja kulingana na hali mbalimbali. 2. Kutumia maandishi kuandaa matini mbalimbali. 3. Kusoma na kuchanganua mawazo yaliyowasilishwa kwenye matini mbalimbali.
English	1. Comprehend oral and written information.	A pupil will be assessed on his /her ability to comprehend information presented orally and pronounciation of phonemic symbols.
	2. Communicate orally and through writing.	A pupil will be assessed on his /her ability to communicate through speaking and writing.
	3. Acquire and use vocabulary through the four language skills (Listening, speaking, reading and writing).	A pupil will be assessed on his/ her ability to apply the skills of speaking, reading and writing.
Mathematics	1. Developing confidence and thinking skills in everyday life.	A pupil's ability will be assessed on the correct use of measurement skills, shapes, and puzzles in different aspects.

Subject	Assessment Criteria	Performance indicators
	2. Applying mathematical skills to solve different problems in different environments.	A pupil's ability will be assessed on mathematical operations, relationship between one number and another, so as to solve problems in different aspects.
	3. Use the language of mathematics in presenting ideas or arguments.	A pupil's ability will be assessed on using numbers to present an idea in different situations.
Science and Technology	1.Using scientific observations in everyday life.	A pupil's ability will be assessed on the ability of applying scientific observations in his or her environment.
	2. Using science and technology skills in everyday life.	A pupil's ability will be assessed on his/her ability to use scientific knowledge in solving different problems.
	3. Applying the skills of cleanliness and environmental care.	A pupil will be assessed on his/her ability to apply health and environmental care principles.
Social Studies	1. To inculcate the sense of patriotism	A pupil will be assessed on his/her ability to interact with other pupils in the community, respect his/her culture and honour Tanzanian and African heroes.

Subject	Assessment Criteria	Performance indicators
	2. Acquire the skills of discovery and predict various changes in the environment.	A pupil will be assessed on the ability of using map reading skills to describe the land features its resources and the changes which can occur on the surface of the earth using a knowledge of the solar system.
	3. Managing different economic activities in the community and in the nation.	A pupil will be assessed on his/her ability to innovate wealth creating activities, apply entrepreneurial skills and realize the country's resources.
	4. Predict events and take precaution.	A pupil will be assessed in his/her ability to record events conserve the environment and plan different activities according to the weather conditions.
Civic and Moral Education	1.Respect the community.	A pupil will be assessed on his/her ability to care for him/herself, to love others, to love and feel proud of his/her school as well as to love the country and its values
	2. Appreciate the community.	A pupil will be assessed on his ability of care for him/herself, others, the environment and create good relationships with different people.
	3. Be responsible	A pupil will be assessed on his/her ability to protect the country and its resources, to obey its laws, to discipline her/himself as well as to create good relationship with other people in the course of performing various activities.

Subject	Assessment Criteria	Performance indicators
	4. Be resilient	A pupil will be assessed on his/her capacity to presevere in daily life; attain set objectives by having a positive attitude and learn to analyse situations clearly.
	5. Be a person of integrity.	A pupil will be assessed according to his/her ability to be trusted within the community, to be faithful and to fulfil his/her duties transparently.
	6. Promote peace and harmony.	A pupil will be assessed on his/her ability to interact with people of different cultures, and be able to create good relationships with people from other nations.
French	1. Comprendre à l'oral et à l'écrit des informations dans des occasions diverses.	L'apprenant sera évalué sous la base de compréhension des diverses documents sonores et écrits.
	2. S'exprimer à l'oral et à l'écrit dans des situations diverses	L'apprenant sera évalué sous la base de s'exprimer à l'oral et à l'écrit dans des situations diverses.
	3. Produire à l'oral et à l'écrit en utilisant le vocabulaire acquis dans des situations différentes.	L'apprenant sera évalué sous la base de produire à l'oral et à l'écrit en utilisant le vocabulaire acquis dans des situations différentes.

الجدول رقم : 28 المواضيع التي تقاس من المادة وكيفية قياسها.

المادة	المعيار المنظور به في عملية التقويم	قياس الكم المحصول في الدراسة
اللغة العربية	1 الاتصالات في المقتضيات المختلفة	يمتحن الطالب قدرته على التمييز بين الأصوات المختلفة عند النطق بالحروف ، الكلمات ، والحروف عند اتصالها ، استعمال لغة المتلف هة في مقتضيات مختلفة ، مع استعمال الكتابة في الاتصالات متماشيا مع مقتضيات مختلفة .
	2 القراءة والفهم في بناء قدرات على تعريف نصه بأسلوب مختلفة.	يمتحن الطالب قدرته على الاستماع والقدرة على التحدث . قراءة والكتابات المختلفة مع مراعات القوانين في الكتابة.
	3 استعمال مصطلحات اللغة في المقتضيات المختلفة.	يمتحن الطالب قدرته على استماع والتحدث باللغة العربية وطرح الموضوع في أحوال مختلفة . استعمال كتابات مختلفة في استخدام متون مختلفة مع القراءة لمعرفة أفكار مختلفة في هذه المتون .

Assessment criteria and indicators for the activities outside the classroom are indicated in Table 26.

Table 26: Assessment Criteria for Co-curricular Activities

Subject	Assessment Criteria	Performance indicators
Sports, games and Arts	1. Be physically fit by participating in various games and sports.	A pupil will be assessed on his/her ability to participate in playing with others and make decisions in arts and sports in general.
	2. To participate in games sports and the arts skillfully.	A pupil will be assessed on the following: Arts and sports - Discipline - Collaboration and competence in arts and games.

Subject Clubs and Other Areas of Learning	Forming subject clubs in different areas of learning.	A pupil will be assessed in his/her ability to form, guide and lead a particular subject club.
	Participating in subject club activities in different areas of learning.	A pupil will be assessed in his/her ability to participate and create activities in different subject clubs.
Entrepreneurship activities	To create different production activities.	A pupil will be assessed on his/her ability to participate in various production activities at school and at home.
	Organizing and learning production activities.	A pupil will be assessed through his/her ability to organize and to lead a profitable production activity.

17.0 Parents and Community Participation

Upbringing and development of a child begins at the family level in collaboration with the community. The parents and the community are important pillars in improving the education and growth of the pupil. The progress of pupils should be monitored especially in the areas of academic progress and character formation and they should be assisted so as to learn effectively. On the other hand parents and the community should collaborate in the improvement of the school infrastructures.

18.0 Private and Public Partnership (PPP)

The main rationale for developing public private partnerships (PPPs) in education is to maximize the potential for expanding equitable access to schooling and for improving learning outcomes. The government recognised the role of various stakeholders in the provision of education as stated in the Education and Training Policy of 2014. In curriculum issues private organization may contribute to teacher orientation or training on curriculum, curriculum development; and research as well as enhance teaching and learning materials.

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