

PLUSONE GRADE 5 SCHEME-CUM TERM 2026
SUBJECTS SCHEMED

- 1 ENGLISH**
- 2 PHYSICAL EDUCATION AND ARTS**
- 3 SCIENCE AND TECHNOLOGY**
- 4 SOCIAL SCIENCE**
- 5 MATHEMATICS**
- 6 SHONA**

Wk	Topic/content	Objectives	Methodologies and activities	REF/S.O. M	Media	Competen cies	Evaluation
1	Listening	Learners should	Assumed knowledge: learners	English	Phonic	Listening	

Primary School Textbooks (ECD - Grade 7)

ENGLISH LANGUAGE

TOPICS TO BE COVERED

- Listening /Observing
- Speaking/Signing
- Reading
- Writing /Brailing

AIMS

By the end of the term the learners should have developed the four basic skill namely listening, speaking, reading, and writing in the English language with Emphasis on visual, manual and tactile skills such that they will be able to express themselves freely in a variety of situations that involve the use of functional English, write accurately in English and Listen to/observe and understand texts or any form of communication in English

L1	Phonics The 44 phonemes in English -20 vowel sounds such as; -oo/ae/ee Cross cutting theme Children's rights and responsibilities	be able to ; -distinguish the 44 phonemes in English-20 vowel sounds -read 10 vowel sound words correctly	know Phonics Intro-phonics practice Dev: Facilitator introduces the vowel sounds Learners identify words with the given vowel sounds as a class and in groups Reading of vowel sound words. Learners listen to words being dictated Conclusion-homework on vowel sounds.	Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners book page 11	alphabet Flash cards	Reading Pronouncing Identifying	
L2	Speaking/signing -intonation patterns Cross cutting theme Children's rights and responsibilities	- pronounce words correctly -identify intonation patterns eg er ei er	Assumed knowledge. Learners can read Intro- Phonic practice Dev: class discuss the intonation patterns er ei ie In groups learners identify words with the intonation patterns. Writing sentences using the words Conclusion: a game on spelling	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page 74	ICT tools . charts	Speaking pronouncing Identifying Writing	
L3 &4	Reading Intensive reading - comprehension	-read texts silently -read at least 10	Assumed know-learners know how to use phonics to read words Intro-sounding letters of the	English Language syllabus	ICT tools	Reading Question answering	

	Cross cutting theme Children's rights and responsibilities	new words from the given text -answer comprehension questions	alphabet Dev: teacher introduces new words Class reads the words Learners take turns to read the story Thorough discussion of the story Answering oral and written questions Conclusion-summary of the main points.	2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 76 -76			
L5	WRITING/BRAILLING -Penmanship Cross cutting theme Children's rights and responsibilities	-write legibly following the Grade 3-7 Nelson script/relevant braille contractions -Write legibly six letters of the alphabet	Assumed know-learners can read and write Intro-listen and follow instructions -Dev: teacher demonstration on how to shape letters with help of the chart by Nelson Board practice by learners Group work with teacher's help Writing a passage observing handwriting Conc: a competition game	English Language syllabus 2024-2030 Grade 3-7 page 40 2 HBC English Grade 5 learners book page 76	Alphabet chart Nelson script chart	Writing Observing Practising	
L6	LISTENING Intensive listening Cross cutting	Respond appropriately to questions using words such as	Assumed know-learners can listen and follow instructions Intro-giving instructions and learners respond to them.	English Language syllabus 2024-2030	Pictures Recording charts	Responding Listening Speaking	

	theme Children's rights and responsibilities	true/false, yes/no, correct/incorrect.	Dev: facilitator helps learners understand what true or false mean Learners write a set of statements given, answering with true or false Revision of the written exercise Con-homework on true/false statements.	Grade 3-7 page 35 2 HBC English Grade 5 learners book page 78			
L7 &8	WRITING -Letter A letter to a cousin/ brother not feeling well or has archived something Cross cutting theme Children's rights and responsibilities	- identify the differences and similarities between a formal/ business and informal/friendly letters -write an informal letter	Assumed knowledge-learners have written a letter at some point Intro-stating components of a letter. Dev: facilitator helps learners differentiate between formal and informal letter Class discuss features of an informal letter With help of vocabulary on the board, learners write the letter Con-oral questions on characteristics of an informal letter	English Language syllabus 2024-2030 Grade 3-7 page 41 2 HBC English Grade 5 learners book page76	ICT tools Sample letters	Writing Identifying Discussing Explaining	
L9	Project Stage 4 - selecting the most suitable	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project	English Language syllabus 2024-2030	Flash cards Work cards	Listening Respondin g Following	

	solutions		topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Grade 3-7		instructions	
2 L1	LISTENING - series of instructions ie clap hands, jump around etc Cross cutting theme Children's rights and responsibilities	-Respond to more than three given instructions/ commands in a row	Assumed knw- learners can follow simple instructions Intro-explaining what instructions are. Dev-Class discussion on importance of following instructions Teacher dishes out instructions and learners follow Learners use work cards with instructions Con-pair presentation	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners book page 80	Pictures of ict tools Instructions cards Work cards	Listening Responding Following instructions	
L2	SPEAKING/SIG NING -Public speaking skills such as self-expression, clarity, posture, voice projection, gestures and confidence. Cross cutting theme	-Express themselves confidently before an audience -Present prepared and impromptu speeches	Assumed knowledge-Learners can confidently stand up and say something about themselves Intro-reading new words Dev: discussion on characteristics of public speaking Teacher demonstrates public speaking Learners practice public speaking while in groups of four Report back	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page	Recordings A variety of texts	Speaking Expressing Listening Presenting	

	Children's rights and responsibilities		Conc: best performers present their work to the class.	81-82			
L3 &4	READING Skimming and scanning Cross cutting theme Children's rights and responsibilities	-skim and scan through a text -Identify main points in a read text -Answer 10 comprehension questions	Assumed knw-learners can read using the phonic method Intro-trying to define reading. Dev: new words are introduced Teacher reads the story Learners read the story as a class Thorough discussions on the story Silent reading by learners Oral and written exercise answering questions Conc: Revision of the written exercise.	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 80-81	New word's Ict tools Charts	Reading Identifying Answering Imitation	
L5	WRITING Summary writing Cross cutting theme Children's rights and responsibilities	-summarise a variety of texts -Identify five main points from a given text	Assumed knw-learners can read and understand Intro-reading of main words of the story Dev-reading of the main text -thorough discussions on how to write a summary Note making and summarisation of aspects such as , title, main ideas, grammatical accuracy and punctuation.	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page	Sample s of summar ies Notebo oks Work cards	Writing Identifying	

			Groups discuss sequencing of ideas. And length of the summary as given in words. -summary writing after retelling the story Conc; individual reading of the summary	82			
L6	WRITING -Letter A letter to a cousin/ brother not feeling well or has archived something Cross cutting theme Children's rights and responsibilities	- identify the differences and similarities between a formal/ business and informal/friendly letters -write an informal letter	Assumed knw-learners have written a letter at some point Intro-stating components of a letter. Dev: facilitator helps learners differentiate between formal and informal letter Class discuss features of an informal letter With help of vocabulary on the board, learners write the letter Con-oral questions on characteristics of an informal letter	English Language syllabus 2024-2030 Grade 3-7 page 41 2 HBC English Grade 5 learners book page 82	ICT tools Sample letters	Writing Identifying Discussing Explaining	
L7	LISTENING Dictation Cross cutting theme Children's rights and	-write dictated words and sentences correctly - listen to 10 dictated words	Assumed knw-learners have phonic background Intro-reading words of the week. Dev: orally learners recall the vocabulary previously taught In groups learners practice a	English Language syllabus 2024-2030 Grade 3-7 page 35	Diction ary Puzzle' s ICT tools	Listening Writing spellings	

	responsibilities		spelling game. Individually learners write the dictated words Conc: makng corrections of the written words.	2 HBC English Grade 5 learners book page 84			
L8	WRITING Fortnightly tests Cross cutting theme Children's rights and responsibilities	Answer 25 revision questions	Assumed knowledge: learners have written a test before Intro-introducing the exercise to the learners Dev-explanation on how to write the exercise Individual reading and writing of the exercise Con-comment on the written exercise.	2 HBC English Grade 5 learners book page 85	Charts	Writing Answering Discussing	
L9	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	English Language syllabus 2024-2030 Grade 3-7	Flash cards Work cards	Writing Answering Discussing	
3 L1	LISTENING/OB SERVING Comprehension	-read a variety of texts and stories or audio	Assumed knowledge; learners can read short passages Intro-naming reading skills and	English Language syllabus	ICT tools Readin	Listening Reading Listening	

	Cross cutting theme Children's rights and responsibilities	materials. -listen to a short story -answer oral questions based on the story	introducing the story to be read. Dev; facilitator reads the story Learners read the story as a class and in groups Thorough discussions on the story Oral answering of the questions. Conclusion: Narrating the story	2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 88-89	g cards	Answering questions	
L2	SPEAKING/ SIGNING -use of registers eg May I Cross cutting theme Children's rights and responsibilities	-use appropriate registers to express themselves in different situations -Use appropriate registers to offer request	Assumed knowledge- learners know how to greet people Intro-explanation on registers. Dev; facilitator introduces the register 'May' Thorough discussions on how to use the register Learners practise use of 'May' Completing sentences with "may" Conclusion -Learners read their sentences	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 104	Pictures Comic books	Expressing request Speaking Demonstrating	
L3 & 4	READING Referencing Use of a dictionary Cross cutting theme	-use referencing skills to find information from different sources -define/explain words from a	Assumed knowledge: learners know how to use a dictionary Intro-oral questions on the use of a dictionary Dev-Learners are given words and asked to find the meanings	English Language syllabus 2024-2030 Grade 3-7 page 39	Diction ary Ict tools Internet	Reading Referencing Explaining	

	Children's rights and responsibilities	text	from the dictionary. Oral construction of sentences using the words Completing sentences using suitable words Conclusion-revision of written work	2 HBC English Grade 5 learners book page 88-89			
L5	WRITING/BRAIL Parts of speech Pronouns (he, she, I, they, we)	-identify parts of speech in a given text -name pronouns from a given text -use at least 5 pronouns in a sentence	Assumed knowledge; learners know what pronouns are Intro- introduction of pronouns Deve- oral construction of sentences using pronouns Individual work completing sentences Conclusion. Revision of written work	English Language syllabus 2024-2030 Grade 3-7 page 40 2 HBC English Grade 5 learners book page 87	Ict tools Pictures with media tools	Describing Identifying Sentence construction Writing Discussing	
L6	SPEAKING SIGNING Sequencing, eg cooking Vegetable growing Broiler rearing etc	-Describe various processes using cohesive devices appropriately eg firstly, secondly, then, after that, lastly	Assumed knw-learners can carry out household chores Intro-Facilitator probes for processes at home eg cooking, sweeping, ironing Dev-Learners take turns to explain processes Group work explaining processes	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English	ICT tools Pictures with media tools	Describing Identifying Linking	

			Conclusion -Reading write ups	Grade 5 learners book page 90			
L7	WRITING Descriptive Composition 'how yo prepare -- --" Cross cutting theme Children's rights and responsibilities	Write a story on how something is done	Assumed knowledge: learners know what adjectives are Intro-Facilitator discuss what a descriptive Composition is Dev-outlining a composition framework Group work on how a certain dish is prepared Report back Individual writing of a descriptive compositon. Conclusion- individual reading of the compositions.	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 90	ICT tools Sample composition	Writing Describing	
L8	LISTENING Dictation and spelling Cross cutting theme Children's rights and responsibilities	Write dictated words and sentences correctly	Assumed knowledge: learner have learnt a lot of new words Intro- Learners say out words they have come across Dev-Facilitator calls out words and learners write them Conclusion -revisiting the written words and writing of corrections.	English Language syllabus 2024-2030 Grade 3-7 page 35	Chalkboard work	Writing listening	
L9	Project Stage 4	Select the most suitable solutions	Intro: class discussion on the previous concepts.	English Language	Flash cards	listening Completing	

	- selecting the most suitable solutions		Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	syllabus 2024-2030 Grade 3-7	Work cards		
4 L1	LISTENING OBSERVING. To an incomplete story on our heritage Cross cutting theme Children's rights and responsibilities	-complete stories logically -Complete a story logically with suitable vocabulary	Assumed knw-learners know something about our heritage Intro-naming heritage sites Dev-Short stories about our heritage. Teacher tells an incomplete story and learners complete it with their own assumptions Conclusion-highlighting main points of the lesson.	English Language syllabus 2024-2030 Grade 3-7 page 35 Pg92	Pictures . ICT tools Story books	listening Completing	
L2	SPEAKING/OBSERVING Debate eg Girls are better mannered than boys	-Expresses themselves in correct English through debate on topical and other issues.	Assumed knw-learners know about arguments Intro-Discussions on how to debate Dev-Group work on debate Class debate on a given topic in two groups Awarding of group marks Conclusion -highlighting main points in a debate	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners	Ict tools Recording Text	Expressing speaking	

				book page 94			
L3 &4	READING skimming and scanning Cross cutting theme Children's rights and responsibilities	-answer comprehension questions -skim and scan through a text	Assumed knw-learners can read using the phonic method Intro-trying to define reading. Dev: new words are introduced Teacher reads the story Learners read the story as a class Thorough discussions on the story Silent reading by learners Oral and written exercise answering questions Conc: Revision of the written exercise.	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 94 -95	Ict tools Recording Text	Skimming Scanning Answering questions	
L5	WRITING Completing forms Cross cutting theme Children's rights and responsibilities	-complete various forms accurately -fill a variety of forms eg BioData, indemnity, withdrawal	Assumed knw-learners can read words with single and double consonants. Intro-Learners know places where forms are filled. Facilitator gives learners different forms Step by step demonstrations on how to fill forms Group practice on how to fill forms Conclusion Individual work-reading game	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 94 -95	Variety of forms Ict tools	Completing Reading Writing Discussing	

L6	WRITING/BRAI LING Write a debate eg technology is better than stone age period	-express themselves in correct English through debate on topical and other issues -Write a debate following the correct format of a debate	Assumed knw-learners know what an argument is Intro-facilitator explains how to write a debate Dev-Learners discuss debate topics given Group work on chosen side of the debate Report back Writing debates individually. Conclusion -spelling game	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page 94 -95	Resource person	Writing Discussing Observing	
L7	LISTENING Registers Please Cross cutting theme Children's rights and responsibilities	Use appropriate registers to express themselves in different situations. -use please correctly	Assumed knw-earners know how to use How Intro-Thorough discussion on how to use the register- please Deve- Learners discuss situations that use please Learners give sentences using please Groups read their sentences Conclusion -Discussion on why registers are important	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 87	Pictures Ict tools Magazines	Listening Expressing Use of registers	
L8	WRITING Fortnightly tests Cross cutting	Answer 25 revision questions	Assumed knowledge Oral work on all concepts previously taught	English Language syllabus	Charts	Pronouncing Listening	

	theme Children's rights and responsibilities		Intro Individually learners write the 25 revision test questions Conclusion Revision of written work	2024-2030 Grade 3-7 page 34- 37			
	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	English Language syllabus 2024-2030 Grade 3-7 2 HBC English Grade 5 learners book page 94 -95	Flash cards Work cards	Pronouncin g Listening Writing	
5 L1	PHONICS Word pronunciation eg choir, strength Cross cutting theme Children's rights and responsibilities	-Pronounce words with correct stress and intonation	Assumed knowledge-Learners can read letters of the alphabet. Intro-Facilitator introduces the sounds ch__str__br__dr__ Learners come up with lists of words Learners read their lists Exchange of words as groups Conclusion -Spelling game	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners book page	Phonic alphabe t Ict tools	Pronouncin g Listening	

				93			
L2	SPEAKING/SIG NING Descriptions -Adjectives Cross cutting theme Children's rights and responsibilities	-Use correct adjectives to describe events, scenes and places	Assumed kn-learners know what an adjective is Intro-Learners go through an adjective chart Dev-Learners give sentences using adjectives chart and an event or scene eg hostel -spacious hostel In groups learners give sentences using adjectives given Written work Conclusion -An adjective game	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 87	Pictures charts with adjectiv es	Speaking Describing	
L3 &4	READING Comprehension Extensive reading Cross cutting theme Children's rights and responsibilities	-read a variety of texts for leisure -find contextual meanings of words from a variety of texts	Assumed knw-learners can read words and short stories Intro-Learners read a story Deve-Discussion of the story Learners give meanings of words with help of the facilitator Matching words and meanings Conc – revision of written work	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 100 -101	Variety of texts Ict tools Word cards	Reading Respondin g Discussing Explaining	
L5	WRITING/BRAI LING	-Construct grammatically	Assumed knowl -Learners have read stories before	English Language	Word cards	Writing Sentence	

	Sentence construction Cross cutting theme Children's rights and responsibilities	correct sentences -use vocabulary learnt in previous lessons	Intro- reading words from Flash cards. Dev-Retelling of a previously read story Learners explain what the given words mean Oral construction of sentences as a class or in groups Individual work on sentence construction Conclusion -Learners read their sentences	syllabus 2024-2030 Grade 3-7 page 41 2 HBC English Grade 5 learners book page 105	Sentence strips Ict tools	construction	
L6	LISTENING/OBSERVING Dictation and spelling Cross cutting theme Children's rights and responsibilities	-write dictated sentences and words correctly	Assumed knowledge -Learners have phonic knowledge Intro-Learners identify some of the vocabulary learnt previously Develop-facilitator shows learners flash cards with words. Learners play cross word puzzles Individually learners write dictated words Conclusion -revision of written work	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 100	Dictionary cross words Puzzle Ict tools Flash cards	Listening writing	
L7	WRITING Composition descriptive	-write controlled, guided and free compositions	Assumed knowledge -Learners know adjectives Intro-Learners say something	English Language syllabus	Sample composition	Writing Discussion question	

	eg...my community Cross cutting theme Children's rights and responsibilities	using correct language structures.	about descriptive Composition Deve-Learners gather information on given topic Relevant adjectives are put on the chalkboard Group work and report back Conclusion -Spelling game	2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 102	Pictures Ict tools	answering	
L8	WRITING Summary Cross cutting theme Children's rights and responsibilities	-Identify main points from a variety of texts -Summaries the text	Assued knw-learners can read Intro-learners read the given story Dev- learners retell the story they read previously Class discussion on how to write a summary Learners identify the main points from a given text Learners summarize Conclusion -highlighting main points in a summary.	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page 105	Summa ry sample Word cards	Identifying Writing	
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Identifying Writing	

			Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary				
6 L1	Intensive listening Such as yes or no Cross cutting theme Children's rights and responsibilities	-Respond appropriately to questions using words such as yes/No	Assumed knw-learners can read words and short sentences Intro-Thorough discussion on the given structure. Develop-Learners give examples of sentences with the given structure Learners ask each other questions and respond with yes or no Oral construction of sentences Conclusion -Saying out sentences	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 107 -109	Charts Pictures Recording	Listening Responding Writing	
L2	SPEAKING/SIG NING - Direct and indirect speech conveying messages) eg Come here and give me my present " mother said	-Use the correct language structures to convey messages.	Assumed knowledge- learners can convey a a message to a friend Intro-Facilitator explains in detail what direct speech is Deve-Learners give messages in Direct speech with teacher's help Groups practice direct speech Written work Conclusion -Saying out sentences	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners	Charts pictures Recording	Listening Responding Writing	

				book page			
L3 &4	READING Warnings and instructions Cross cutting theme Children's rights and responsibilities	-Read instructions, warnings and symbols on containers and packets	Assumed knw-learners know the importance of learning Intro-A variety of empty containers are exposed to learners Deve-Facilitator emphasizes the importance of not tasting or smelling inside a container. Thorough discussions on warnings and instructions Oral questions Individual work- matching word meanings	English Language syllabus 2024-2030 Grade 3-7 page 40 2 HBC English Grade 5 learners book page 167	Pictures of containers Empty containers	Listening Responding Writing	
L5	WRITING Sentence construction using vocabulary Cross cutting theme Children's rights and responsibilities	-Construct grammatically correct sentences -use the vocabulary from the previous text read to construct grammatically correct sentences	Assumed knw-learners can read Intro-Learners read given words Deve-Through explanation on meanings of words Oral construction of sentences as a class Individually learners construct sentences using the vocabulary words Conclusion Learners read their constructed sentences	English Language syllabus 2024-2030 Grade 3-7 page 41 2 HBC English Grade 5 learners book page 107 -108	Word cards Dictionary Ict tools Sentence strips	Sentence construction Reading Writing	
L6	LISTENING Listening	-read a variety of texts and stories	Assumed knw-learners can read words phonetically	English Language	Text to read	Listening Reading	

	comprehension Cross cutting theme Children's rights and responsibilities	or audio materials -respond appropriately to questions from the text read	Intro-Facilitator reads a story Deve-Orally learners respond to questions based on the story Learners read the story while in groups Answering questions Con-recap on what was written	syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 107-108	Ict tools Readin g cards	Respondin g	
L7	WRITING Composition Report writing Cross cutting theme Children's rights and responsibilities	-Write a report on a given situation using appropriate Language structures	Assumed knowledge -Learners know different types of compositions Intro-Facilitator discuss with learners what a report is Deve-Thorough discussion on a matter to be covered when writing a report Related vocabulary is written on the chalkboard Grps write on the board Individual learners write a report Conclusion -Spelling game	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 109 -110	Sample report Picture ICT tools	Writing Discussing	
L8	WRITING Fortnightly tests Cross cutting theme	Answer 25 revision questions	Assumed knowledge – learners can respond to written questions Intro-Oral work on all concepts previously taught	English Language syllabus 2024-2030	Charts	Writing Answering Discussing	

	Children's rights and responsibilities		Dev-Individually learners read and write the 25 revision test questions Conclusion -revision work	Grade 3-7 page 37-42			
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Writing Answering Discussing	
7 L1	LISTENING/OBSERVING Series' of instructions commands eg stand up clap your hands, jump around	-Respond to more than three given instructions/ commands in a row -locate an object through following instructions	Assumed knw-learners can follow simple instructions Intro-Learners follow the given set of instructions and find the hidden object Dev-Playing games whilst in groups Conclusion Hide and seek game	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners book page 100	Pictures Chart with instructions	Listening Following instructions	
L2	SPEAKING	Construct oral	Assumed knw- learners can	English	Ict	Constructin	

	Intensifiers So----that Too-----that Cross cutting theme Children's rights and responsibilities	sentences using given intensifiers	construct simple sentences Intro-Facilitator and learners thoroughly discuss the two given structures Dev-Learners practise sentence construction with the structure in groups Report back Individual Written work Conclusion -Reading game	Language syllabus 2024-2030 Grade 3-7 Page 37 2 HBC English Grade 5 learners book page 100	tools Word cards Sentenc e strips	g Sentences Speaking	
L3 &4	READING Intensive reading Cross cutting theme Children's rights and responsibilities	-give contextual meanings of words from a variety of texts -answer at least 8 questions	Assumed knowledge -Learners know phonic sounds Intro-Learners read a story after the facilitator Deve-Learners read in groups Thorough discussion of the story Learners explain the vocabulary Learners match vocabulary and meanings Conclusion -Recap of written work	English Language syllabus 2024-2030 Grade 3-7 page 39	flash cards Ict toA text ols	Reading Identifying Question answering	
L5	WRITING/BRAI LING Parts of speech Prepositions eg in on	-identify parts of speech in a given text -use prepositions in orally and	Assumed knw-learners know what prepositions are Intro-Facilitator discusses what prepositions are and their importance	English Language syllabus 2024-2030 Grade 3-7	Charts word cards Ict tools	Identifying Constructin g sentences Writing Demonstrat	

	Cross cutting theme Children's rights and responsibilities	written sentences	Deve-Learners give prepositions and demonstrate their positions Eg on, at, by Completing sentences with prepositions Conclusion -Preposition game	page 40 2 HBC English Grade 5 learners book page 114 -115		ing	
L6	WRITING -Summary writing Cross cutting theme Children's rights and responsibilities	-summarise a variety of texts -identify main points from a given text according to the examiners request -summarize the text up to the required length	Assumed knw-learners can read Intro-Learners narrate the story previously read Deve-Learners identify main points from the story In groups learners summarize required matter Report back Learners write a summary Conclusion -Spelling game	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page 114 -116	A text Sample summary Work cards	Identifying Summarizing Writing	
L7	WRITING Composition writing -A dialogue eg chosen topic	-Write a dialogue using appropriate Language structures	Assumed knw- learners can communicate in two ways Intro-Thorough discussions on what a dialogue is Deve-A sample dialogue In groups learners write a dialogue Report back	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English	Sample dialogue Work cards	Discussing Explaining Writing	

			Individual work Con-A relevant game	Grade 5 learners book page 116			
L8	SPEAKING/SPEAKING Conveying a message Indirect speech Mother said that she was sick	Use the correct language structures to convey messages	Assumed knw- learners can say statements in direct speech Intro-Thorough discussions on what direct speech is Dev-Learners give examples of indirect speech sentences in groups and as a class Individual work, writing indirect speech sentences Conclusion -Reading game	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 125	Sentence Strips Ict tools	Discussion Speaking Writing	
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Speaking Comparing writing Discussing	

			corrections where necessary				
8 L1	SPEAKING/SIG NING Descriptions Comparative and superlatives eg bigger biggest	-use correct adjectives to describe events, scenes and places -use comparatives and superlatives correctly in sentences	Assumed kn-learners have used adjectives before Intro-Thorough discussions on how to compare items or objectives using comparatives and superlatives In groups learners compare using given adjectives eg big Individual work Conclusion -Playing game on adjectives	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 118	Chart with descript ive words Ict tools	Speaking Comparing writing Discussing	
L2	LISTENING/ OBSERVING Intensive listening Eg correct/incorrect	-Respond appropriately to questions using correct or incorrect	Assumed knw-learners can follow simple instructions Intro-Thorough discussion on correct things Dev-Learners identify and list correct things eg putting on dirty uniforms is ... Groups exchange their work Conclusion-highlighting main points of the lesson.	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 121-122	Charts Pictures Charts	Listening Discussing Observing Pictures Identifying	

L3	READING Words with the same ending sound and different spellings eg signature furniture	-Read words with the same ending sound but different spellings	Assumed knw-learners can identify words of the same sound Intro-Thorough discussions on words with the same sound Grp work on words with same sound ending Learners feedback Groups exchange lists Conclusion -Reading game	English Language syllabus 2024-2030 Grade 3-7 page 50 2 HBC English Grade 5 learners book page 1120	Reading cards Ict tools	READING Writing Compiling	
L4	WRITING/BRAILING Punctuation marks-" ", !, capital letters Cross cutting theme Children's rights and responsibilities	-Punctuate sentences using commas, Capital letters, exclamation marks etc.	Assumed knw-learners have learnt about punctuation Intro-Teacher shows chart on capital letters Dev-Thorough discussion on use of capital letters In groups learners practice punctuating sentences by using capital letters Individual written work. Conclusion-learners given homework on punctuation.	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page 124	Chart with punctuation marks-Sentence strips	Writing Punctuation	
L5 & 6	WRITING COMPREHENSION	-give contextual meaning of new words	Assumed knw-learners can read words and short sentences Intro-Facilitator reads a story	English Language syllabus	Work cards Diction	Reading Explaining	

	Cross cutting theme Children's rights and responsibilities	-explain related vocabulary -answer at least 6 written questions	Deve-Learners read in turns Thorough discussion of the story Learners take turns to narrate the story New words are explained Oral and written questions Con-highlighting main points in composition writing	2024-2030 Grade 3-7 page 42-43 2 HBC English Grade 5 learners book page 121 -122	aries Ict tools	Narrating Question answering	
L7	WRITING/BRAI LING Composition -Narrative composition eg A wedding A soccer match etc Cross cutting theme Children's rights and responsibilities	-Give a detailed account of a given situation eg while writing a given Composition	Assumed knw-learners know types of compositions Intro-Thorough discussions on how to write a narrative composition Learners take turns to narrate stories Class discuss relevant vocabulary Facts to consider are put on board Groups write a narrative composition Report back Individual learners write work Conclusion -Game of own choice	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 123	Work cards ICT tools Sample compos ition	Writing Discussing Explaining	
L8	WRITING Fortnightly tests Cross cutting	Answer 25 revision questions	Assumed knowledge-learners have written a test before Intro-Oral work on all concepts	English Language syllabus	Charts	Writing Answering Discussing	

	theme Children's rights and responsibilities		previously taught Deve-Individually learners write the 25 revision test questions Conclusion -revision of written work	2024-2030 Grade 3-7 page 37- 42			
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Writing Discussing	
9 L1	OBSERVING/LI STENING Phonics Cr br fr Cross cutting theme Children's rights and responsibilities	Articulate words with diphthong and triphthong sounds	Assumed knw-learners have had phonic sounds practice Intro-Facilitator introduces the 3 phonic sounds In groups, learners compile lists of words with the phonic sounds cr-br-fr Groups exchange lists and learners read to each other Facilitator's comments on the written list Con-individual reading to the	2 HBC English Grade 5 learners book page 100	Phonic alphabe t Ict tools	Listening Writing Reading Compiling	

			facilitator.				
L2	SPEAKING/SIG NING Conveying messages -language structure (unless,if)	-Use the language structure orally in sentences based on home,school, and community situations	Assumed knowledge: learners can convey a message to a friend Intro-Facilitator introduces the structure Devel-Learners give examples of sentences using the structure as a class Grps read their sentences Individually learners write sentences using the structure	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 124	Sentenc e strips Ict tools	Speaking Writing	
L3	READING Skimming and scanning Cross cutting theme Children's rights and responsibilities	-surf information -read the story and narrate it -explain vocabulary after reading thoroughly	Assumed knowledge-learners can read both words and short sentences Intro-Learners read the words Dev-Class read the story Thorough discussion of the story Oral answering of Questions Learners match vocabulary meaning Con-summary of the main points.	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 1123	Word cards Ict Dictato r	Reading Narrating Explaining	
L4	WRITING Skimming	-answer comprehension	Assumed knw-learners have read stories before	English Language	Wor cards	Writing Answering	

	Scanning Question answering	questions -read a given comprehension	Intro-Oral work on stories previously read Learners ask each other comprehension questions Grp work on answering questions Individual work Conclusion -Revision of written work	syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 127 -128	Narrati ng Explain ing	questions Explaining	
L5	WRITING Language structures Neither -nor Either -or Cross cutting theme Children's rights and responsibilities	-Use various language structures in a variety of context -use neither nor or either..or correctly in given contexts	Assumed knw-learners can use words in sentences Intro-Facilitator introduces the two structures Facilitators gives examples of sentences Learners practise sentence construction using the structure as a class and in groups. Individually, learners complete sentences as well as construction using the structure Con-learners given homework	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page 116	Sentenc e strips Charts	Writing Discussing	
L6	SPEAKING/SIG NING Sequencing ie.then,	-Describe various processes using cohesive devices	Assued knw-learners can read and write short sentences Intro-Thorough discussion on sequence words	English Language syllabus 2024-2030	Ict tools A variety	Describing Speaking	

	while,after, that, meanwhile The man walked while the woman walked Chido go and cook, meanwhile susan take care of babies	appropriately	Deve-Oral use of the words while describing a process In groups learners use words Complete given sentences using the words Conclusion Spelling game	Grade 3-7 page 37 2 HBC English Grade 5 learners book page 132	of text		
L7	WRITING Composition -speech writing on eg an address to parents on price giving day.	-write poems, stories, reports, speeches, dialogues and diaries using appropriate language structures -Write a speech on any given topic	Assumed knw-learners know the types of compositions Intro-Thorough discussion on how to write a speech on the topic given Deve-Related vocabulary is put on the board In groups learners write a speech Report back Individual work Conclusion -Learners read their work	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 126	Sample speech Ict tools New words	Discussing Explaining Writing	
L8	LISTENING/OBSERVING Cross cutting theme Children's rights	Write dictated words and sentences correctly	Assumed knw-learners can discriminate Intro-learners have learnt about the new words introduced previously	English Language syllabus 2024-2030 Grade 3-7	Ict tools A variety of text	Listening Writing	

	and responsibilities		Intro-Orally learners read the words on flash cards Deve-Learners play a spelling game Learners write the dictated words Conclusion -Recap of written work	page 35 2 HBC English Grade 5 learners book page 126	Diction ary		
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Listening Identifying Writing	
10 L1	LISTENING/OB SERVING Phonics -rhyming words eg Bat rat cat pat	-Listen to words being read and identify rhymes	Assumed knw-learners are aware of vowel sounds and can read the words Intro-Facilitator reads words while learners imitate Deve-Learners read a variety of lists of words Learners identity rhyming words Thorough practice while in groups	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners	Phonic	Listening Identifying Writing	

			Conclusion -Playing a rhyme game	book page 118			
L2	SPEAKING Pubic speaking Reciting poems Cross cutting theme Children's rights and responsibilities	-express themselves confidently before an audience -present prepared and impromptu speeches -Recite poems in preparation for public speaking	Assumed knw-learners can recite simple statements Intro-Facilitator asks oral questions on public speaking Dev-Thorough discussion on how to behave when reciting to the public In groups learners recite small paragraphs in one poem Report back Conclusion -Individuals recite the parts memorised.	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page 123	Poems Ict tools	Speaking Reciting	
L3	READING Referencing Map reading Diagram interpretation Cross cutting theme Children's rights and responsibilities	-use referencing skills to find information from different sources -Read maps or any form of diagram -discus features on any given diagram or map	Assumed knw-learners have had phonetic practice Intro-Facilitator shows learners a map or diagram Develop-Thorough discussion on how to interpret a map or diagram Special emphasis on features on a map Oral and written questions to be answered Conclusion -A game on features on a map eg rivers dams etc	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page	Maps Diagrams Ict tools	Reading Map interpretation Discussing	
L4	WRITING	-read a variety of	Assumed knw-learners can attack	English	Work	Reading	

	Comprehension Cross cutting theme Children's rights and responsibilities	texts for comprehension -Answer at least 6 comprehension questions in full	words phonetically Intro-Facilitator flashes cards and learners read Deve-Teacher reads a selected story Learners read as a class and in groups Thorough discussion of the story Vocabulary is explained Oral work in comprehension Answering questions Conclusion-revision of written work	Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 133-134	cards Word cards Ict tools	Writing Discussing Explaining	
L5	WRITING/BRAI LING SUMMARY WRITING Cross cutting theme Children's rights and responsibilities	-Identify main points from a variety of texts. -summarise a variety of texts	Assumed knw-learners have read the story to be summarised Intro-Oral questions on the story previously read Dev-Learners identify key points Thorough discussion on how to write a summary Grp work - writing summary Individually learners write Conclusion -Retelling the story summarized	English Language syllabus 2024-2030 Grade 3-7 page 43	Text sample Summa ry	Writing Identifying Summarizi ng	
L6	READING Reading for fluency	-read texts fluently	Assumed knowledge -Learners have phonic sounds knowledge Intro-Facilitator reads a text	English Language syllabus	Texts Word cards	Reading	

	Cross cutting theme Children's rights and responsibilities		Dev-Learners read the text as a class In groups, learners read the text Individual reading to the teacher Conclusion -Reading game using flash cards	2024-2030 Grade 3-7 page 38 2 HBC English Grade 5 learners book page 133 -134			
L7	WRITING Pictures composition Cross cutting theme Children's rights and responsibilities	-Be able to sequence pictures and write a composition based on the pictures	Assumed knowledge -Learners can describe any given pictures Intro-Facilitator shows learners a picture/Pictures Dev-Learners say out their thoughts about the picture Vocabulary related is put on board Short sentences by learners Class write the composition Conclusion -Learners play a spelling game	English Language syllabus 2024-2030 Grade 3-7 page 2 HBC English Grade 5 learners book page 142	Sample compos ition Pictures Ict tools Magazi nes	Writing Sequencing Discussing	
L8	WRITING Fortnightly test Cross cutting theme Children's rights	Be able to answer 25 revision questions	Assumed knowledge -learners have written a test before. Intro-Oral work on all concepts previously taught Intro	English Language syllabus 2024-2030 Grade 3-7	Chalk board Charts Classro om	Writing Reading Question answering	

	and responsibilities		Individually learners write the 25 revision test questions Conclusion - Revision of written work	page 43			
L9	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	English Language syllabus 2024-2030 Grade 3-7	Work cards flash cards	Listening Writing	
11 L1	REVISION Listening Phonics The 44 phonemes in English -20 vowel sounds such as; -oo/ae/ee Cross cutting theme Children's rights and	Learners should be able to ; -distinguish the 44 phonemes in English-20 vowel sounds -read 10 vowel sound words correctly	Assumed knowledge: learners know Phonics Intro-phonics practice Dev: Facilitator introduces the vowel sounds Learners identify words with the given vowel sounds as a class and in groups Reading of vowel sound words. Learners listen to words being dictated Conclusion-homework on vowel sounds.	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC English Grade 5 learners book page 142	Phonic alphabet Flash cards	Listening Reading Pronouncing Identifying	

	responsibilities						
L2	Speaking/signing -intonation patterns Cross cutting theme Children's rights and responsibilities	- pronounce words correctly -identify intonation patterns eg er ei er	Assumed knowledge. Learners can read Intro- Phonic practice Dev: class discuss the intonation patterns er ei ie In groups learners identify words with the intonation patterns. Writing sentences using the words Conclusion: a game on spelling	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page 143	ICT tools . charts	Speaking pronouncin g Identifying Writing	
L3 &4	Reading Intensive reading - comprehension Cross cutting theme Children's rights and responsibilities	-read texts silently -read at least 10 new words from the given text -answer comprehension questions	Assumed knw-learners know how to use phonics to read words Intro-sounding letters of the alphabet Dev: teacher introduces new words Class reads the words Learners take turns to read the story Thorough discussion of the story Answering oral and written questions Conclusion-summary of the main points.	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 141 -142	ICT tools	Reading Question answering	

L5	WRITING/BRAILING -Penmanship Cross cutting theme Children's rights and responsibilities	-write legibly following the Grade 3-7 Nelson script/relevant braille contractions -Write legibly six letters of the alphabet	Assumed know-learners can read and write Intro-listen and follow instructions -Dev: teacher demonstration on how to shape letters with help of the chart by Nelson Board practice by learners Group work with teacher's help Writing a passage observing handwriting Conc: a competition game	2 HBC English Grade 5 learners book page 100 2 HBC English Grade 5 learners book page 142	Alphabet chart Nelson script chart	Writing Observing Practising	
L6	LISTENING Intensive listening Cross cutting theme Children's rights and responsibilities	Respond appropriately to questions using words such as true/false, yes/no, correct/incorrect.	Assumed know-learners can listen and follow instructions Intro-giving instructions and learners respond to them. Dev: facilitator helps learners understand what true or false mean Learners write a set of statements given, answering with true or false Revision of the written exercise Con-homework on true/false statements.	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 147 -148	Pictures Recording charts	Responding Listening Speaking	
L7 & 8	WRITING -Letter	- identify the differences and	Assumed knowledge-learners have written a letter at some point	English Language	ICT tools	Writing Identifying	

	A letter to a cousin/ brother not feeling well or has archived something Cross cutting theme Children's rights and responsibilities	similarities between a formal/ business and informal/friendly letters -write an informal letter	Intro-stating components of a letter. Dev: facilitator helps learners differentiate between formal and informal letter Class discuss features of an informal letter With help of vocabulary on the board, learners write the letter Con-oral questions on characteristics of an informal letter	syllabus 2024-2030 Grade 3-7 page 41 2 HBC English Grade 5 learners book page 148	Sample letters	Discussing Explaining	
L9	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	English Language syllabus 2024-2030 Grade 3-7	Flash cards Work cards	Listening Responding Following instructions	
12 L1	REVISION LISTENING - series of instructions ie clap hands, jump around etc Cross cutting	-Respond to more than three given instructions/ commands in a row	Assumed knw- learners can follow simple instructions Intro-explaining what instructions are. Dev-Class discussion on importance of following instructions	English Language syllabus 2024-2030 Grade 3-7 page 34 2 HBC	Pictures of ict tools Instructions cards Work	Listening Responding Following instructions	

	theme Children's rights and responsibilities		Teacher dishes out instructions and learners follow Learners use work cards with instructions Con-pair presentation	English Grade 5 learners book page 149	cards		
L2	SPEAKING/SIG NING -Public speaking skills such as self- expression, clarity, posture, voice projection, gestures and confidence. Cross cutting theme Children's rights and responsibilities	-Express themselves confidently before an audience -Present prepared and impromptu speeches	Assumed knowledge-Learners can confidently stand up and say something about themselves Intro-reading new words Dev: discussion on characteristics of public speaking Teacher demonstrates public speaking Learners practice public speaking while in groups of four Report back Conc: best performers present their work to the class.	English Language syllabus 2024-2030 Grade 3-7 page 36 2 HBC English Grade 5 learners book page 150	Recordi ngs A variety of texts	Speaking Expressing Listening Presenting	
L3 &4	READING Skimming and scanning Cross cutting theme	-skim and scan through a text -Identify main points in a read text -Answer 10	Assumed knw-learners can read using the phonic method Intro-trying to define reading. Dev: new words are introduced Teacher reads the story Learners read the story as a class	English Language syllabus 2024-2030 Grade 3-7 page 39	New word's Ict tools Charts	Reading Identifying Answering Imitation	

	Children's rights and responsibilities	comprehension questions	Thorough discussions on the story Silent reading by learners Oral and written exercise answering questions Conc: Revision of the written exercise.	2 HBC English Grade 5 learners book page 147 -148			
L5	WRITING Summary writing Cross cutting theme Children's rights and responsibilities	-summarise a variety of texts -Identify five main points from a given text	Assumed knw-learners can read and understand Intro-reading of main words of the story Dev-reading of the main text -thorough discussions on how to write a summary Note making and summarisation of aspects such as , title, main ideas, grammatical accuracy and punctuation. Groups discuss sequencing of ideas. And length of the summary as given in words. -summary writing after retelling the story Conc; individual reading of the summary	English Language syllabus 2024-2030 Grade 3-7 page 43 2 HBC English Grade 5 learners book page 147 -148	Sample s of summaries Notebooks Work cards	Writing Identifying	
L6	WRITING -Letter	- identify the differences and	Assumed knw-learners have written a letter at some point	2 HBC English	ICT tools	Writing Identifying	

	A letter to a cousin/ brother not feeling well or has archived something Cross cutting theme Children's rights and responsibilities	similarities between a formal/ business and informal/friendly letters -write an informal letter	Intro-stating components of a letter. Dev: facilitator helps learners differentiate between formal and informal letter Class discuss features of an informal letter With help of vocabulary on the board, learners write the letter Con-oral questions on characteristics of an informal letter	Grade 5 learners book page 147 -148 2 HBC English Grade 5 learners book page 148	Sample letters	Discussing Explaining	
L7	LISTENING Dictation Cross cutting theme Children's rights and responsibilities	-write dictated words and sentences correctly - listen to 10 dictated words	Assumed knw-learners have phonic background Intro-reading words of the week. Dev: orally learners recall the vocabulary previously taught In groups learners practice a spelling game. Individually learners write the dictated words Conc: makng corrections of the written words.	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 144	Diction ary Puzzle' s ICT tools	Listening Writing spellings	
L8	WRITING Fortnightly tests	Answer 25 revision	Assumed knowledge: learners have written a test before	English Language	Charts	Writing Answering	

	Cross cutting theme Children's rights and responsibilities	questions	Intro-introducing the exercise to the learners Dev-explanation on how to write the exercise Individual reading and writing of the exercise Con-comment on the written exercise.	syllabus 2024-2030 Grade 3-7 page 34-35		Discussing	
L9	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	English Language syllabus 2024-2030 Grade 3-7	Flash cards Work cards	Writing Answering Discussing	
13 L1	REVISION LISTENING/OBSERVING Comprehension Cross cutting theme Children's rights and responsibilities	-read a variety of texts and stories or audio materials. -listen to a short story -answer oral questions based on the story	Assumed knowledge; learners can read short passages Intro-naming reading skills and introducing the story to be read. Dev; facilitator reads the story Learners read the story as a class and in groups Thorough discussions on the story Oral answering of the questions. Conclusion: Narrating the story	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page	ICT tools Reading cards	Listening Reading Listening Answering questions	

				147 -148			
L2	SPEAKING/ SIGNING -use of registers eg May I Cross cutting theme Children's rights and responsibilities	-use appropriate registers to express themselves in different situations -Use appropriate registers to offer request	Assumed knowledge- learners know how to greet people Intro-explanation on registers. Dev; facilitator introduces the register 'May' Thorough discussions on how to use the register Learners practise use of 'May' Completing sentences with "may" Conclusion -Learners read their sentences	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 147 -148	Pictures Comic books	Expressing request Speaking Demonstrating	
L3 &4	READING Referencing Use of a dictionary Cross cutting theme Children's rights and responsibilities	-use referencing skills to find information from different sources -define/explain words from a text	Assumed knowledge: learners know how to use a dictionary Intro-oral questions on the use of a dictionary Dev-Learners are given words and asked to find the meanings from the dictionary. Oral construction of sentences using the words Completing sentences using suitable words Conclusion-revision of written	English Language syllabus 2024-2030 Grade 3-7 page 39 2 HBC English Grade 5 learners book page 1 -148	Diction ary Ict tools Internet	Reading Referencing Explaining	

			work				
L5	WRITING/BRAILING Parts of speech Pronouns (he, she, I, they, we)	-identify parts of speech in a given text -name pronouns from a given text -use at least 5 pronouns in a sentence	Assumed knowledge; learners know what pronouns are Intro- introduction of pronouns Deve- oral construction of sentences using pronouns Individual work completing sentences Conclusion. Revision of written work	English Language syllabus 2024-2030 Grade 3-7 page 40 2 HBC English Grade 5 learners book page 1 -148	Ict tools Pictures with media tools	Describing Identifying Sentence construction Writing Discussing	
L6	SPEAKING SIGNING Sequencing, eg cooking Vegetable growing Broiler rearing etc	-Describe various processes using cohesive devices appropriately eg firstly, secondly, then, after that, lastly	Assumed knw-learners can carry out household chores Intro-Facilitator probes for processes at home eg cooking, sweeping, ironing Dev-Learners take turns to explain processes Group work explaining processes Conclusion -Reading write ups	English Language syllabus 2024-2030 Grade 3-7 page 37 2 HBC English Grade 5 learners book page 1 -148	ICT tools Pictures with media tools	Describing Identifying Linking	

L7	WRITING Descriptive Composition 'how yo prepare -- --' Cross cutting theme Children's rights and responsibilities	Write a story on how something is done	Assumed knowledge: learners know what adjectives are Intro-Facilitator discuss what a descriptive Composition is Dev-outlining a composition framework Group work on how a certain dish is prepared Report back Individual writing of a descriptive compositon. Conclusion- individual reading of the compositions.	English Language syllabus 2024-2030 Grade 3-7 page 42 2 HBC English Grade 5 learners book page 147	ICT tools Sample composition	Writing Describing	
L8	LISTENING Dictation and spelling Cross cutting theme Children's rights and responsibilities	Write dictated words and sentences correctly	Assumed knowledge: learner have learnt a lot of new words Intro- Learners say out words they have come across Dev-Facilitator calls out words and learners write them Conclusion -revisiting the written words and writing of corrections.	English Language syllabus 2024-2030 Grade 3-7 page 35 2 HBC English Grade 5 learners book page 148	Chalkboard work	Writing listening	
L9	Project	Select the most	Intro: class discussion on the	English	Flash	listening	

	Stage 4 - selecting the most suitable solutions	suitable solutions	previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Language syllabus 2024-2030 Grade 3-7 2 HBC English Grade 5 learners book page -148	cards Work cards	Completing	
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PE & ARTS

WK	TOPIC/	OBJECTIVES	SKILLS	SOM	MEDIA	METHODS/ ACTIVITIES	EVALUATION	
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TOPICS TO BE COVERED

Gymnastics

Sport and Game Skills

GENERAL AIM

By the end of term two the learners should be able to make informed decisions on safety, health and wellbeing. develop literacy, team building, confidence, self-esteem, enjoyment for edutainment and psychomotor skills. Appreciate aesthetics in artistic expressions, heritage and diverse cultural values embedded in Physical Education Arts. Foster collective spirit based on Zimbabwean norms and values (Ubuntu/Unhu/Vumunhu) Demonstrate an understanding of the element and principles that govern the creation of art works.

	CONTENT							
1	Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in netball	- demonstrate positioning within boundaries teammates and opponents in netball	Observing Discussing Describing	PE & Arts junior syllabus pg21 Plusone HBC PE Gr 5 page 55- 56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in netball Step 1: demonstrating positioning within boundaries, teammates and opponents in netball Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate		
	Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in basketball	- demonstrate positioning within boundaries teammates and opponents in basketball	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 Plusone HBC PE Gr 5 page 55-56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in basketball Step 1: demonstrating positioning within boundaries, teammates and opponents in basketball Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate		

Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in soccer	- demonstrate positioning within boundaries teammates and opponents in soccer	Speaking Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 55-56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in soccer Step 1: demonstrating positioning within boundaries, teammates and opponents in soccer Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate		
Reaction -defence and offensive roles	Demonstrate defensive and offensive roles Performing the offensive roles in relation to time	Writing Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page pg 57	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro: recap of the previous lesson Step 1: demonstrating defensive and offensive roles Step 2: performing the offensive roles Step 3: group activities Step 4: groups report back Step 5: written work individually Conclusion: pairs demonstrate		
Project Stage 4 - selecting the	Select the most suitable solutions	Demonstrating Observing	PE & Arts junior	Flash cards Work cards	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable		

	most suitable solutions		Discussing Describing	syllabus		solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game Skills Target games - stationary and average mobile targets	Hit at stationary target from within 35m distance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 64	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: learners know target games played at school. Intro: class discussion on target games Step 1: class hit at stationary target from within 35m distance Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done .		
	Target games - target up to 35m distance	- hit at average mobile targets from 35m distance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 65	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: learners know target games played at school. Intro: recap of the previous lesson Step 1: class hit at stationary target from within 35m distance Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done .		
	Stance - body orientation for	- demonstrate stances for different skills	Demonstrating Observing	PE & Arts junior	Flash cards Work cards Whistle	Assumed knowledge: learners know target games played at school. Intro: recap of the previous lesson		

	movement	in target and combat games.	Discussing Describing	syllabus pg21 PlusOne HBC PE page 66-67	Ropes Cones	Step 1: demonstrate stance for different skills in target and combat games Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done.		
2	Project Stage 4 Selecting the most suitable solutions	- select the most suitable solutions for their project topics	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22	Balls Mats Tyres whistle	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game Skills Net games - strokes	- spin a ball - perform a spin for a specific distance - high jump and strike a ball at its highest point with a spin.	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 69-71	Balls Mats Tyres whistle	Assumed knowledge: learners know different net games played at school. Intro: class discussion on net games Step 1: class demonstrate how to spin a ball. Step 2: class perform a spin for a specific distance Step 3: groups high jump and strike a ball at its highest point with a spin. Step 4: individual activities Conclusion: revisiting activities done		
	- grip	- demonstrate the relationship	Demonstrating	PE & Arts	Balls Mats	Assumed knowledge: learners know different net games played at school.		

		between grip stance and footwork	Observing Discussing Describing	junior syllabus pg22 Plusone HBC PE Gr 5 page 73	Tyres whistle	Intro: class discussion on grip Step 1: class demonstrate the relationship between grip, stance and footwork Step 2: group activities Step 3 : feedback Step 4: individual activities Conclusion: revisiting activities done			
	- stance	- explain the benefits of proper stance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 72-73	Balls Mats Tyres whistle	Assumed knowledge: learners know different net games played at school. Intro: class discussion on stance Step 1: teacher's explanation and demonstration. Step 2: explaining the benefits of proper stance Step 3: group activities and feedback Step 4: individual activities Conclusion: revisiting activities done			
	- striking	- display coordination between stroke and reaction to stimuli	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5	Balls Mats Tyres Whistle	Assumed knowledge: learners know different net games played at school. Intro : revisiting the previous concept Step 1: teacher's explanation and demonstration. Step 2: class display coordination between stroke and reaction to stimuli			

				page 75-76		Step 3: group activities and feedback Step 4: individual activities Conclusion: revisiting activities done		
	Revision test on work covered	- read and answer revision questions correctly	Demonstrati ng Observing Discussing Describing	PE & Arts junior syllabu s	Work cards flash cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
3	Project Stage 4 - selecting the most suitable solutions	- select the most suitable solutions for their project topics	Demonstrati ng Observing Discussing Describing	PE & Arts junior syllabu s pg22	Balls Mats Tyres whistle	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game skills Adventure games - camping - course marking	- locate key points in a marked route through map reading	Demonstrati ng Observing Discussing Describing	PE & Arts junior syllabu s pg22 Pluson eHBC PE Gr5	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: class discussion on adventure games Step 1: class locate key points in a marked route through map reading Step 2: group locate key points in a		

				page 79		marked route through map reading Step 3 : groups report back Step 4: individual work Conclusion: revision of work done			
	- walking	- walk along a marked route	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 pge 80	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: class discussion on adventure games Step 1: class discussion on how to walk along a marked route Step 2: group activities Step 3 : groups report back Step 4: individual work Conclusion: revision of work done			
	- orienteering	- study beacons and the environment to get guidance for course navigation	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 81	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: recap if the previous lesson Step 1: class discussion on orienteering Step 2: group stud beacons and the environment to get guidance for course navigation Step 3 : groups report back			

						Step 4: individual work Conclusion: revision of work done			
4	Project Stage 4 - selecting the most suitable solutions	- select the most suitable solutions for their project topics	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22	Flash cards Work cards	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing			
	Sport and Game Skills Running - a timed endurance race	- complete a timed endurance race	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 84	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: class discussion on running Step 1: class complete a timed endurance race Step 2: groups run and complete a timed endurance race Step 3: pair activities Conclusion: groups and pairs report back			
	- proper sprint bend and running techniques	- demonstrate proper sprint bend running techniques	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: recap of the previous lesson Step 1: demonstrate proper sprint bend running technique Step 2: group activities Step 3: pair activities			

				PE Gr 5 page 85		Conclusion: groups and pairs report back			
	- proper baton exchange technique	- demonstrate proper baton exchange techniques	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 88	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: class discussion on running Step 1: class discussion on proper baton exchange technique Step 2: groups work and feedback Step 3: pair activities Conclusion: groups and pairs report back			
	- sprint hurdle relay with a hurdle leg	- finish a sprint hurdle relay with a hurdle leg	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr5 page 88	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: lesson recap Step 1: class discussion on print hurdle relay with a hurdle leg Step 2: groups finish a sprint hurdle Step 3: pair activities Conclusion: groups and pairs report back			
	Revision test on work covered	- read and answer revision questions correctly	Demonstrating Observing Discussing	PE & Arts junior syllabus	Work cards flash cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered			

			Describing	s		Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
5	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
	Sport and Game Skills Kids Athletics - jumping - jumping for heights	- engage in horizontal and vertical jumps	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 Plusone HBC PE Gr5 page 92	Baton sticks ropes whistle cones stop watch	Assumed knowledge: learners know types of jumps Intro: class discussion on kids athletics Step 1: class discussion on jumping for distance Step 2: class engage in horizontal and vertical jumping Step 3: group activities and feedback Step 4: individual writing Conclusion: revision of work written		
	- jumping for height	- jump using equipment or	Demonstrating	PE & Arts	Baton sticks	Assumed knowledge: learners know types of jumps		

		apparatus	Observing Discussing Describing	junior syllabus pg23 Plusone HBC PE Gr 5 page 93	ropes whistle cones stop watch	Intro: class discussion on kids athletics Step 1: class discussion on jumping for height Step 2: class jump using apparatus and equipment Step 3: group activities and feedback Step 4: individual writing Conclusion: revision of work written		
	- jumping for height using a pole	- jump from a relatively short run up - jump using equipment or apparatus	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 Plusone HBC PE Gr 5 page 94	Baton sticks ropes whistle cones stop watch	Assumed knowledge: learners know types of jumps Intro: class discussion on jumping for heights using a pole Step 1: class discussion Step 2: class jump from a relatively short run up Step 3: group activities and feedback Step 4: individual writing Conclusion: revision of work written		
	- testing and measurement	- clear heights while jumping - jump for distance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 Plusone HBC PE Gr	Baton sticks ropes whistle cones stop watch	Assumed knowledge: learners know types of jumps Intro: class discussion on how to clear heights while jumping Step 1: class discussion Step 2: group activities and feedback Step 3: individual writing Conclusion: revision of work written		

				5 page 95				
6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
	Sport and Game Skills -rotational throw for distance and accuracy	-execute rotational throw for distance and accuracy	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss pg23 Plusone HBC PE gr 5 page 98	Improvised throwing equipment Wooden poles Cones Tape measure	Assumed knowledge: learners know different types of throws Intro: class discussion on throwing Step 1 : class execute rotational throws for accuracy and distance Step 2 : group activities and report back Step 3: individual work Conclusion : revision of work done		
	-Teen javelin for height and distance	-demonstrate teens javelin	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss pg23 Pluson	Improvised throwing equipment Wooden poles Cones	Assumed knowledge: learners know different types of throws Intro: revisiting previous lesson Step 1: class demonstrate teens javelin Step 2 : group activities and report		

				e HBC PE Gr 5 page 99	Tape measure	back Step 3: individual work Conclusion : revision of work done			
	-Target throwing over a barrier	-demonstrate target throws over a barrier	Demonstrati ng Observing Discussing Describing	PE & Arts junior syllabu s pg23 Pluson e HBC PE Gr 5 page 100	Improvised throwing equipment Wooden poles Cones Tape measure	Assumed knowledge: learners know different types of throws Intro: revisiting previous lesson Step 1 : class discussion on target throwing over a barrier Step 2: demonstrating target throws over a barrier Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done			
	-Testing and measurement	-throw at least 30m distance	Demonstrati ng Observing Discussing Describing	PE & Arts junior syllabu s pg23 Pluson e HBC PE Gr 5 page 101	Improvised throwing equipment Wooden poles Cones Tape measure	Assumed knowledge: learners know different types of throws Intro: revisiting previous lesson Step 1 : demonstrating throwing at least 30m distance Step 2 : group activities and report back Step 3: individual work Conclusion : revision of work done			
	Revision test on work	- read and answer revision	Demonstrati ng	PE & Arts	Work cards flash cards	Assumed knowledge: Learners can read and write.			

	covered	questions correctly	Observing Discussing Describing	junior syllabus		Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
7	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
	Sport and Game Skills Aquatic skills -water safety -aquatic environmental skills	-state aquatic survival skills	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 Plusone HBC PE Gr 5 page 107	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know what they should do when they are near water Intro: revisiting previous lesson Step 1 : class discussion on water safety Step 2: discussion on aquatic survival skills Step 3 : group activities and report back Step 4: individual work		

	Water resuscitation techniques	-dramatize different water resuscitation techniques	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 108	Charts Pictures of water Tyre tubes containers	Conclusion : revision of work done Assumed knowledge: learners know what they should do when they are near water Intro: revisiting previous lesson Step 1 : class discussion on water resuscitation technique Step 2: groups dramatize different water resuscitation techniques Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
	Water hazards in Zimbabwe	-state water hazards in Zimbabwe	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 109	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know what they should do when they are near water Intro: revisiting previous lesson Step 1 : class discussion on water hazards in Zimbabwe Step 2: class state water hazards in Zimbabwe Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
8	Project Stage 5	- refine selected solutions	Demonstrating	PE & Arts	Work cards flash cards	Intro: class revisit all stages covered in their project writing		

	Refinement of selected solutions		Observing Discussing Describing	junior syllabus		Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
	Sport and Game Skills Aquatic skills -strokes Water entry	-state types of water entry	Stating Discussing Observing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 110	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on strokes Step 2: class discussion on how to enter in water Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
	Floating	-discuss types of floating	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 111	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on floating Step 2: class discussion on types of floating Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		

Gliding Submerging	-discuss gliding techniques -discuss what submerging is and how to practice submerging	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 111	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on gliding Step 2: class discussion on what submerging is and how to practice submerging Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
Turning Arm and leg action	-state types of turning -explain why turning matters -explain key roles of arms and legs in swimming	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 112	Charts Pictures of water Tyre tubes containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on turning arm and leg action Step 2: class state types of turning Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		

	Revision test on work covered	- read and answer revision questions correctly	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus	Work cards flash cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
9	Project Stage 6 Presentation of final solutions	-make presentation of final solutions	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus	Work cards flash cards	Intro: class discussion on how to write stage 6 Step 1: class discussion on the presentation of final solutions Step 2: class makes presentation of final solutions Step 3: facilitator makes corrections where necessary Conclusion : revision of work done		
	Sport and Game Skills Aquatic skills Strokes -front crawl(freestyle)	-discuss how front crawl is done -discuss common errors to avoid	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page	Charts Pictures of water Work cards containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on front crawl Step 2: class discussion on how front crawl is done Step 3 : group activities and report back		

				113		Step 4: individual work Conclusion : revision of work done		
	Backstroke	-discuss backstroke technique	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 113	Charts Pictures of water Work cards containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on backstroke Step 2: class discussion on how back stroke is done Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
	Diving	-discuss steps for a safe and effective diving	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg23 PlusOne HBC PE Gr 5 page 114	Charts Pictures of water Work cards containers	Assumed knowledge: learners know different swimming techniques Intro: revisiting previous lesson Step 1 : class discussion on diving Step 2: class discussion on how diving is done Step 3 : group activities and report back Step 4: individual work Conclusion : revision of work done		
10	Project Stage 6 Presentation of final solutions	-make presentation of final solutions	Demonstrating Observing Discussing	PE & Arts junior syllabus	Work cards flash cards	Intro: class discussion on how to write stage 6 Step 1: class discussion on the presentation of final solutions		

			Describing	s		Step 2: class makes presentation of final solutions Step 3: facilitator makes corrections where necessary Conclusion : revision of work done		
	<u>REVISION</u> Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in netball	- demonstrate positioning within boundaries teammates and opponents in netball	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 55-56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in netball Step 1: demonstrating positioning within boundaries, teammates and opponents in netball Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate		
	Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in basketball	- demonstrate positioning within boundaries teammates and opponents in basketball	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 55-56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in basketball Step 1: demonstrating positioning within boundaries, teammates and opponents in basketball		

						Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate			
	Sport and Game skills Positioning - positioning within boundaries, teammates and opponents in soccer	- demonstrate positioning within boundaries teammates and opponents in soccer	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 Plusone HBC PE Gr 5 page 55-56	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro : class discussion on positioning within boundaries , teammates and opponents in soccer Step 1: demonstrating positioning within boundaries, teammates and opponents in soccer Step 2: group activities Step 3: groups report back Conclusion: pairs demonstrate			
	Reaction -defense and offensive roles	Demonstrate defensive and offensive roles Performing the offensive roles in relation to time	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 Plusone HBC PE Gr 5 page 57	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: Learners know how to defend and attack in relation to time and speed. Intro: recap of the previous lesson Step 1: demonstrating defensive and offensive roles Step 2: performing the offensive roles Step 3: group activities Step 4: groups report back Step 5: written work individually Conclusion: pairs demonstrate			

	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss	Flash cards Work cards	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game Skills Target games - stationary and average mobile targets	Hit at stationary target from within 35m distance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss pg21 Plusone HBC PE Gr 5 page 64	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: learners know target games played at school. Intro: class discussion on target games Step 1: class hit at stationary target from within 35m distance Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done .		
	Target games - target up to 35m distance	- hit at average mobile targets from 35m distance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabuss pg21 Plusone HBC PE Gr 5 page 65	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: learners know target games played at school. Intro: recap of the previous lesson Step 1: class hit at stationary target from within 35m distance Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done .		

	Stance - body orientation for movement	- demonstrate stances for different skills in target and combat games.	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg21 PlusOne HBC PE Gr 5 page 66	Flash cards Work cards Whistle Ropes Cones	Assumed knowledge: learners know target games played at school. Intro: recap of the previous lesson Step 1: demonstrate stance for different skills in target and combat games Step 2: group activities and feedback Step 3: individual work Conclusion: revision of work done.		
11	<u>REVISION</u> Project Stage 4 Selecting the most suitable solutions	- select the most suitable solutions for their project topics	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22	Balls Mats Tyres whistle	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game Skills Net games - strokes	- spin a ball - perform a spin for a specific distance - high jump and strike a ball at its highest point with a spin.	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 69	Balls Mats Tyres whistle	Assumed knowledge: learners know different net games played at school. Intro: class discussion on net games Step 1: class demonstrate how to spin a ball. Step 2: class perform a spin for a specific distance Step 3: groups' high jump and strike a ball at its highest point with a spin. Step 4: individual activities		

						Conclusion: revisiting activities done		
- grip	- demonstrate the relationship between grip stance and footwork	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 73	Balls Mats Tyres whistle	Assumed knowledge: learners know different net games played at school. Intro: class discussion on grip Step 1: class demonstrate the relationship between grip, stance and footwork Step 2: group activities Step 3 : feedback Step 4: individual activities Conclusion: revisiting activities done			
- stance	- explain the benefits of proper stance	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 Plusone HBC PE Gr 5 page 73	Balls Mats Tyres whistle	Assumed knowledge: learners know different net games played at school. Intro: class discussion on stance Step 1: teacher's explanation and demonstration. Step 2: explaining the benefits of proper stance Step 3: group activities and feedback Step 4: individual activities Conclusion: revisiting activities done			
- striking	- display coordination between stroke and reaction to stimuli	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22	Balls Mats Tyres Whistle	Assumed knowledge: learners know different net games played at school. Intro : revisiting the previous concept Step 1: teacher's explanation and			

				PlusOne HBC PE Gr 5 page 76		demonstration. Step 2: class display coordination between stroke and reaction to stimuli Step 3: group activities and feedback Step 4: individual activities Conclusion: revisiting activities done		
12	<u>REVISION</u> Project Stage 4 - selecting the most suitable solutions	- select the most suitable solutions for their project topics	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22	Balls Mats Tyres whistle	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game skills Adventure games - camping - course marking	- locate key points in a marked route through map reading	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 79	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: class discussion on adventure games Step 1: class locate key points in a marked route through map reading Step 2: group locate key points in a marked route through map reading Step 3 : groups report back Step 4: individual work Conclusion: revision of work done		

	- walking	- walk along a marked route	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 80	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: class discussion on adventure games Step 1: class discussion on how to walk along a marked route Step 2: group activities Step 3 : groups report back Step 4: individual work Conclusion: revision of work done		
	- orienteering	- study beacons and the environment to get guidance for course navigation	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 81	Balls ropes racquets whistle cones	Assumed knowledge: learners are familiar with adventure games and also they can follow a marked route. Intro: recap if the previous lesson Step 1: class discussion on orienteering Step 2: group study beacons and the environment to get guidance for course navigation Step 3 : groups report back Step 4: individual work Conclusion: revision of work done		
13	<u>REVISION</u>	- select the most suitable	Demonstrating	PE & Arts	Flash cards Work cards	Intro: class discussion on the previous concepts.		

	Project Stage 4 - selecting the most suitable solutions	solutions for their project topics	Observing Discussing Describing	junior syllabus pg22		Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
	Sport and Game Skills Running - a timed endurance race	- complete a timed endurance race	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne Gr 5 pg 84	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: class discussion on running Step 1: class complete a timed endurance race Step 2: groups run and complete a timed endurance race Step 3: pair activities Conclusion: groups and pairs report back		
	- proper sprint bend and running techniques	- demonstrate proper sprint bend running techniques	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 85	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: recap of the previous lesson Step 1: demonstrate proper sprint bend running technique Step 2: group activities Step 3: pair activities Conclusion: groups and pairs report back		

- proper baton exchange technique	- demonstrate proper baton exchange techniques	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 88	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: class discussion on running Step 1: class discussion on proper baton exchange technique Step 2: groups work and feedback Step 3: pair activities Conclusion: groups and pairs report back		
- sprint hurdle relay with a hurdle leg	- finish a sprint hurdle relay with a hurdle leg	Demonstrating Observing Discussing Describing	PE & Arts junior syllabus pg22 PlusOne HBC PE Gr 5 page 88	Balls ropes ladders whistle cones	Assumed knowledge: learners know activities done in kids athletics Intro: lesson recap Step 1: class discussion on print hurdle relay with a hurdle leg Step 2: groups finish a sprint hurdle Step 3: pair activities Conclusion: groups and pairs report back		

SCIENCE AND TECHNOLOGY

BROAD TOPICS

Crops, Plants and Animals

Environmental Awareness and Conservatoin

Tools, Equipment and Implem

GENERAL AIM

By the end of the lesson the learners should be able to develop an understanding of the human reproductive system, puberty, and personal hygiene. Recognize the importance of preventing foodborne diseases and maintaining environmental hygiene. Appreciate the significance of emotional intelligence and awareness of HIV and AIDS transmission, prevention, and management. Develop an understanding of balanced diets and their benefits. Appreciate the significance of packaging and storage methods.

TIME ALLOCATION

WK	TOPIC/CONTENT	OBJECTIVES	METHODS AND ACTIVITIES	SKILLS	SOM	MEDIA	EVALUATION
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1 L 1&2	Crop, Plants and Animals -plant reproduction	By the end of the lesson learners should be able to: -define plant reproduction -describe the process of pollination	Assumed know-learners are aware that plants reproduce Intro- learners list the functions of plants Step1-Teacher explains plant reproduction Step2-In groups learners illustrate the process of pollination Step 3 feedback from learners Step 4 individual written work Conclusion Question and answer	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 60-62	C/B Chart Cards ICT tools	
3&4	Crop, Plants and Animals -plant reproduction	-explain fertilization -outline seed formation	Assumed knowledge: learners are aware of the functions of flowers Intro-Naming the functions of flowers. Step1-Teacher explains about fertilization Step2-field trip to identify flowering and non-flowering plants Step3-feedback from the field trip Step4-Individual written work Conclusion - Answering oral	Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page63-64	-print media -flowers -local environment	

			questions				
5&6	Crop, Plants and Animals -plant nutrients	-state plants nutrients -discuss plant nutrients	Assumed know learners are aware of crop rotation Intro- learners explain the importance of crop rotation Dev-teacher explains about plant nutrients 2 group work on plant nutrients and uses 3 feedback from groups 4 individual written work conclusion Answering oral questions	Stating Discussing Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 68	C/B Chart Cards ICT tools	
7&8	Crop, Plants and Animals -plant nutrients	-explain functions of nutrients in plants	Assumed know learners are aware of crop rotation Intro- recap of the previous concept Dev-teacher explains about plant nutrients 2 group work on functions of plant nutrients and uses 3 feedback from groups 4 individual written work conclusion Answering oral questions	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 68-69	C/B Chart Cards ICT tools	
9&10	Project Stage 4	Select the most suitable	Intro: class discussion on the previous concepts.	Observing	Science and Tech	Chart Cards	

	- selecting the most suitable solutions	solutions	Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Discussing Describing	syllabus2024-2030 Grade 3-7 page 52		
2 1&2	Crop, Plants and Animals -animal reproduction	-describe mating	Assumed know-learners are aware of female and male animals Introduction Teacher defines mating and gestation Dev- class discussion on mating and gestation 2 pair work discussing mating and gestation of animals 3 feedback from learners 4 individual written work Conclusion -homework on reproduction	Observing Discussing Describing	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 73-74	C/B Chart Cards ICT tools	
3&4	Crop, Plants and Animals -animal reproduction	-define gestation period	Assumed know-learners are aware of female and male animals Introduction Teacher defines gestation Dev- class discussion on gestation	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech	C/B Chart Cards ICT tools	

			2 pair work discussing gestation of animals 3 feedback from learners 4 individual written work Conclusion -homework on reproduction		Gr 5 page 76		
5&6	Crop, Plants and Animals -animal reproduction	-compare gestation periods for domestic animals	Assumed know-learners are aware of female and male animals Introduction: recap of the previous lesson Dev- teacher and learners study gestation periods of domestic animals on chart 2 group work comparing gestation periods 3 feedback from learners 4 individual written work Conclusion -homework on reproduction	Comparing Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 77	C/B Chart Cards ICT tools	
7&8	Crop, Plants and Animals Revision test on work covered	- read and answer revision questions correctly -score above half of total	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules	Listing Discussing Writing	Test record	Chart C/B Cards	

		marks	-learners write the test Con :revision and consolidation				
9&10	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Writing Critical thinking	Science and Tech syllabus2024-2030 Grade 3-7	Work cards ICT tools	
3 1&2	Crop, Plants and Animals -ecological pyramid	-identify organisms in the levels of the food pyramid	Assumed know-learners can draw a simple food web Intro- Learners draw simple food web Dev- facilitator explains an ecological pyramid 2 grp work sorting out different organisms that suit into different categories 3 feedback from groups 4 individual written work conclusion -Question and answer	Identifying Sating	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone science & tech Grade 5 Page 80-82	C/b Print media Digital tools Resource persons	
3&4	Crop, Plants and Animals -ecological pyramid	-discuss the importance of a food pyramid	Assumed knw-learners learners know food pyramids Intro -stating the components of a food pyramid	Discussing observing	Science and Tech syllabus2024-2030 Grade 3-	Print media Digital tools	

			Dev -explanation on the importance of food pyramid 2 group work on work cards about food pyramid feedback from groups 4 individual written of notes Conclusion-highlighting main points in food pyramids		7 page 53 Plusone science & tech Gr 5 page 83-84	Resource persons	
5&6	Environmental Awareness and Conservation -weather conditions	-define weather forecasting -state the importance of weather forecast	Assumed know- learners are aware of weather elements ie rainfall, wind Intro -Learners list weather elements Dev-facilitator explains weather forecast 2 group work on importance of weather forecast report back Conclusion -issuance of homework on elements of weather.	Defining Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone Science & tech Gr 5 Page 87	C/B Work cards Flash cards	
7&8	Environmental Awareness and Conservation -weather conditions	-List weather instruments -Explain functions of weather instruments	Assumed know-learners are aware of weather elements Introduction -Learners list weather elements Dev-Facilitator explains on weather elements	Listing Explaining	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone	Weather station Local environment Print	

			2 group work on importance of weather forecast Report back from groups Conclusion -highlight of main points of the lesson		Science & tech Gr 5 page 88-89	media Work cards	
9&10	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Writing Critical thinking	Science and Tech syllabus2024-2030 Grade 3-7	Work cards ICT tools	
4 1&2	Environmental Awareness and Conservation -weather conditions	-Record weather conditions	Assumed knw-learners know different types of weather Intro-explanation on weather recording Dev-explanation and demonstration by the teacher recording weather conditions 2 class discussion on weather instruments 3 field trip to a weather station 4 learners record weather conditions in pairs 5 feedback from learners Conclusion-summary on the	Recording Identifying	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone Science & tech Gr 5 page 91-92	Print media Weather station Work cards	

			importance of weather recordings.				
3&4	Environmental Awareness and Conservation -soil as an ecosystem	-Identify soil organisms -Extract soil organisms from the local environment	Assumed know-learners are aware of some soil animals Intro -Learners list some soil organisms Dev-teacher explains soil as an ecosystem 2 field trip to identify and extract different organisms from the soil Learners give feedback 4 individual written work Conclusion -learners to research on the importance of soil animals	Identifying Extracting	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page 96-97	Weather station Local environment Print media Work cards	
5&6	Environmental Awareness and Conservation -soil as an ecosystem	-record findings -describe the importance of soil organisms	Assumed know-learners are aware of some soil animals Intro –recap of the previous lesson Dev-teacher explains importance of soil organisms 2 field trip to identify and extract different organisms from the soil Learners give feedback	Describing Recording	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page 97	Local environment Soil samples Print media Compost Garden	

			4 individual written work Conclusion -learners to research on the importance of soil animals				
7&8	Environmental Awareness and Conservation Revision test on work covered	- read and answer revision questions correctly -score above half of total marks	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation	Listing Discussing Writing	Test record	Chart C/B Cards	
9&10	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Writing Critical thinking	Science and Tech syllabus2024-2030 Grade 3-7	Work cards ICT tools	
5 1&2	Environmental Awareness and Conservation -water conservation	-identify water conservation methods	Assumed know-Learners are aware of sources of water Intro-Brainstorming on sources of water Dev- teachers explanation	Describing Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 54	Digital tools water Buckets Print	

	methods		2 group work 3 report back from learners Step4 Individual written work Conclusion -rhyme on the importance of water conservation.		Plusone science & tech Gr 5 page 107	media	
3&4	Environmental Awareness and Conservation -water conservation methods	Explain the importance of water conservation	Intro-stating the need for water Step1- Teacher explains on household and outdoor water conservation 2 Group discussion on the importance of water conservation 3 feedback from groups 4 individual written work Conclusion.-Summing up of the lesson.	Explaining Describing Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page 108	Digital tools water Buckets Print media	
5&6	Environmental Awareness and Conservation -water conservation methods	-demonstrate responsible water storage	Assumed know--Learners are aware of the importance of water conservation Intro -Learners state the importance of water conservation Dev- learners research in	Demonstrating Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech	Digital tools water Buckets Print media	

			groups on responsible water usage 2 Report of the findings 3 individual written work Conclusion Question and Answer		Gr 5 page 109		
7&8	Environmental Awareness and Conservation -commercial land use	-define commercial land use -Discuss types of commercial Land use	Assumed knw-learners are aware of some of the land use Intro -Learners State general uses of land Dev-teacher explains the types of commercial Land use group work on commercial land use feedback from groups and class discussion 4 individual written work Conclusion Question and answer	Explaining Describing Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page113-114	Pictures Work cards Flash cards	
9&10	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics	Explaining Describing Stating	Science and Tech syllabus2024-2030 Grade 3-7	Work cards flash cards	

			Step 3: facilitator makes corrections where necessary				
6 1&2	Environmental Awareness and Conservation -commercial land use	-Outline the importance of commercial land use	Assumed knowledge Learners are aware of commercial Land use Intro- listing commercial land use Dev-explanation on commercial Land use 2 group work on importance of commercial Land use Group feedback Individual written work. Conclusion Question and answer	Explaining Describing Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 55 Plusone science & tech Gr 5 page 115	Digital tools Print media Local environment	
3&4	Environmental Awareness and Conservation -conservation of natural resources	-Define natural resources -Identify types of natural resources	Assumed knowledge -Learners are aware of natural resources Intro-brain storming on the importance of commercial land use. Dev-facilitator's explanation on natural resources 2 Grp work discussing importance of natural resources 3 feedback Conclusion -learners to research more on natural resources	Explaining Describing Stating Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 55 Plusone science & tech Gr 5 page 119-120	Digital tools Print media Local environment	

5&6	Environmental Awareness and Conservation -conservation of natural resources	-explain types of natural resources	Assumed knowledge -Learners are aware of natural resources Intro-recap of the previous lesson Dev-facilitator's explanation on natural resources 2 Grp work discussing importance of natural resources 3 feedback Conclusion -learners to research more on natural resources	Listing Discussing Writing	Science and Tech syllabus2024-2030 Grade 3-7 page 55 Plusone science & tech Gr 5 page 121	Digital tools Print media Local environment	
7&8	Environmental Awareness and Conservation -conservation of natural resources	-describe the conservation strategies	Assumed knowledge -Learners are aware of natural resources Intro-brain storming on the importance of commercial land use. Dev-facilitator's explanation 2 Grp work discussing on conservation strategies 3 feedback Conclusion -learners to research more on natural resources	Listing Discussing Writing	Science and Tech syllabus2024-2030 Grade 3-7 Page 55 Plusone science & tech Gr 5 page 122	Digital tools Print media Local environment	
9	Environmental Awareness and Conservation Revision test on work covered	- read and answer revision questions correctly	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss	Listing Discussing Writing	Test record	Chart C/B Cards	

		-score above half of total marks	questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation				
10	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	Discussing Explaining	Science and Tech syllabus 2024-2030 Grade 3-7	Work cards flash cards	
7 1&2	Environmental Awareness and Conservation -conservation of natural resources	-Discuss the importance of conserving natural resources -Identify natural resources	Assumed knowledge Learners are aware of natural resources Intro -Learners identify natural resources Dev-facilitator explains importance of conserving natural resources 2 group work discussing importance of conserving natural resources 3 feedback from groups 4 individual written work Conclusion -Question and	Discussing Explaining	Science and Technology syllabus Grade 3-7 Page 55 Plusone science & tech Gr 5 page 120 - 122	Digital tools Print media Local environment	

			answer				
3&4	Tools, Equipment and Implements -uses of tools and safety	Identify uses of tool	Assumed knowledge Learners are aware of farm tools Introduction -Learners state farm tools Intro -Learners list farm tools Dev -earners identify farm tools and landscaping tools from media used 2 in groups learners classify tools according to use 3 feedback from groups 4 individual written work Conclusion -highlight of main points.	Identifying Landscaping Gardening	Science and Technology syllabus Grade 3-7 Page 56 Plusone science & tech Gr 5 page 126-128	Locally available tools Digital tools Print media Tools manual	
5&6	Tools, Equipment and Implements -uses of tools and safety	Demonstrate safe handling of tools Suggest proper ways of handling	Learners are aware of garden tools Introduction: learners state garden tools Lesson development Step1 Teacher explains about safety of tool handling Step2 Learners suggest proper ways of handling tools Step3 learners demonstrate	Handling Demonstrating Observing	Science and Technology syllabus Grade 3-7 Page 56 Plusone science & tech Gr 5 page 129-130	Local available tools Digital tools Print media Tool manuals	

			proper handling of tools Conclusion -Demonstration by the learners				
7&8	Tools, Equipment and Implements -measuring tools	Identify the tools used for measuring temperature	Assumed knowledge Learners are aware of measuring tools Intro -Learners list measuring tools Teacher explains how temperature is measured Teacher demonstrates and learners observe 3 learners measure temperature and record 4 written work Conclusion -homework on record of temperature.	Identify Measuring Recording	Science and Technology syllabus Grade 3-7 Page 56 Plusone science & tech Gr 5 page 133-134	Digital tools Print media Thermometer Agricultural products Print media	
9&10	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	Discussing Explaining	Science and Tech syllabus 2024-2030 Grade 3-7	Work cards flash cards	
8	Tools,	Identify tools	Assumed knowledge	Identifying	Science and	Balance	

1&2	Equipment and Implements -measuring tools	for measuring mass Measure mass and record	Learners are aware of measuring tools for temperature Intro Learners State the tools for measuring temperature Dev -teacher explain and demonstrate measuring mass Learners measure mass and record Learners take turns to measure mass in groups Conclusion -Question and answer	Measuring Recording	Tech syllabus2024-2030 Grade 3-7 Page 56 Plusone science & tech Gr 5 page 135	objects Agricultural products	
3&4	Tools, Equipment and Implements -digital devices	Name communication devices Describe the functions of the communication devices	Assumed knowledge Learners are aware of communication devices Lesson development -teacher assigns group work to discuss the functions of devices 2 feedbacks form groups Teacher explains from the group findings 4 written work Conclusion -revision of the written work	Naming Communicating Describe	Science and Tech syllabus2024-2030 Grade 3-7 Page 56 Plusone science & tech Gr 5 page 139	Ict tools Smartphones Digital devices Pictures	
5&6	Tools, Equipment and	Group storage devices	Assumed knowledge Learners are aware of	Creating Imitating	Science and Tech	ICT tools Smart	

	Implements -digital devices	according to use Identify storage devices	communication devices Lesson development Teacher explains storage devices and their uses In groups, learners group storage devices according to use Feedback from groups and class discussion Individual written work Conclusion Summation of the concept by the teacher	Designing Decorating	syllabus2024-2030 Grade 3-7 Page 56 Plusone science & tech Gr 5 page 140	phones Print media Digital devices	
7&8	Tools, Equipment and Implements -digital tools	-Create a flier promoting school event -Practice creating invitation cards	Assumed knowledge Learners are aware of communication devices Dev-teacher explains storage devices and their uses Group work on grouping storage devices according to use feedback from learners written work Conclusion Summation of the concept by the teacher	Creating Imitating Designing Decorating	Science and Tech syllabus2024-2030 Grade 3-7 Page 56 Plusone science & tech Gr 5 page 140	Ict tools Smart phones Print media	
9	Tools, Equipment and Implements	- read and answer revision	Assumed knowledge: Learners can read and write. Intro: class discussion on	Listing Discussing Writing	Test record	Chart C/B Cards	

	Revision test on work covered	questions correctly -score above half of total marks	concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation				
10	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	Discussing Explaining	Science and Tech syllabus2024-2030 Grade 3-7	Work cards flash cards	
9 1&2	Tools, Equipment and Implements -digital tools	-design a certificate of excellence	Assumed knowledge Learners are aware of communication devices Dev-teacher demonstrate Group work feedback from learners written work Conclusion Summation of the concept by the teacher	Creating Imitating Designing Decorating	Science and Tech syllabus2024-2030 Grade 3-7 Page 56 Plusone science & tech Gr 5 page 143	Ict tools Smart phones Print media	
3&4	Tools,	-State carrier	Assumed knowledge Learners	Describing	Science and	Ict tools	

	Equipment and Implements -career opportunities	opportunities in ICT	are aware of careers in ICT Dev 1 learners state carriers in ICT 2 grp discussion in ict careers Feedback from groups 3 feedback from learners 4 individual written work Conclusion Question and answer	Stating Identifying	Technology syllabus Grade 3-7 Page 57 Plusone science & tech Grade 5 page 155 156	Smart phones Print media	
5&6	Tools, Equipment and Implements -career opportunities	Describing roles of ICT personnel	Assumed knowledge Learners are aware of careers in ICT Dev 1 learners state carriers in ICT 2 grp discussion in ict careers Feedback from groups 3 feedback from learners 4 individual written work Conclusion Question and answer	Describing Stating Identifying	Science and Technology syllabus Grade 3-7 Page 57 Plusone science & tech Gr 5 page 156	Print media Electronic media Expert guest	
7&8	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their	Discussing Explaining	Science and Tech syllabus2024-2030 Grade 3-7	Work cards flash cards	

			projects topics Step 3: facilitator makes corrections where necessary				
10 L 1&2	<u>REVISION</u> Crop, Plants and Animals -plant reproduction	By the end of the lesson learners should be able to: -define plant reproduction -describe the process of pollination	Assumed know-learners are aware that plants reproduce Intro- learners list the functions of plants Step1-Teacher explains plant reproduction Step2-In groups learners illustrate the process of pollination Step 3 feedback from learners Step 4 individual written work Conclusion Question and answer	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 60 - 62	C/B Chart Cards ICT tools	
3&4	<u>REVISION</u> Crop, Plants and Animals -plant reproduction	-explain fertilization -outline seed formation	Assumed knowledge: learners are aware of the functions of flowers Intro-Naming the functions of flowers. Step1-Teacher explains about fertilization Step2-field trip to identify flowering and non-flowering plants Step3-feedback from the field	Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 Plusone science & tech Gr 5 page 63-64	-print media -flowers -local environment	

			trip Step4-Individual written work Conclusion - Answering oral questions				
5&6	<u>REVISION</u> Crop, Plants and Animals -plant nutrients	-state plants nutrients -discuss plant nutrients	Assumed know learners are aware of crop rotation Intro- learners explain the importance of crop rotation Dev-teacher explains about plant nutrients 2 group work on plant nutrients and uses 3 feedback from groups 4 individual written work conclusion Answering oral questions	Stating Discussing Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Grade 5 page 71	C/B Chart Cards ICT tools	
7&8	<u>REVISION</u> Crop, Plants and Animals -plant nutrients	-explain functions of nutrients in plants	Assumed know learners are aware of crop rotation Intro- recap of the previous concept Dev-teacher explains about plant nutrients 2 group work on functions of plant nutrients and uses 3 feedback from groups 4 individual written work conclusion	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 72	C/B Chart Cards ICT tools	

			Answering oral questions				
9&10	<u>REVISION</u> Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing	Observing Discussing Describing	Science and Tech syllabus2024-2030 Grade 3-7 page 52	Chart Cards	
11 1&2	<u>REVISION</u> Crop, Plants and Animals -animal reproduction	-describe mating	Assumed know-learners are aware of female and male animals Introduction Teacher defines mating and gestation Dev- class discussion on mating and gestation 2 pair work discussing mating and gestation of animals 3 feedback from learners 4 individual written work Conclusion -homework on reproduction	Observing Discussing Describing	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 73-75	C/B Chart Cards ICT tools	
3&4	<u>REVISION</u> Crop, Plants and Animals	-define gestation period	Assumed know-learners are aware of female and male animals Introduction	Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-	C/B Chart Cards ICT tools	

	-animal reproduction		Teacher defines gestation Dev- class discussion on gestation 2 pair work discussing gestation of animals 3 feedback from learners 4 individual written work Conclusion -homework on reproduction		7 page 52 Plusone science & tech Gr 5 page 76-79		
5&6	<u>REVISION</u> Crop, Plants and Animals -animal reproduction	-compare gestation periods for domestic animals	Assumed know-learners are aware of female and male animals Introduction: recap of the previous lesson Dev- teacher and learners study gestation periods of domestic animals on chart 2 group work comparing gestation periods 3 feedback from learners 4 individual written work Conclusion -homework on reproduction	Comparing Stating Discussing Identifying Defining	Science and Tech syllabus2024-2030 Grade 3-7 page 52 Plusone science & tech Gr 5 page 76-79	C/B Chart Cards ICT tools	
7&8	<u>REVISION</u> Project Stage 4	Select the most suitable solutions	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their	Writing Critical thinking	Science and Tech syllabus2024-2030 Grade 3-	Work cards ICT tools	

	- selecting the most suitable solutions		project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		7		
12 1&2	<u>REVISION</u> Crop, Plants and Animals -ecological pyramid	-identify organisms in the levels of the food pyramid	Assumed know-learners can draw a simple food web Intro- Learners draw simple food web Dev- facilitator explains an ecological pyramid 2 grp work sorting out different organisms that suit into different categories 3 feedback from groups 4 individual written work conclusion -Question and answer	Identifying Sating	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone science& tech Gr 5 page 80-81	C/b Print media Digital tools Resource persons	
3&4	<u>REVISION</u> Crop, Plants and Animals -ecological pyramid	-discuss the importance of a food pyramid	Assumed knw-learners learners know food pyramids Intro -stating the components of a food pyramid Dev -explanation on the importance of food pyramid 2 group work on work cards about food pyramid feedback from groups 4 individual written of notes	Discussing observing	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone science & tech Gr 5 page 83-86	Print media Digital tools Resource persons	

			Conclusion-highlighting main points in food pyramids				
5&6	<u>REVISION</u> Environmental Awareness and Conservation -weather conditions	-define weather forecasting -state the importance of weather forecast	Assumed know- learners are aware of weather elements ie rainfall, wind Intro -Learners list weather elements Dev-facilitator explains weather forecast 2 group work on importance of weather forecast report back Conclusion -issuance of homework on elements of weather.	Defining Stating	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone science & tech Gr 5 page 87-88	C/B Work cards Flash cards	
7&8	<u>REVISION</u> Environmental Awareness and Conservation -weather conditions	-List weather instruments -Explain functions of weather instruments	Assumed know-learners are aware of weather elements Introduction -Learners list weather elements Dev-Facilitator explains on weather elements 2 group work on importance of weather forecast Report back from groups Conclusion -highlight of main points of the lesson	Listing Explaining	Science and Tech syllabus2024-2030 Grade 3-7 page 53 Plusone science & tech page 88-90	Weather station Local environment Print media Work cards	
13	<u>REVISION</u>	-Record	Assumed knw-learners know	Recording	Science and	Print	

1&2	Environmental Awareness and Conservation -weather conditions	weather conditions	different types of weather Intro-explanation on weather recording Dev-explanation and demonstration by the teacher recording weather conditions 2 class discussion on weather instruments 3 field trip to a weather station 4 learners record weather conditions in pairs 5 feedback from learners Conclusion-summary on the importance of weather recordings.	Identifying	Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech page 91-92	media Weather station Work cards	
3&4	<u>REVISION</u> Environmental Awareness and Conservation -soil as an ecosystem	-Identify soil organisms -Extract soil organisms from the local environment	Assumed know-learners are aware of some soil animals Intro -Learners list some soil organisms Dev-teacher explains soil as an ecosystem 2 field trip to identify and extract different organisms from the soil Learners give feedback 4 individual written work Conclusion -learners to research	Identifying Extracting	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page 96	Weather station Local environment Print media Work cards	

			on the importance of soil animals				
5&6	<u>REVISION</u> Environmental Awareness and Conservation -soil as an ecosystem	-record findings -describe the importance of soil organisms	Assumed know-learners are aware of some soil animals Intro –recap of the previous lesson Dev-teacher explains importance of soil organisms 2 field trip to identify and extract different organisms from the soil Learners give feedback 4 individual written work Conclusion -learners to research on the importance of soil animals	Describing Recording	Science and Tech syllabus2024-2030 Grade 3-7 page 54 Plusone science & tech Gr 5 page 97-100	Local environment Soil samples Print media Compost Garden	

SOCIAL SCIENCE

TOPICS TO BE COVERED

1. **TRANSPORT AND COMMUNICATION**
2. **SHELTER**
3. **GLOBAL ISSUES**
4. **HEALTH**
5. **MANAGING AND COPING WITH CHANGES**
6. **SOCIAL ETIQUETTE**
7. **ENTITLEMENTS, RIGHTS AND RESPONSIBILITIES**

W K	TOPIC / CONTENT	OBJECTIVES	SKILLS	SOM	MEDIA	METHODS / ACTIVITIES	EVALUATION	
1 1	Transport and communication Transportation of goods by	By the end of the lesson pupils should be able to Outline the	Naming Discussing Listing Indicating	Social sciences syllabus grade 3-7	Models Ict tools Pictures Toys	Assumed knowledge Pupils can state the means of transport Intro -Pupils study pictures of modes of transport		

By the end of term two the learners should be able to appreciate the cultural values of motherhood and fatherhood in the pre-colonial era.

Recognize the diverse ethnic groups of Zimbabwe and their cultures. Develop an understanding of the systems of governance and the structures and functions of central government. Recognize the importance of national symbols and celebrations. Develop an understanding of the courtship practices of different cultural groups Recognize the significance of work and leisure in personal and societal development. Develop an understanding of the importance of transport, communication, and ICTs.

	road, air, rail and sea	development of means of transport and communication	Stating	page 101 2 HBC Plusone learners book grade 5 page 88 - 112	Charts	Group work on goods carried by each mode of transport Teacher/pupil discussions as groups present their work Con-Written work		
2 & 3	Transport and communication Transportation of goods by road, air, rail and sea	-Describe current modes of transport	Listing Indicating Stating	Social sciences syllabus grade 3-7 page 101 2 HBC Plusone learners book grade 5 page 88 - 112	Models Pictures Toys Charts	Assumed knowledge Pupils can state the means of transport Intro –discussion on transport network in Zimbabwe Pupils identify some modes of transport Teacher/pupil discussions as groups present their work Con-Written work		
4 & 5	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
6 &	Transport and communication	Explain safe methods of riding,	Naming Discussing	Social sciences	Ict tools Pictures	Assumed knowledge People' have seen people riding animals		

7	Riding, leading and herding animals	leading and herding animals	Listing Indicating Stating	syllabus grade 3-7 page 101 2 HBC Plusone learners book grade 5 page 88 - 112	Models Related literature	Intro -Pupils identify animals on pictures Group work on animals that can be ridden, led or herded Group presentation and feedback Tr explains safety rules Written individual work Cn-Revision and tr pupil discussion.		
8 & 9	Transport and communication Riding, leading and herding animals	-Identify legal requirements of riding, leading, and herding animals	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 101 2 HBC Plusone learners book grade 5 page 88 - 112	C/B Charts	Assumed knowledge Pupils can state safety rules when handling animals Intro -listing modes of transport Group work on animals that can be led,ridden or herded Group presentations of work and feedback Explanation of legal requirements for handling animals Individual written work Con-Revision of individual written work		
10	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7 2 HBC Plusone learners book	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		

				grade 5 page 88 - 112				
2 1 & 2	Transport and communication -Road ports -Airports -Sea ports linked to Zimbabwe	List major road ports, sea ports and airports linked to zimbabwe	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 102 2 HBC Plusone learners book grade 5 page 88 - 112	Ict tools Maps Pictures Automobiles Related literature	Assumed knowledge -Learners can State modes of transport Intro -Pupils State names of roads in Zimbabwe Teacher explains ports linked to Zimbabwe Class discuss major ports in Zimbabwe Individual written work Teacher/pupil discussion on written work Conclusion -highlighting main points of the lesson.		
3 & 4	Transport and communication Transport network maps	-Locate major seaports and airports on a map	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102	Maps Pictures Automobiles Related literature	Assumed knowledge Pupils can list Zimbabwe's major roads Intro -Pupils to be shown map of major roads Tr explains major seaports and airports with the aid of a map Group work on importance of ports Group presentation and discussion Individual written work Revision of written work		
5 & 6	Transport and communication -Responsible use of communication	Identify and name various communication systems	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102 2 HBC	Maps Pictures Automobiles Related	Assumed knowledge Pupils know what communication is Introduction Pupils to study pictures of various items used in communication Group work on communication gadgets		

	systems -Phone calls -Social media - Gestures			Plusone learners book grade 5 page 88 - 112	literature	Group presentation Class discussion on appropriate use of communication systems Individual written work Revision of written work		
7 & 8	Transport and communication -Responsible use of communication systems	-Describe the appropriate use of communication systems	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102 2 HBC Plusone learners book grade 5 page 88 - 112	Charts Work cards	Assumed knowledge Pupils know what communication is Introduction Pupils to study pictures of various items used in communication Group work on communication gadgets Group presentation Class discussion on appropriate use of communication systems Individual written work Revision of written work		
9 & 10	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
11 & 12	Transport and communication	- read and answer revision questions correctly	Discussing Writing	Test record 2 HBC Plusone	Chart C/B Cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts		

1 2	Revision test on work covered	-score above half of total marks		learners book grade 5 page 88 - 105		covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
3 1	Shelter Shelter and heritage sites Zimbabwe heritage sites -Great Zimbabwe -Khami -Dlodlo	-Identify heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 103 2 HBC Plusone learners book grade 5 page 113-116 Exercise 23.2 page 116	Pictures Ict tools Resource person	Assumed knowledge -Pupils know different types of shelter Intro -Pupils to state different types of shelter they know Teacher explains heritage sites Illustration of Zimbabwe heritage sites associated with shelter Individually learners answer questions Revision of work and discussion		
2	Shelter Shelter and heritage sites Importance of heritage sites -cultural identity -Learning about history	-state the importance of heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners	Pictures Ict tools Resource person	Assumed knowledge Pupils know the meaning of heritage Introduction –pupils talk about some interesting places Identify some heritage sites in Zimbabwe Group presentation and discussion Individual written work Con-summary of main points		

	-Tourist destination -Job creation			book grade 5 page 113-116 Exercise 23.2 page 116				
3 & 4	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
5 & 6	Shelter and heritage sites -Preserving traditional building -Create jobs	-explain the importance of heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 113-116 Exercise 23.2 page 116	Ict tools Pictures Resource person	Assumed knowledge Pupils know the meaning of heritage Introduction –naming heritage sites Group discussion on heritage sites related to shelter Group presentation and discussion Individual written work Con-summary of main points		

7 & 8	Shelter Human safety in shelter designs, ventilation, sanitation, hygiene facilities and noise reduction	-State conditions of health and safety in shelter designs	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 118-119 Exercise 24.2 page 120	Charts Pictures ICT tools	Assumed knowledge Pupils know different types of shelter Introduction -discussing safety Teacher explains conditions necessary for health and safety in shelter designs Group work on importance of shelter Group presentation and discussion Individual written work Con-Revision of written work		
9 & 1 0	Shelter Human safety in shelter designs, ventilation, noise reduction	-explain conditions of health and safety in shelter changes and designs	Explaining Discussing Listing Indicating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 118-120 Exercise 24.2 page 120	Charts Pictures	Assumed knowledge Pupils know different types of shelter Introduction -discussing safety Teacher explains conditions necessary for health and safety in shelter designs Group work on importance of shelter Group presentation and discussion Individual written work Con-Revision of written work		

1 1 & 1 2	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
4 1	Shelter Building materials suitable for construction buildings in disaster prone areas	Identify and state building materials suitable for constructing buildings in disaster prone areas	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 105 2 HBC Plusone learners book grade 5 page 122-124 Exercise 23.2 page 125	Pictures Ict tools Resource person Related material	Assumed knowledge Pupils can state building materials for shelter Introduction -naming building materials Group discussion on disasters that can affect people Group presentation and discussions Teacher explains materials suitable for disaster prone areas Written work on chalkboard Conclusion -Revision and Discussion on work done		
2	Global issues Poverty Causes of poverty	-List causes of poverty in the community	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 105 2 HBC Plusone	Charts Pictures	Assumed knowledge Learners can identify different community groups Introduction -Pupils study pictures of different people on the chart Group work on types of community groups Presentation of group work and teacher/pupils		

				learners book grade 5 page 126-127 Exercise 26.2 page 127		discussions Explanations by teacher on the causes of poverty Individual written work on chalkboard Revision of work done individually		
3 & 4	Global issues Poverty-poor health -early marriages -school dropouts -increased crime	-Identify effects of poverty in the community	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 105 2 HBC Plusone learners book grade 5 page 127-128 Exercise 26.2 page 128	Charts Pictures	Assumed knowledge -Pupils can state causes of poverty Introduction -naming types of groups in the community Deve- Group work on causes of poverty Teacher/pupil discussions as they present work Teacher explains effects of poverty in the community Individual written work Con-further research on effects of poverty in a community.		
5 & 6	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary		

7 & 8	Global issues Poverty-acquiring skills _access to education -creating jobs -income generating projects	-Explain ways of reducing poverty in the community	Observing Discussin g Describin g	Social sciences syllabus grade 3-7 page 106 2 HBC Plusone learners book grade 5 page 129-130 Exercise 26.3page 129 -130	Pictures Ict tools Posters Pamphlets	Step 3: individual writing Assumed knowledge -Pupils can state effects of poverty Intro -Teacher asks pupils to State effects of poverty Group work on poverty reduction Teacher/ pupil discussion and presentation of group work Teacher explains ways to reduce poverty Individual written work Con-highlight of main ponts of the lesson.		
9 & 1 0	Transport and communication Revision test on work covered	- read and answer revision questions correctly -score above half of total marks	Discussin g Writing	Test record	Chart C/B Cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
1 1 & 1	Project Stage 4 - selecting the most suitable	Select the most suitable solutions	Observing Discussin g	Social sciences syllabus grade 3-7	Textboo k C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics		

2	solutions		Describing			Step 2: facilitator makes corrections where necessary Step 3: individual writing		
5 1 & 2	Global issues Pandemic diseases -Covid 19 -HIV -Mpox -Ebola	-list pandemic diseases -Explain effects of pandemic diseases	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 131-132 Exercise 27.2 page 133	Pictures Ict tools Related literature Posters	Assumed knowledge -Pupil's know what pandemic diseases are Introduction -Pupils state common diseases in the area Group work on types of disease they know Teacher explains what pandemic diseases are Class discussion on pandemic diseases and their effects. Individual written work Con-revision of written work.		
3 & 4	Global issues Effects of pandemic diseases in the community	-list pandemic diseases -Explain effects of pandemic diseases in the community	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 131-132	Chart Pictures ICT tools	Assumed knowledge -Pupil's know what pandemic diseases are Introduction -Pupils state common diseases in the area Group work on types of disease they know Teacher explains what pandemic diseases are Class discussion on pandemic diseases and their effects. Individual written work Con-revision of written work.		

				Exercise 27.2 page133				
5 & 6	Pollution Types of pollution Land ,air, water and noise	Identify types pollution	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 135-1336 Exercise 28.1page 136	Chart Pictures ICT tools	Assumed knowledge -Pupils know what pollution is Intro -teacher explains what pollution is Tr explains types of pollution Group work on causes of pollution Group presentation and discussion Individual written work Con-issuance of homework to learners.		
7 & 8	Pollution State causes of water pollution Dust, sewage, papers , industrial waste, domestic waste, oil spills	-State causes of water pollution	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 135-1336	Chart Pictures ICT tools	Assumed knowledge -Pupils know what pollution is Intro -teacher explains what pollution is Tr explains types of pollution Group work on causes of pollution Group presentation and discussion Individual written work Con-issuance of homework to learners.		

				Exercise 28.1page 136				
9 & 1 0	Pollution Causes of pollution Waste, fertilizers, chemicals, traffic noise, industrial noise, recreational noise	-State causes of land and noise pollution	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 135-136 Exercise 28.1page 136	Chart Pictures ICT tools	Assumed knowledge -Pupils know causes of water pollution Intro –recap of the previous lesson Tr explains causes of land and noise pollution Group work on causes of land and noise pollution Group presentation and discussion Individual written work Con-issuance of homework to learners.		
1 1 & 1 1 2	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Explaining Describing Stating	Social sciences syllabus grade 3-7	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
6	Pollution Effects of pollution	-explain the effects of pollution in the environment	Naming Discussing Listing	Social sciences syllabus	Chart Pictures ICT	Assumed knowledge -Pupils know causes of water pollution Intro –recap of the previous lesson		

1 & 2	-water, land, soil		Indicating Stating	grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 137-138 Exercise 28.1page 138-139	tools	Tr explains the effects of pollution in the environment Group work on effects of pollution in the environment Group presentation and discussion Individual written work Con-issuance of homework to learners.		
3 & 4	Pollution Effects of pollution in the environment	-explain the effects of pollution in the environment	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 137-138 Exercise 28.1page 138-139	Chart Pictures ICT tools	Assumed knowledge -Pupils know causes of water pollution Intro –recap of the previous lesson Tr explains the effects of pollution in the environment Group work on effects of pollution in the environment Group presentation and discussion Individual written work Con-issuance of homework to learners.		
5 & 6	Managing and coping with change	-describe changes associated with menstruation	Naming Discussing Listing	Social sciences syllabus	Pictures Work cards	Assumed knowledge: some pupils are already experiencing these changes Intro: Facilitator explains key concept using		

	-understanding menstruation(stomach cramps)		Indicating Stating	grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 140-142 Exercise 29.1page 141-142	Magazines Flash cards Charts Photos	pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
7 & 8	Managing and coping with change	-describe changes associated with menstruation	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 140-142 Exercise 29.1page 141-142	Pictures Work cards Magazines Flash cards Charts Photos	Assumed knowledge: pupils are taught good contact at home Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
9 & 1	Project Stage 5 Refinement of	- refine selected solutions	Explaining Describing	Social sciences syllabus	Work cards flash	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how		

0	selected solutions		g Stating	grade 3-7	cards	refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
1 1 & 1 2	Revision test on work covered	- read and answer revision questions correctly -score above half of total marks	Discussin g Writing	Test record	Chart C/B Cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
7 1 & 2	Managing and coping with changes Puberty- understanding menstruation -personal hygiene -diet	-state ways of managing changes associated with menstruation	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 140-142 Exercise 29.1page 141-142	Work cards flash cards	Assumed knowledge: pupils are taught good contact at home Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		

3 & 4	Social Etiquette -Ubuntu/Unhu -Respect -Compassion -Empathy -Forgiveness	-outline principles of Ubuntu/unhu	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 108 2 HBC Plusone learners book grade 5 page 144-145 Exercise 30.1page 145-146	Work cards flash cards	Assumed knowledge: pupils are taught good contact at home Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
5 & 6	Entitlements Rights and Responsibilities -citizen rights and responsibilities	-define a citizen -state rights and responsibilities	Naming Discussing Listing Stating	Social sciences syllabus grade 3-7 page 109 2 HBC Plusone learners book grade 5 page 147-148 Exercise 31.1page 148-149	Pictures Work cards Magazines Flash cards Charts Photos	Assumed knowledge: pupils know some of the rights Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		

7 & 8	Entitlements Rights and Responsibilities -citizen rights and responsibilities	- distinguish between rights and responsibilities	Naming Discussing Listing Indicating	Social sciences syllabus grade 3-7 page 109 2 HBC Plusone learners book grade 5 page 147-148 Exercise 31.1page 148-149	Pictures Work cards Magazines Flash cards Charts Photos	Assumed knowledge: pupils are taught good contact at home Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
9 & 1 0	Entitlements Rights and Responsibilities -citizen rights and responsibilities	-identify people whose rights are likely to be violated	Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 109 2 HBC Plusone learners book grade 5 page 147-148 Exercise 31.1page 148-149	Pictures Work cards Magazines Flash cards Charts Photos	Assumed knowledge: pupils know some of the responsibilities Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		

1 1 & 1 2	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Explaining Describing Stating	Social sciences syllabus grade 3-7	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
8 1 & 2	Entitlements Rights and Responsibilities Violation of rights -discrimination -harassment -intimidation -physical violence	-explain ways in which rights are violated	Explaining Describing Stating	Social sciences syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 147-148 Exercise 31.1page 148-149	Work cards flash cards	Assumed knowledge: pupils know some of the responsibilities Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
3 & 4	Entitlements Rights and Responsibilities Violation of human rights -discrimination	-explain ways in which rights are violated	Explaining Describing Stating	Social sciences syllabus grade 3-7 page 110 2 HBC	Work cards flash cards	Assumed knowledge: pupils know some of the responsibilities Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps.		

	and physical violence			Plusone learners book grade 5 page 150-151 Exercise 32.1page 151		Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
5 & 6	Entitlements Rights and Responsibilities Violation of human rights	-describe ways of protecting rights of citizens	Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 150-151 Exercise 32.1page 151	Pictures Work cards Magazines Flash cards Charts Photos	Assumed knowledge: pupils are ware of rights violation Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
7 & 8	Entitlements Rights and Responsibilities -prevention and management of bullying	-define bullying -identify types of bullying	Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 110 2 HBC	Pictures Work cards Magazines Flash	Assumed knowledge: pupils are exposed to bullying at school Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps.		

				Plusone learners book grade 5 page 154-157 Exercise 32.1page 158	cards Charts Photos	Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
9 & 1 0	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Explaining Describing Stating	Social sciences syllabus grade 3-7	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
1 1 & 1 2	Revision test on work covered	- read and answer revision questions correctly -score above half of total marks	Discussing Writing	Test record	Chart C/B Cards	Assumed knowledge: Learners can read and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
9	Entitlements Rights and	-outline ways of preventing,	Naming Discussing	Social sciences	Charts Pictures	Assumed knowledge: pupils are exposed to bullying at school		

1 & 2	Responsibilities Prevention and management of incidences of bullying -prevention	reporting and managing bullying	Listing Indicating	syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 154-157 Exercise 32.1page 158	C/B	Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
3 & 4	Entitlements Rights and Responsibilities Prevention and management of incidences of bullying -preventing bullying	-identify sources of help and support for the abused	Naming Discussing Listing Indicating	Social sciences syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 154-157 Exercise 32.1page 158	Charts Pictures C/B	Assumed knowledge: pupils are exposed to bullying at school Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
5 &	Entitlements Rights and	-identify sources of help and support for	Naming Discussing	Social sciences	Charts Pictures	Assumed knowledge: pupils are exposed to bullying at school		

6	Responsibilities Help and support for the abused	the abused	Listing Indicating	syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 159-161 Exercise 34.1page 162	C/B	Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
7 & 8	Entitlements Rights and Responsibilities Help and support for the abused	-explain the importance of seeking help and support the abused	Naming Discussing Listing Indicating	Social sciences syllabus grade 3-7 page 110 2 HBC Plusone learners book grade 5 page 159-161 Exercise 34.1page 162	Charts Pictures C/B	Assumed knowledge: pupils are exposed to bullying at school Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
9 &	Health Drug and	-state drugs and substance abused	Explainin g	Social sciences	Charts Pictures	Assumed knowledge: pupils are exposed to bullying at school		

1 0	substance abuse		Describing Stating	syllabus grade 3-7 page 112 2 HBC Plusone learners book grade 5 page 163-162 Exercise 35.1page 164	C/B	Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
1 1 & 1 2	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Explaining Describing Stating	Social sciences syllabus grade 3-7	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
1 0 1 & 2	Health Drug and substance abuse	-state drugs and substance abused	Explaining Describing Stating	Social sciences syllabus grade 3-7 page 113 2 HBC Plusone learners	Charts Pictures C/B	Assumed knowledge: pupils are exposed to bullying at school Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress.		

				book grade 5 page 163-162 Exercise 35.1page 164		Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
3 & 4	Health Drug and substance abuse -effects of drugs and substance abuse	-explain the effects of drugs and substance abuse	Explainin g Describin g Stating	Social sciences syllabus grade 3-7 page 113 2 HBC Plusone learners book grade 5 page 165-167 Exercise 35.5page 167	Charts Pictures C/B	Assumed knowledge: pupils are of some drugs Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
5 & 6	Health Communicable diseases -Covid 19 -Cholera -HIV&AIDS	-Identify communicable diseases	Explainin g Describin g Stating	Social sciences syllabus grade 3-7 page 113 2 HBC Plusone learners	Charts Pictures C/B	Assumed knowledge: pupils are aware of some diseases Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress.		

				book grade 5 page 168-169 Exercise 36.5page 169		Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
7 & 8	Health Communicable diseases -Covid 19 -Cholera -HIV&AIDS -Malaria -Ebola -Influenza	-state the ways in which communicable diseases can be spread	Explainin g Describin g Stating	Social sciences syllabus grade 3-7 page 114 2 HBC Plusone learners book grade 5 page 168-169 Exercise 36.5page 169	Charts Pictures C/B	Assumed knowledge: pupils are aware of some diseases Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
9 & 1 0	Health Communicable diseases	-state the ways in which communicable diseases can be spread	Explainin g Describin g Stating	Social sciences syllabus grade 3-7 page 114 2 HBC Plusone learners	Charts Pictures C/B	Assumed knowledge: pupils are aware of some diseases Intro: Facilitator explains key concept using pictures and concrete media. Step 1: Facilitator asks learners to define the key terms while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress.		

				book grade 5 page 168-169 Exercise 36.5page 169		Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.		
1 1 & 1 2	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Explainin g Describin g Stating	Social sciences syllabus grade 3-7 2 HBC Plusone learners book grade 5 page 168-169 Exercise 36.5page 169	Work cards flash cards	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary		
1 1 1	<u>REVISION</u> Transport and communication Transportation of goods by road, air, rail and sea	By the end of the lesson pupils should be able to - Identify and list goods transported by road , rail, air and sea	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 101 2 HBC Plusone learners book	Models Ict tools Pictures Toys Charts	Assumed knowledge Pupils can state the means of transport Intro -Pupils study pictures of modes of transport Group work on goods carried by each mode of transport Teacher/pupil discussions as groups present their work Con-Written work		

				grade 5 page 88-109				
2 & 3	Transport and communication Transportation of goods by road, air, rail and sea	-Describe current modes of transport	Listing Indicating Stating	Social sciences syllabus grade 3-7 page 101 2 HBC Plusone learners book grade 5 page 88-109	Models Pictures Toys Charts	Assumed knowledge Pupils can state the means of transport Intro –discussion on transport network in Zimbabwe Pupils identify some modes of transport Teacher/pupil discussions as groups present their work Con-Written work		
4 & 5	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
6 & 7	Transport and communication Riding, leading and herding animals	Explain safe methods of riding, leading and herding animals	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 101	Ict tools Pictures Models Related literature	Assumed knowledge People' have seen people riding animals Intro -Pupils identify animals on pictures Group work on animals that can be ridden, led or herded		

				2 HBC Plusone learners book grade 5 page 88- 109		Group presentation and feedback Tr explains safety rules Written individual work Cn-Revision and tr pupil discussion.		
8 & 9	Transport and communication Riding, leading and herding animals	-Identify legal requirements of riding, leading, and herding animals	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 101 2 HBC Plusone learners book grade 5 page 88-109	C/B Charts	Assumed knowledge Pupils can state safety rules when handling animals Intro -listing modes of transport Group work on animals that can be led, ridden or herded Group presentations of work and feedback Explanation of legal requirements for handling animals Individual written work Con-Revision of individual written work		
1 0	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
1	<u>REVISION</u>	List major road	Naming	Social	Ict tools	Assumed knowledge -Learners can State		

2 1 & 2	Transport and communication -Road ports -Airports -Sea ports linked to Zimbabwe	ports, sea ports and airports linked to zimbabwe	Discussing Listing Indicating Stating	sciences syllabus grade 3-7 page 102 2 HBC Plusone learners book grade 5 page 88-109	Maps Pictures Automobiles Related literature	modes of transport Intro -Pupils State names of roads in Zimbabwe Teacher explains ports linked to Zimbabwe Class discuss major ports in Zimbabwe Individual written work Teacher/pupil discussion on written work Conclusion -highlighting main points of the lesson.		
3 & 4	Transport and communication Transport network maps	-Locate major seaports and airports on a map	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102 2 HBC Plusone learners book grade 5 page 88-109	Maps Pictures Automobiles Related literature	Assumed knowledge Pupils can list Zimbabwe's major roads Intro -Pupils to be shown map of major roads Tr explains major seaports and airports with the aid of a map Group work on importance of ports Group presentation and discussion Individual written work Revision of written work		
5 & 6	Transport and communication -Responsible use of communication	Identify and name various communication systems	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102	Maps Pictures Automobiles	Assumed knowledge Pupils know what communication is Introduction Pupils to study pictures of various items used in communication		

	systems -Phone calls -Social media - Gestures			2 HBC Plusone learners book grade 5 page 88- 109	Related literature	Group work on communication gadgets Group presentation Class discussion on appropriate use of communication systems Individual written work Revision of written work		
7 & 8	Transport and communication -Responsible use of communication systems	-Describe the appropriate use of communication systems	Naming Discussing Listing	Social sciences syllabus grade 3-7 page 102 2 HBC Plusone learners book grade 5 page 88- 109	Charts Work cards	Assumed knowledge Pupils know what communication is Introduction Pupils to study pictures of various items used in communication Group work on communication gadgets Group presentation Class discussion on appropriate use of communication systems Individual written work Revision of written work		
9 & 1 0	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussin g Describin g	Social sciences syllabus grade 3-7	Textboo k C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
1	Transport and	- read and answer	Discussin	2 HBC	Chart	Assumed knowledge: Learners can read		

1 & 1 2	communication Revision test on work covered	revision questions correctly -score above half of total marks	g Writing	Plusone learners book grade 5 page 88-109	C/B Cards	and write. Intro: class discussion on concepts covered Step 1: class read and discuss questions on the chalkboard Step 2: teacher gives the rules -learners write the test Con :revision and consolidation		
1 3 1	<u>REVISION</u> Shelter Shelter and heritage sites Zimbabwe heritage sites -Great Zimbabwe -Khami -Dlodlo	-Identify heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 103 2 HBC Plusone learners book grade 5 page 111-113	Pictures Ict tools Resource person	Assumed knowledge -Pupils know different types of shelter Intro -Pupils to state different types of shelter they know Teacher explains heritage sites Illustration of Zimbabwe heritage sites associated with shelter Individually learners answer questions Revision of work and discussion		
2	Shelter Shelter and heritage sites Importance of heritage sites -cultural identity -Learning about history	-state the importance of heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners	Pictures Ict tools Resource person	Assumed knowledge Pupils know the meaning of heritage Introduction –pupils talk about some interesting places Identify some heritage sites in Zimbabwe Group presentation and discussion Individual written work Con-summary of main points		

	-Tourist destination -Job creation			book grade 5 page 111-113				
3 & 4	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections where necessary Step 3: individual writing		
5 & 6	Shelter and heritage sites -Preserving traditional building -Create jobs	-explain the importance of heritage sites related to shelter	Naming Discussing Listing Indicating Stating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 111-113	Ict tools Pictures Resource person	Assumed knowledge Pupils know the meaning of heritage Introduction –naming heritage sites Group discussion on heritage sites related to shelter Group presentation and discussion Individual written work Con-summary of main points		
7 &	Shelter Human safety in	-State conditions of health and safety in	Naming Discussing	Social sciences	Charts Pictures	Assumed knowledge Pupils know different types of shelter		

8	shelter designs, ventilation, sanitation, hygiene facilities and noise reduction	shelter designs	Listing Indicating Stating	syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 111-113	ICT tools	Introduction -discussing safety Teacher explains conditions necessary for health and safety in shelter designs Group work on importance of shelter Group presentation and discussion Individual written work Con-Revision of written work		
9 & 1 0	Shelter Human safety in shelter designs, ventilation, noise reduction	-explain conditions of health and safety in shelter changes and designs	Explaining Discussing Listing Indicating	Social sciences syllabus grade 3-7 page 104 2 HBC Plusone learners book grade 5 page 111-113	Charts Pictures	Assumed knowledge Pupils know different types of shelter Introduction -discussing safety Teacher explains conditions necessary for health and safety in shelter designs Group work on importance of shelter Group presentation and discussion Individual written work Con-Revision of written work		
1 1 & 1 1 2	Project Stage 4 - selecting the most suitable solutions	Select the most suitable solutions	Observing Discussing Describing	Social sciences syllabus grade 3-7	Textbook C/B Charts	Intro: class discussion on the previous concepts. Step 1: class collect the most suitable solutions for their project topics Step 2: facilitator makes corrections		

			g			where necessary Step 3: individual writing		
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MATHEMATICS

GENERAL AIM

By the end of term 2 the junior mathematics syllabus aims to: develop mathematical concepts and skills for use in entrepreneurship and other facets of life
promote an awareness of 1 ks in teaching and learning of mathematics develop an awareness of national heritage in the learning of mathematics

TOPICS TO BE COVERED

-Number

-Operations

TIME ALLOCATION

6x30 minutes per week

W K	TOPIC/ CONTENT	OBJECTIVE S	SKILL S	SOM	MEDIA	METHODS & ACTIVITIES	EVALUATION
1 1	NUMBER Decimals up to 2 decimal places	- write at least six decimal numbers	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC PlusOne Maths Gr 5 page 48	Work cards Charts with decimals	Assumed Knowledge: Pupils can add decimal numbers with one decimal place in vertical arrangement. Introduction: Teacher demonstrates the addition of two decimal numbers up to two decimal places in vertical arrangement Step 1: Some pupils come to the chalkboard to imitate the teacher's examples Step 2: In groups of four pupils practise adding decimal numbers up to two decimal places while teacher emphasizes the alignment of commas Step 3: Feedback from groups and corrections Step 4: Individual written work of adding up to two decimal numbers up to two decimal places for pupils Conclusion: Two or three pupils demonstrate the learnt concept on the chalkboard	
2	NUMERATION - decimals up to 2 decimal places	- write at least eight decimal numbers	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG	Work cards Charts with decimals	Assumed Knowledge: Pupils can add decimal numbers with one decimal place in vertical arrangement. Introduction: Teacher demonstrates the addition of two decimal numbers up to two decimal places in vertical arrangement Step 1: Some pupils come to the chalkboard to imitate the teacher's examples	

				36 HBC Plusone Maths Gr 5 page 49		Step 2: In groups of four pupils practise adding decimal numbers up to two decimal places while teacher emphasizes the alignment of commas Step 3: Feedback from groups and corrections Step 4: Individual written work of adding up to two decimal numbers up to two decimal places for pupils Conclusion: Two or three pupils demonstrate the learnt concept on the chalkboard	
3	NUMBER Place value(decimals up to 2 decimal places)	- determine at least eight problems of place value of a digit in a decimal	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC Plusone Maths Gr 5 page	Work cards Charts with decimals	Assumed knw-learners know how to write place values of given decimals up to one decimal place Intro- learners state place values in decimals Dev -Teacher demonstrates and explains Step2-in groups learners solve given decimals up to 2decimal places Step3 report back on group discussions Step 4 individual written work Con- teacher summaries lesson	

				50			
4	NUMBER Place value	- determine at least eight problems of place value of a digit in a decimal	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC PlusOne Maths Gr 5 page 50	Work cards Charts with decimals	Assumed know-learners can multiply whole numbers Intro- learners state place values in decimals Dev -Teacher demonstrates and explains how to write place values of a digit in a decimal Step2-in groups learners write place values given decimals up to 2decimal places Step3 report back on group discussions Step 4 individual written work Con- teacher summaries lesson	
5	NUMBER	- Interpret at least eight diagrammatic of decimals	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36	Work cards Charts with decimals	Assumed know-learners can multiply whole numbers Intro- recapping of previous lesson Dev -Teacher demonstrates and explains how to interpret diagrams of decimals Step2-in groups learners interpret diagrams up to 2decimal places Step3 report back on group discussions	

				HBC Plusone Maths Gr 5 page 51		Step 4 individual written work Con- teacher summaries lesson	
6	NUMBER Project	-Write a project from a project topic identified	Critical thinking Problem solving	HBC Maths junior syllabu s Gr 3- 7	Chart work cards	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	
2 1	NUMBER Decimals - comparison	- compare atleast six decimal numbers	Critical thinking Problem solving	HBC Maths junior syllabu s Gr 3- 7 PG 36	Chalkbo ard Work cards Charts with decimals	Assumed knowledge: learners know how to present decimals on an abacus Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare decimals while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the	

				HBC Plusone Maths Gr 5 page 52		facilitator. Step 5: Written work. Con: Revision and consolidation.	
2	Comparison	- compare at least eight decimal numbers	demonstrating -writing - discussing	HBC Maths junior syllabus Gr 3-7 PG 36 HBC Plusone Maths Gr 5 page 52-53	Chalkboard Work cards Charts with decimals	Assumed knowledge: learners know how to present decimals on an abacus Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare decimals while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
3	NUMBER	- round off at least eight	Critical	HBC Maths	Chalkboard	Assumed knowledge: learners know to compare decimal numbers Intro: Facilitator	

	- estimation	decimal numbers to the nearest unit	thinking Problem solving	junior syllabus Gr 3-7 PG 36 HBC Plusone Maths Gr 5 page 53	Work cards Charts with decimals	explains key concept using concrete media. Step 1: Facilitator asks learners to round off numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
4	NUMBER - estimation	- round off at least eight decimals to the nearest tenth	demonstrating -writing - discussing	HBC Maths junior syllabus Gr 3-7 PG 36 HBC Plusone Maths	Chalkboard Work cards Charts with decimals	Assumed knowledge: learners know to compare decimal numbers Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to round off numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	

				Gr 5 page 53			
5	NUMBER - percentages	-express at least eight fractions as percentages and vice versa	demonst rating -writing - discussi ng	HBC Maths junior syllabu s Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page 57	Chalkbo ard Work cards Charts with decimals	Assumed knowledge: learners know to round off decimal numbers to the nearest tenth Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
6	NUMBER Project	-Write a project from a project topic	Critical thinking	HBC Maths junior	Chart work	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class	

		identified	Problem solving	syllabus Gr 3-7	cards	discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	
3 1	Number Percentages	Change one quantity amount as a percentage of another	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 37 HBC PlusOne Maths Gr 5 page 58	- percentage chart Workcards Flashcards	Assumed knowledge: learners know to round off decimal numbers to the nearest tenth Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he/she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
2	Number	-change one quantity	Critical thinking	HBC Maths	- percentage	Assumed knowledge: learners know to how to change percentage to a fraction Intro:	

	Percentages	amount as percentage of another	Problem solving	junior syllabus Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page 58	ge chart Workcards Flashcards	Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
3	Number Percentages comparison	Compare at least five problems	demonstrating -writing - discussing - comparing	HBC Maths junior syllabus Gr 3-7 PG 37 HBC Plusone	- percentage chart Workcards Flashcards	Assumed knowledge: learners know to how to change percentage to a fraction Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare percentages while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con:	

			ng	Maths Gr 5 page 59		Revision and consolidation.	
4	Number Percentage comparison	Compare percentages at least eight to ten problems	demonst rating -writing - discussi ng - compari ng	HBC Maths junior syllabu s Gr 3- 7 PG 37 HBC Plusone Maths Gr 5 page 59	- percenta ge chart Workcar ds Flashcar ds	Assumed knowledge: learners know to how to change percentage to a fraction Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare percentages while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
5	Number	Show relationship	demonst	HBC Maths	- percenta	Assumed knowledge: learners know to compare percentages Intro: Facilitator explains	

	Equivalence	between percentages and fractions of at least eight problems	rating -writing -discussing -comparing	junior syllabus Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page 59	ge chart Workcards Flashcards	key concept using concrete media. Step 1: Facilitator asks learners to show relationship between percentages and fractions while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
6	NUMBER Project	-Write a project from a project topic identified	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Chart work cards	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	
4	Operations Addition of	Demonstrate and	Writing Demons	HBC Maths	Counter s	Assumed knowledge: learners know to add numbers up to 100 Introduction: Teacher	

1	whole numbers	understanding of basic addition facts at least of eight problems	trating Critical thinking Problem solving	junior syllabus Gr 3-7 PG 38 HBC Plusone Maths Gr 5 page 70-71	Work cards	reminds pupils of addition of whole numbers without carrying. Step 1: Two pupils demonstrate addition of whole numbers without carrying Step 2: Pupils in groups of fours add whole numbers without carrying on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of addition of whole numbers without carrying Conclusion: Teacher and pupils revise the written work	
2	Operation Addition of whole numbers	- Demonstrate and understanding of basic addition facts at least of eight problems	Writing Demons trating Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC Plusone Maths	Counter s Work cards	Assumed knowledge: learners know to add numbers up to 100 Introduction: Teacher reminds pupils of addition of whole numbers without carrying. Step 1: Two pupils demonstrate addition of whole numbers carrying once Step 2: Pupils in groups of fours add whole numbers carrying once on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of addition of whole numbers carrying once Conclusion: Teacher and pupils revise the	

				Gr 5 page 72		written work	
3	Operations Addition of whole numbers	-Add at least eight problem numbers which require carrying twice	Writing Demonstrating Critical thinking Problem solving	HBC Maths junior syllabus Gr 3- 7 PG 38 HBC PlusOne Maths Gr 5 page 73	Counter s Work cards	Assumed knowledge: learners know to add numbers up to 100000 Introduction: Teacher reminds pupils of addition of whole numbers without carrying. Step 1: Two pupils demonstrate addition of whole numbers carrying twice Step 2: Pupils in groups of fours add whole numbers carrying twice on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of addition of whole numbers carrying twice Conclusion: Teacher and pupils revise the written work	
4	Operations Addition of whole numbers	-Add at least eight problem numbers which require	Writing Demonstrating Critical	HBC Maths junior syllabus Gr 3-	Counter s Work	Assumed knowledge: learners know to add numbers up to 100000 Introduction: Teacher reminds pupils of addition of whole numbers without carrying. Step 1: Two pupils demonstrate addition of whole numbers	

		carrying twice	thinking Problem solving	7 PG 38 HBC Plusone Maths Gr 5 page 73	cards	carrying twice Step 2: Pupils in groups of fours add whole numbers carrying twice on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of addition of whole numbers carrying twice Conclusion: Teacher and pupils revise the written work	
5	Operations Addition of whole numbers	- demonstrate at least eight problems using commutative law	Writing Demos trating Critical thinking Problem solving	HBC Maths junior syllabuss Gr 3-7 PG 38 HBC Plusone Maths Gr 5 page	Counter s Work cards	Assumed knowledge: learners know to add numbers up to 100000 Introduction: Teacher reminds pupils of addition of whole numbers without carrying. Step 1: Two pupils demonstrate addition of whole numbers using commutative law Step 2: Pupils in groups of four add whole numbers using commutative law on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of addition of whole numbers using commutative law Conclusion: Teacher and pupils revise the written work	

				73			
6	NUMBER Project	-Write a project from a project topic identified	Critical thinking Problem	HBC Maths junior syllabus Gr 3-7	Chart work cards	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	
5 1	OPERATION S Subtraction of whole numbers (0-100 000)	-subtract at least eight problems within the range	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38	Counter s Work cards C/B solving	Introduction: Teacher reminds pupils of subtraction of whole numbers with equal additions method Step 1: Two pupils demonstrate subtraction of whole numbers using the equal additions method Step 2: Pupils in groups of fours subtract whole numbers using the equal additions method on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of subtraction of whole numbers using the equal additions method Conclusion: Teacher and pupils revise the written work	

2	OPERATION S Subtraction of whole numbers (0-100 000)	-subtract at least eight problem numbers involving one equal addition	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC PlusOne Maths Gr 5 page 78	Counter s Work cards C/B solving	Introduction: Teacher reminds pupils of subtraction of whole numbers with equal additions method Step 1: Two pupils demonstrate subtraction of whole numbers using the equal additions method Step 2: Pupils in groups of fours subtract whole numbers using the equal additions method on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of subtraction of whole numbers using the equal additions method Conclusion: Teacher and pupils revise the written work	
3	OPERATION S Subtraction of whole numbers (0-100 000)	-subtract at least eight problem numbers involving two equal addition	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC	Counter s Work cards C/B solving	Assumed knowledge Introduction: Teacher reminds pupils of subtraction of whole numbers with two equal additions method Step 1: Two pupils demonstrate subtraction of whole numbers using the two equal additions method Step 2: Pupils in groups of fours subtract whole numbers using the two equal additions method on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual	

				Plusone Maths Gr 5 page 78		written work of subtraction of whole numbers using the two equal additions method Conclusion: Teacher and pupils revise the written work	
4	OPERATION S Multiplication of whole numbers	- demonstrate an understanding of basic multiplication of at least eight problems	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC Plusone Maths Gr 5 page 83	Counter s Work cards C/B solving	Introduction: Teacher reminds pupils of multiplication of whole numbers with multipliers as multiples of 10 Step 1: Two pupils demonstrate multiplication of whole numbers using multipliers as multiples of 10 Step 2: Pupils in groups of fours multiply whole numbers with multipliers as multiples of 10 on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with multipliers as multiples of 10 Conclusion: Teacher and pupils revise the written work	

5	OPERATION S Multiplication of whole numbers	- multiply at least eight problem numbers by two digit numbers	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC PlusOne Maths Gr 5 page 83-84	Counter s Work cards C/B solving	Introduction: Teacher reminds pupils of multiplication of whole numbers with multipliers as multiples of 10 Step 1: Two pupils demonstrate multiplication of whole numbers using two-digit multipliers Step 2: Pupils in groups of fours multiply whole numbers with two-digit multipliers on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with two-digit multipliers Conclusion: Teacher and pupils revise the written work	
6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	

6 1	OPERATION S Multiplication of whole numbers	-multiply at least ten numbers by multiples of 10 up to 100	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 38 HBC PlusOne Maths Gr 5 page 84	Work cards Chart C/B	Introduction: Teacher reminds pupils of multiplication of whole numbers with multipliers as multiples of 10 Step 1: Two pupils demonstrate multiplication of whole numbers using two-digit multipliers Step 2: Pupils in groups of fours multiply whole numbers with two-digit multipliers on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with two-digit multipliers Conclusion: Teacher and pupils revise the written work	
2	OPERATION S Division of whole numbers	- demonstrate division as repeated subtraction at least eight problems	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 39	Work cards Chart C/B	Assumed knowledge learners know to divide small numbers Introduction: Teacher reminds pupils of division of whole numbers with divisors as multiples of 10 Step 1: Two pupils demonstrate division of whole numbers using divisors as multiples of 10 Step 2: Pupils in groups of fours divide whole numbers with divisors as multiples of 10 on work cards	

				HBC Plusone Maths Gr 5 page 88		provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with divisors as multiples of 10 Conclusion: Teacher and pupils revise the written work	
3	OPERATION S Division of whole numbers	- demonstrate at least eight problems of division as repeated subtraction	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC Plusone Maths Gr 5 page 88	Work cards Chart C/B	Assumed knowledge: learners know to multiply numbers Introduction: Teacher reps the previous lesson. Step 1: Two pupils demonstrate divide whole numbers using commutative law Step 2: Pupils in groups of four divide numbers on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of division of whole numbers using commutative law Conclusion: Teacher and pupils revise the written work	

4	OPERATION S Division of whole numbers	- carry out division of at least six problems by two digit divisors without remainders	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC Plusone Maths Gr 5 page 90	Work cards Chart C/B	Assumed knowledge: learners know to multiply numbers Introduction: Teacher reps the previous lesson. Step 1: Two pupils demonstrate divide whole numbers using commutative law Step 2: Pupils in groups of four divide numbers on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of division of whole numbers using commutative law Conclusion: Teacher and pupils revise the written work	
5	OPERATION S Division of whole numbers		Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 HBC Plusone	Work cards Chart C/B	Assumed knowledge: learners know to multiply numbers Introduction: Teacher reps the previous lesson. Step 1: Two pupils demonstrate divide whole numbers using commutative law Step 2: Pupils in groups of four divide numbers on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of division of whole numbers using commutative	

				Maths Gr 5 page 90		law Conclusion: Teacher and pupils revise the written work	
6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabu s Gr 3- 7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	
7 1	OPERATION S Division of whole numbers	-carry out at least eight problems of division by two-digit divisor with remainders where both the divisors and the dividend are multiples	Drawing Writing Solving	HBC Maths junior syllabu s Gr 3- 7 PG 39 HBC Plusone Maths Gr 5	Chalkbo ard work Work cards	Introduction: Teacher reminds pupils of division of whole numbers with divisors as multiples of 10 Step 1: Two pupils demonstrate division of whole numbers using divisors as multiples of 10 Step 2: Pupils in groups of fours divide whole numbers with divisors as multiples of 10 on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with divisors as multiples of 10 Conclusion: Teacher and pupils revise the	

		of 10		page 90		written work	
2	OPERATION S Division of whole numbers	-carry out at least eight problems of division by two-digit divisor with remainders where both the divisors and the dividend are multiples of 10	Drawing Writing Solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC PlusOne Maths Gr 5 page 90	Chalkboard work Work cards	Introduction: Teacher reminds pupils of division of whole numbers with divisors as multiples of 10 Step 1: Two pupils demonstrate division of whole numbers using divisors as multiples of 10 Step 2: Pupils in groups of fours divide whole numbers with divisors as multiples of 10 on work cards provided Step 3: Feedback from groups and corrections if any Step 4: individual written work of multiplication of with divisors as multiples of 10 Conclusion: Teacher and pupils revise the written work	
3	OPERATION S Multiplication	-multiply at least eight proper fractions by	Drawing Writing Solving	HBC Maths junior syllabus	Chalkboard work Work cards	Assumed know-learners can multiply whole numbers Intro pupils state proper fractions they know Dev-Tr explains and demonstrate how to multiply fractions by whole numbers	

	of fractions	whole numbers		s Gr 3-7 PG 39 HBC Plusone Maths Gr 5 page 95		2 group discussion and demonstration on concept 3 feedback from groups 4 individual written work Conclusion Revision of concepts taught	
4	OPERATION S Multiplication of fractions	-multiply at least eight story sums of proper fractions by whole numbers	Drawing Writing Solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC Plusone Maths Gr 5 page	Chalkboard work Work cards	Assumed know-learners can multiply whole numbers Intro pupils state proper fractions they know Dev-Tr explains and demonstrate how to multiply fractions by whole numbers 2 group discussion and demonstration on concept 3 feedback from groups 4 individual written work Conclusion Revision of concepts taught	

				97			
5	OPERATION S Multiplication of fractions	-Multiply at least eight fractions by proper fractions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC PlusOne Maths Gr 5 page 96	Chalkboard work Work cards Flash cards	Assumed knowledge Pupils can multiply whole numbers by fractions Intro -reading fractions 1 teacher explains and demonstrates multiplication of fractions by fractions 2 group work on multiplication of fractions by fractions 3 feedback from groups 4 individual written work Conclusion: teacher summaries the lesson	
6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	
8	OPERATION	-Multiply at least eight	Critical	HBC Maths	Chalkboard work	Assumed knowledge Pupils can multiply whole numbers by fractions	

1	S Multiplication of proper fractions	story sums of fractions by proper fractions	thinking Problem solving	junior syllabu s Gr 3- 7 PG 39 HBC Plusone Maths Gr 5 page 96	Work cards Flash cards	Intro -reading fractions 1 teacher explains and demonstrates multiplication of fractions by fractions 2 group work on multiplication of fractions by fractions 3 feedback from groups 4 individual written work Conclusion: teacher summaries the lesson	
2	OPERATION S HCF	-find the HCF of two numbers (where the HCF is less than 10	Writing Discussi ng Solving	HBC Maths junior syllabu s Gr 3- 7 PG 39 HBC Plusone Maths	Work cards Chalkbo ard work	Assumed knw-learners know what CFs are Intro- Pupils say out CFs of given numbers Dev-Discussion and explanation on finding HCF 2 Group work on finding HCF 3 Group Feedback 4 individual written work Con-learners given homework on HCF	

				Gr 5 page 99			
3	OPERATION S L.C.M	-calculate the LCM of two numbers (where the LCM) is less than 50)	Writing Discussi ng Solving	HBC Maths junior syllabu s Gr 3- 7 PG 39 HBC Plusone Maths Gr 5 page 100	Work cards Chalkbo ard work	Assumed know-learners know what a multiple is Intro -Pupils say out multiples of given numbers 1 demonstration and discussion on finding CM 2 group work on CM 3 group feedback 4 individual written work Con-teacher summarizes lesson using question and answer method	
4	OPERATION S Addition of proper	-add (up to 3) proper fractions with the same denominators	Writing Adding Countin g	HBC Maths junior syllabu s Gr 3-	Multipli cation table Work cards	Assumed know-learners know what fractions are Intro -Pupils name fractions they know Dev-teacher demonstrates and explains how to add fractions	

	fractions	from 2 to 10 and 20.		7 PG 39 HBC Plusone Maths Gr 5 page 104	Chalkboard work	2 pair work of addition 3 pair feedback 4 individual written work Con-revision of concepts taught.	
5	OPERATIONS Addition of proper fractions	-add (up to 3) proper fractions with the same denominators from 2 to 10 and 20.	Adding Writing Solving	HBC Maths junior syllabus Gr 3-7 PG 39 HBC Plusone Maths Gr 5 page 105	Work cards Chart C/B	Assumed know-learners can add fractions with same denominator Intro-Pupils name fractions with different denominators Dev- explanation and demonstration on how to add fractions with different denominators 2 group work on concepts taught 3 group feedback and brainstorming 4 individual written work Conclusion-issuing of homework.	

6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	
9 1	OPERATION S Addition of proper fractions	-add (up to 2) proper fractions with the same denominators from 2 to 10 and 20.	Adding Writing Solving	HBC Maths junior syllabus Gr 3-7 PG 40 HBC Plusone Maths Gr 5 page 104-105	Work cards Chart C/B	Assumed knw-learners can add fractions with same denominator Intro-Pupils name fractions with different denominators Dev- explanation and demonstration on how to add fractions with different denominators 2 group work on concepts taught 3 group feedback and brainstorming 4 individual written work Conclusion-issuing of homework.	

2	OPERATION S Subtraction of proper fractions	Subtract proper fractions with the same denominators from 2 to 10 and 20	Subtracting Solving Writing	HBC Maths junior syllabus Gr 3-7 PG 40 HBC PlusOne Maths Gr 5 page 109	Chalk board Work cards Charts	Assumed know-learners can subtract whole numbers Intro -Pupils list fractions they know Dev-teacher explains how to subtract fractions with same denominators 2 pair practice on concept taught 3 pair feedback 4 individual written work Conclusion- Revision on concept taught	
3	OPERATION S Subtraction of proper fractions	Subtract at least eight story sums of proper fractions with the same denominators from 2 to 10 and 20	Subtracting Solving Writing	HBC Maths junior syllabus Gr 3-7 PG 40 HBC	Chalk board Work cards Charts	Assumed know-learners can subtract whole numbers Intro -Pupils list fractions they know Dev-teacher explains how to subtract fractions with same denominators 2 pair practice on concept taught 3 pair feedback 4 individual written work Conclusion- Revision on concept taught	

				Plusone Maths Gr 5 page 109			
4	OPERATION S Subtraction of proper fractions	Subtract proper fractions with different denominators from 2 to 10 and 20	Solving Subtract ing Writing	HBC Maths junior syllabu s Gr 3- 7 PG 40 HBC Plusone Maths Gr 5 page 109	Chalk board Work cards Chart	Assumed knowledge Pupils can subtract fractions with same denominator Intro -Pupils list fractions they know Dev- teacher explains and demonstrates subtraction of fractions with different denominators. 2 group discussion on subtraction of fractions 3 group report back 4 individual written work Con- Question and answer segment on concepts taught	
5	OPERATION S	-add decimals up to two decimal places	Identifyi ng Adding	HBC Maths junior	Abacus Work cards	Assumed know-learners can add whole numbers Intro -Pupils say a rhyme on addition	

	Addition of decimals		Writing	syllabus Gr 3-7 PG 40 HBC Plusone Maths Gr 5 page 114	Chalk board	Dev-teacher demonstrates how to add decimal numbers Saying the place value in given decimal numbers. 2 group work on adding decimal numbers 3 group feedback 4 individual written work Conclusion -Tr summarizes lesson	
6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	
101	OPERATION S Addition of decimals	-add at least eight problems of decimals up to two decimal places	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-	Work cards Chart	Intro- learners sing a rhyme on addition Step1-Teacher demonstrates on how to add decimal numbers Step 2-In groups pupils practice adding decimal numbers Step 3- group feedback	

				7 PG 40 HBC Plusone Maths Gr 5 page 115 48	C/B	Step4- Individual written work Conclusion -Teacher summaries lesson	
2	OPERATION S Subtraction of decimals	-subtract decimals up to two decimal places	Subtract ing Identifyi ng Writing	HBC Maths junior syllabu s Gr 3- 7 PG 40 HBC Plusone Maths Gr 5 page	Work cards Chalkbo ard Abaci	Assumed know-learners can subtract whole numbers Intro- learners name place values in decimals Step1-Teacher explains and demonstrates how to subtract decimals Step2-learners practice in pairs Step 3-pair feedback on subtraction of decimals Step4- Individual written work Con- Question and answer segment on concepts taught	

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3	OPERATION S Multiplication of decimals	-Multiply decimal numbers up to two decimal places by one-digit whole number	Writing Identifying Solving Multiplying	HBC Maths junior syllabus Gr 3-7 PG 40 HBC PlusOne Maths Gr 5 page 122	- Multiplication table -Work cards - Chalkboard	Assumed know-learners can multiply whole numbers Intro- learners state place values in decimals Dev -Teacher demonstrates and explains how to multiply given decimals Step2-in groups learners multiply given decimals up to 2decimal places Step3 report back on group discussions Step 4 individual written work Con- teacher summaries lesson	
4	OPERATION S Multiplication of decimals	-Multiply at least eight decimal numbers up to two decimal places by one-digit whole	Multiplying Identifying Solving	HBC Maths junior syllabus Gr 3-7 PG 40	Chalkboard Work cards Charts	Assumed know-learners can multiply whole numbers Intro- learners state multiples of given numbers Step1-Teacher explains and demonstrates multiplication of decimals by 1 digit multiplier Step2-pair work on concept taught Step3-pair feedback	

		number		HBC Plusone Maths Gr 5 page 122		Step4- Individual written work Con- revision of concept taught.	
5	OPERATIONS Division of decimals	-Divide decimals up to two decimal places by one- digit whole number.	Dividing Solving Identifying	HBC Maths junior syllabus Gr 3- 7 PG 40 HBC Plusone Maths Gr 5 page 126- 127	Work cards Chart C/B	Assumed know-learners can divide whole numbers Intro- learners State factors of given numbers Step1-Teacher demonstrates and explains how to divide decimal numbers Step2-in groups learners practice to divide decimal numbers Step3 group feedback on division of decimals Step 4 individual written work Con- teacher gives a summary of the lesson taught	

6	Project Stage 5 Refinement of selected solutions	- refine selected solutions	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Work cards Chart C/B	Intro: class revisit all stages covered in their project writing Step 1: class discussion on how refinement of selected solutions is done Step 2: learners try to refine selected solutions for their projects topics Step 3: facilitator makes corrections where necessary	
1 1 1	<u>REVISION</u> NUMBER Decimals up to 2 decimal places	- write at least six decimal numbers	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC PlusOne Maths Gr 5 page 48-49	Work cards Charts with decimals	Assumed Knowledge: Pupils can add decimal numbers with one decimal place in vertical arrangement. Introduction: Teacher demonstrates the addition of two decimal numbers up to two decimal places in vertical arrangement Step 1: Some pupils come to the chalkboard to imitate the teacher's examples Step 2: In groups of four pupils practise adding decimal numbers up to two decimal places while teacher emphasizes the alignment of commas Step 3: Feedback from groups and corrections Step 4: Individual written work of adding up to two decimal numbers up to two decimal places for pupils Conclusion: Two or three pupils demonstrate the learnt concept on the chalkboard	

2	NUMERATION - decimals up to 2 decimal places	- write at least eight decimal numbers	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC PlusOne Maths Gr 5 page 48	Work cards Charts with decimals	Assumed Knowledge: Pupils can add decimal numbers with one decimal place in vertical arrangement. Introduction: Teacher demonstrates the addition of two decimal numbers up to two decimal places in vertical arrangement Step 1: Some pupils come to the chalkboard to imitate the teacher's examples Step 2: In groups of four pupils practise adding decimal numbers up to two decimal places while teacher emphasizes the alignment of commas Step 3: Feedback from groups and corrections Step 4: Individual written work of adding up to two decimal numbers up to two decimal places for pupils Conclusion: Two or three pupils demonstrate the learnt concept on the chalkboard	
3	NUMBER Place value(decimals up to 2 decimal places)	- determine at least eight problems of place value of a digit in a decimal	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG	Work cards Charts with decimals	Assumed knw-learners know how to write place values of given decimals up to one decimal place Intro- learners state place values in decimals Dev -Teacher demonstrates and explains Step2-in groups learners solve given decimals up to 2decimal places Step3 report back on group discussions	

				36 HBC Plusone Maths Gr 5 page 49		Step 4 individual written work Con- teacher summaries lesson	
4	NUMBER Place value	- determine at least eight problems of place value of a digit in a decimal	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC Plusone Maths Gr 5 page 49	Work cards Charts with decimals	Assumed know-learners can multiply whole numbers Intro- learners state place values in decimals Dev -Teacher demonstrates and explains how to write place values of a digit in a decimal Step2-in groups learners write place values given decimals up to 2decimal places Step3 report back on group discussions Step 4 individual written work Con- teacher summaries lesson	

5	NUMBER	- Interpret at least eight diagrammatic of decimals	Relating Writing Reading Identifying	HBC Maths junior syllabus Gr 3-7 PG 36 HBC PlusOne Maths Gr 5 page 51	Work cards Charts with decimals	Assumed know-learners can multiply whole numbers Intro- recapping of previous lesson Dev -Teacher demonstrates and explains how to interpret diagrams of decimals Step2-in groups learners interpret diagrams up to 2decimal places Step3 report back on group discussions Step 4 individual written work Con- teacher summaries lesson	
6	NUMBER Project	-Write a project from a project topic identified	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Chart work cards	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	

1 2 1	REVISION NUMBER Decimals - comparison	- compare atleast six decimal numbers	Critical thinking Problem solving	HBC Maths junior syllabu s Gr 3- 7 PG 36 HBC Plusone Maths Gr 5 page 52	Chalkbo ard Work cards Charts with decimals	Assumed knowledge: learners know how to present decimals on an abacus Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare decimals while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
2	Comparison	- compare at least eight decimal numbers	demonst rating -writing - discussi ng	HBC Maths junior syllabu s Gr 3- 7 PG 36 HBC	Chalkbo ard Work cards Charts with decimals	Assumed knowledge: learners know how to present decimals on an abacus Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare decimals while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con:	

				Plusone Maths Gr 5 page 52		Revision and consolidation.	
3	NUMBER - estimation	- round off at least eight decimal numbers to the nearest unit	Critical thinking Problem solving	HBC Maths junior syllabu s Gr 3- 7 PG 3HBC Plusone Maths Gr 5 page 53	Chalkbo ard Work cards Charts with decimals	Assumed knowledge: learners know to compare decimal numbers Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to round off numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
4	NUMBER - estimation	- round off at least eight decimals to the nearest tenth	demonst rating -writing	HBC Maths junior syllabu	Chalkbo ard Work cards	Assumed knowledge: learners know to compare decimal numbers Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to round off	

			- discussing	s Gr 3-7 PG 36 HBC Plusone Maths Gr 5 page 53	Charts with decimals	numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
5	NUMBER - percentages	-express at least eight fractions as percentages and vice versa	demonstrating -writing - discussing	HBC Maths junior syllabus Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page	Chalkboard Work cards Charts with decimals	Assumed knowledge: learners know to round off decimal numbers to the nearest tenth Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	

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6	NUMBER Project	-Write a project from a project topic identified	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7	Chart work cards	Assumed knowledge : learners are able to write a project Intro: oral questions on the covered content Step 1: class discussions on concepts taught during the week Step : learners discuss projects in groups Step : feedback of the given work Step: individual writing of the projects Conclusion : overall reviewing of the work done	
1 3 1	REVISION Number Percentages	Change one quantity amount as a percentage of another	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page	- percenta ge chart Workcar ds Flashcar ds	Assumed knowledge: learners know to round off decimal numbers to the nearest tenth Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	

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2	Number Percentages	-change one quantity amount as percentage of another	Critical thinking Problem solving	HBC Maths junior syllabus Gr 3-7 PG 37 HBC PlusOne Maths Gr 5 page 58	- percentage chart Workcards Flashcards	Assumed knowledge: learners know to how to change percentage to a fraction Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to express fractions as decimal numbers while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
3	Number Percentages comparison	Compare at least five problems	demonstrating -writing -discussi	HBC Maths junior syllabus Gr 3-7 PG 37	- percentage chart Workcards Flashcards	Assumed knowledge: learners know to how to change percentage to a fraction Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare percentages while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4:	

			ng - compari ng	HBC Plusone Maths Gr 5 page 59		Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
4	Number Percentage comparison	Compare percentages at least eight to ten problems	demonst rating -writing - discussi ng - compari ng	HBC Maths junior syllabu s Gr 3- 7 PG 37 HBC Plusone Maths Gr 5 page 59	- percenta ge chart Workcar ds Flashcar ds	Assumed knowledge: learners know to how to change percentage to a fraction Intro: Facilitator explains key concept using concrete media. Step 1: Facilitator asks learners to compare percentages while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
5	Number	Show relationship	demonst	HBC Maths	- percenta	Assumed knowledge: learners know to compare percentages Intro: Facilitator explains	

	Equivalence	between percentages and fractions of at least eight problems	rating -writing - discussing - comparing	junior syllabus Gr 3-7 PG 37 HBC Plusone Maths Gr 5 page 59	ge chart Workcards Flashcards	key concept using concrete media. Step 1: Facilitator asks learners to show relationship between percentages and fractions while he \she helps. Step 3: In groups learners do tasks on work cards while the facilitator assesses progress. Step 4: Groups report their findings with the help of the facilitator. Step 5: Written work. Con: Revision and consolidation.	
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CHISHONA

Zvinangwa

Pakupera kwekotoro vana vanofanira kunge vakwanisa kuverenga, kutaura, kunyora uyewo kuva nezvinooneka, kubatika pamwe nekukwanisa kuita mabasa emaokoKukurudzira vadzidzi kuti vanzwane nevamwe munguva dzakasiyana.Kuti vadzidzi Vakwanise kushandisa mishina {ICT technologyKuti vana vaone kukosha kwemitauro yedu yemuno vagofarira kugara vachiiverenga pachavo kuitira tsika neunhu hwavo kutaurawo ngano dzepasi chigareVadzidzi Vakwanise kuite hurukuro nhetembo pamwe nenziyo kana zvimwewo [puzzles, riddles, quiz, questions]

UNYANZVI

- 1. Kuteerera**
- 2. Kutaura**

3. Kuverenga

4. Kunyora

V H I K I	MUSORO	ZVINANGWA	UNYAN ZVI	ZIITWA NEMAITIRO	ZVOMB O	DURA	ONGORORO
1 Ch idz idz o 1	MUTAURO Mitinhimira Pw Nzw Ny Zhw Rw	Panopera chidzidzo vana vanofanirwa kunge vogona -kudoma mitinhimira mitanhatu yemavara avapiwa -kuumba zvirevo zvinomwe nemazwi ane mitinhimira yavaita	Kunyora kuvereng a Kutaura kuteerera	Zvinofungirwa vana kuziva :Vana vanoziva mitinhimira yapi, ni,zi,ri Nhanganyaya Vana vanodoma mitinhimira yavanoziva Danho 1 :Mudzidzisi anoverengera vana mitinhimira yakanyorwa pachati Danho 2 :Vana vanoumba mazwi kubva pamitinhimira yepachati mudzidzisi achibatsira Danho 3 :Vana vanoshandisa mazwi avaumba kuumba mitsara mitatu vari mumapoka Danho 4 :Vana vanopa mitsara yavaumba vari mumapoka vamwe vakateerera Danho 5 :Vana vanoumba zvirevo zvinomwe mumabhuku vachishandisa mazwi ane mitinhimira yavaita Mhedziso :Mudzidzisi anodoma mutinhimira vana voumba zvirevo	Chati rine mitinhimira a Makadhi ane basa rekuita mumapoka a	National Indigenou s Language s syllabus 2024- 2030 Gr3-7 pg54 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 65	
Ch idz idz o	Kuverenga	Panopera chidzidzo vana vanotarisirwa kunge vogona	Kunyora kuvereng a Kutaura	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari	Makadhi ane mazwi matsva mundima	Indigenou s	

2&3		-- -kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	kuteerera	mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga.		Language syll Gr3-7(2024-2030) Pg47 2 HBC Plusone Gwaro reChishanu Bhuku revadzidzi peji 65	
Chidziro 4	Kushandisa mutauro Mazwi anoreva zvakafanana	Panoperera chidzidzo vana vanofanirwa kunge vogona ku:-- ---kudoma mazwi anoreva	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vane mamwe mazwi avanoziva anoreva zvakafanana Nhanganyaya Vadzidzi vanodoma mazwi anoreva zvakafanana avanoziva Danho 1 Vadzidzi vanodoma mazwi anoreva	Chidziro Zvitaitai zvine mazwi	National Indigenous Languages syll Gr3—7 2024—	

		zvaka fanana neavapiwa --kuzadzisa mitsara mishanu vachipa izwi rinoreva zvaka fanana nerakatarwa		zvaka fanana neakanyorwa pachati mudzidzisi achibatsira panenge patadzikwa Danho 2 Vadzidzisi vanoumba zvirevo mumapoka vachishandisa mazwi anoreva zvaka fanana Danho 3 Vadzidzi vanopakura zvirevo zvine mazwi akafanana zvavawana mumapoka mudzidzisi achibatsira. Danho 4 Vadzidzi vanonyora mazwi anoreva zvaka fanana neakatarwa matanhatu ari muzvirevo sedungamunhu Mhedziso Mudzidzisi nevana vanoita dzokororo rebasa ravanyora		2030 Pg 49 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 77	
Ch idz idz o 5& 6	Pfupiso -Kare haagari ari kare	Vava vanotariswa kukwanisa ku:- --kugona kupfupikisa nzwisiso yaKare haagari ari kare nemazwi asingapfuuri	Kutaura Kunyora Kuverenga a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :kare haagari ari kare Danho 2 Vana vanopindura mibvunzo kubva		National Indigenou s Language s syllabus Gr3—7 2024— 2030 page 2 HBC	

		makumi matatu nemashanu.		pamakadhi pamusoro pezvidzidzo kubva mundima- kare haagari ari kare vari mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera		Plusone Gwaro reChishanu Bhuku revadzidz i peji 74	
Chidzidzo 7	Rondedzero Kare haagari ari kare	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakanaka	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirovo Nhanganyaya Mudzidzisi anobvunza vana zvinodudzirwa netsumo yekuti kare haagari ari kare Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pefungwa dzingashandiswe mukunyora nyaya ine musoro unoti kare haagari ari kare Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero	Zvitai tai zvine mibvunzo maererano nezve tsumo inoti kare haagari ari kare Mifananidzo yevanhu vakare	National Indigenous Languages syllabus 2024—2030 Gr3_7 page 25—26 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz	

		nemazwi asingapfuuri zana nemakumi maviri		dzavo vamwe vakateerera		i peji 76	
Ch idz idz o 8	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 76	
2 Ch idz idz o 1	Kushandisa mutauro Madimikira: kududzira madimikira	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: __kudoma madimikira mashanu avanoziva	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kudoma madimikira Nhanganyaya Vana vanoverenga madimikira akanyorwa pachati Danho 1 Mudzidzisi anotsanangurira vana zvinoreva madimikira avaverenga pachati Danho 2	Chati rine madimikir a Makadhi ane madimikir a Basa	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page 50 2 HBC	

		__kupa dudziro kumadimikira matanhatu mumabhuku avo		Vana vanodudzira madimikira epamakadhi vari mumapoka evashanu vashanu Danho 3 Vana vanopakura zvavawana kubva mumapoka avo Danho 4 Vana vanopa dudziro yemadimikira matanhatu mumabhuku avo mumwe mumwe Mhedziso Mudzidzisi anobvunza vana dudziro dzemadimikira vana vopindura vachitaura	pachidziro	Plusone Gwaro reChishan u Bhuku revadzidz i peji 74	
Ch idz idz o 2	Kushandisa mutauro Kuverenga manhamba neChiShona	Panopera chidzidzo vana vanofanirwa vogona : Kuverenga manhamaba kusvika kuzana neChShona __Kushandisa manhamba muzvirevo zvishanu	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofanirwa vana kuziva Vana vanogona kunyora manhamba neChirungu Nhanganyaya Mudzidzisi anotungamira vana kuimba chimbo”Ndinoziva manhamba” Danho 1 Vana vanoverenga manhamba pamakadhi mudzidzisi achibatsira Danho 2 Vana vanoshandisa manhamba muzvirevo vari mumapoka Danho 3 Vana vanopakura zvavawana mumapoka mudzidzisi achibatsira panenge	Makadhi ane manhamb a neChiSho na	National Indigenou s Language s syllabus 2024_203 0 Gr 3-7 pg 51 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 77	

				pakanganiswa Danho 4 Vana vanoshandisamanhamba muzvirevo zvishanu mumabhuku Mhedziso Mudzidzisi anotaura nhamba nechirungu vana vachidoma neChiShona			
Ch idz idz o 3	Nzwisiso Kuverenga	Panopera chidzidzo vana vanotarisirwa kunge vogona -kuverenga ndima vachidodomesa Kuverenga mazwi ari mundima	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga mitinhimira Nhanganyaya Vana vanoverenga mazwi matsva ari mundima pamakadhi Danho 1 Mudzidzisi anoverenga achidodomesa vana vakateerera Danho2 Vana vanoita majanha ekuverenga vachidodomesa vamwe vakateerera Danho 3 Mumapoka evatatu vatatu vanopana tundima twekuverenga kubva munyaya yakapiwa Mhedziso Vana vanotaura ndima yavaverenga muchidimbu		National Indigenou s Language s syllabus 2024_203 0 Gr3_7 pg 48 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 77 - 80	
Ch idz idz o	NZWISISO Kodzero dzevana	Panopera chidzidzo vana vanotarisirwa	Kutaura Kunyora	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari	Basa pachidziro Makadhi	National Indigenou s Language	

4& 5		kunge vogona :----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kuverenga Kuteerera	mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga	ane mazwi matsva kubva mundima	s syll Gr3-7(2024-2030) Pg47 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz i peji 76 - 78	
Ch idz idz o 6	Pfupiso	Vava vanotariswa kukwanisa ku:- - Kuverenga ndima zvakadzama	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :gomo remaziva ndadzoka	Basa pachidziro Mifananidzo yemhuka dzesango	National Indigenous Languages syllabus Gr3—7 2024—2030	

		kupfupikisa nzwisiso yaGomo remaziva ndadzoka nemazwi asingapfuuri makumi matatu nemashanu.		Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- gomo remaziva ndadzoka mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera	Makadhi ane mazwi kubva mundima	page49 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 76 - 80	
Ch idz idz o 7	Dzokororo	Panopera chidzidzo vana vanotarisiwa kunge vogona ku; Kuverenga vachinzwisisa mibvunzo yedzokororo Kupindura mibvunzo gumi nemishanu	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga Nhanganyaya Danho 1 Vana vanoverenga mibvunzo yedzokororo Danho 2 Mudzidzisi anotsanangurira vana zvinodiwa nemibvunzo yedzokororo Danho 3 Vana vanopindura mibvunzo yedzokororo gumi nemishanu mumwe mumwe mumabhuku avo Mhedziso	Chidziro chine dzokororo	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 76 -	

		yedzokororo neChiShona chakanaka		Dzokororo yebasa ranyorwa nevana		78	
Ch idz idz o 8	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	

3 Ch idz idz o 1	Mutauro Zvirahwe	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: kudoma zvirahwe zvitanhatu Kududzira zvirahwe zvitanhatu	Kutaura Kunyora Kuverenga a Kuteerera	Zvinofungirwa vana kuziva Vana vanoziva kutaura zvirahwe Nhanganyaya Vana vanotaura zvirahwe zvavanoziva Danho 1 Vana vanoverenga zvirahwe pachati mudzidzisi achibatsira Danho 2 Mumapoka evatatu vatatu vana vanopa dudziro kuzvirahwe zvepachati Danho 3 Vana vanopa dudziro yezvirahwe zvavaita vari mumapoka mavo Danho 4 Vana vanodudzira zvirahwe zvishanu mumabhuku avo Mhedziso Mudzidzisi anotaura zvirahwe vana vachipa dudziro	Chati rine zvirahwe Makadhi ane zvirahwe chidziro	National Indigenou s Language s syllabus 2024_203 0 Gr3_7 page 51 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 76 - 89	
Ch idz idz o 2	Mutauro Mazita	Panopera chidzidzo vana vanotarisirwa kunge vogona Kuverenga mazita Kushandisa	Kutaura Kunyora Kuverenga a Kuteerera	Zvinofungirwa vana kuziva Vana vanoziva mazita ezvinhu zvakasiyana siyana Nhanganyaya Mudzidzisi anotungamira vana kuimba chimbo ” dudu muduri katswe” vachitaura mazita avo Danho 1 Vana vanoverenga mazita evanhu	Chati rakanyorw a mazita anopiwa vanhu	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page54 2 HBC	

		mazita anopiwa vanhu mumitsara mitanhatu		akanyorwa pamachati Danho 2 Vana vanoshandisa mazita evanhu mumitsara vari mumapoka evana vana Danho 3 Vana vanopakura zvavaita vari mumapoka vamwe vakateerera Danho 4 Vana vanonyora mitsara vachishandisa mazita anopiwa vanhu mumabhuku mumwe mumwe Mhedziso Mudzidzisi anodoma mazita akasiyana siyana vana voumba mitsara nemazita iwayo		Plusone Gwaro reChishanu Bhuku revadzidz i peji 76 - 82	
Chidzidzo 3&4	NZWISISO Madzishe	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuvereng ndima chinyararire. --kupindura mibvunzo mitanhatu	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuvereng ndima mumwe mumwe vamwe	Makadhi ane mazwi matsva ari mundima Basa pachidziro	National Indigenous Languages syllabus 2024_2030 Gr 3-7 page 47 2 HBC Plusone Gwaro reChishanu	

		yenzwisiso yavaverenga		vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwawa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga		u Bhuku revadzidz i peji 85 - 86	
Chidzidzo 5&6	PFUPISO Madzishe	Vava vanotarirwa kukwanisa ku:- - Kuverenga ndima zvakadzama kupfupikisa nzwisiso inoti Madzishe ndadzoka nemazwi asingapfuuri makumi matatu nemashanu	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka pfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Madzishe mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku	,makadhi ane mazwi matsva kubva mundima	National Indigenous Languages syllabus 2024— 2030 Gr 3-7 Page 49 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz i peji 86	

				avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera			
Ch idz idz o 7	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	

Ch idz idz o 8	Rondedzero Munhu ane mukurumbira wandinoziva	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakanaka nemazwi asingapfuuri zana nemakumi maviri	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirevo Nhanganyaya Vana vanodoma vanhu vane mukurumbira vari munharaunda dzavo Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pefungwa dzingashandiswe mukunyora nyaya ine musoro unoti munhu ane mukurumbira wandinoziva Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero dzavo vamwe vakateerera	Mifananid zo yevaimbi Pfungwa dzekushan disa muronded zero pamakadh i	National Indigenou s Language s syllabus 2024— 2030 Gr3_7 page 25—26 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 88	
4 Ch idz idz o 1	Kushandisa mutauro Nguva	Panopera chidzidzo vana vanotarisirwa ku; kudoma nguva dzakasiyana siyana dzezuya Kushandisa mazwi anoreva	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa kuti vana vanoziwa Vana vanoziwa nguva dzakasiyana dzezuya Nhanganyanya Vana vanodoma nguva dzavanoziwa dzezuya Danho 1 Vana vanoverenga nguva dzezuya dzakanyorwa pachati Danho 2 Mudzidzisi anotsanangurira vana nguva	Chati rine nguva dzezuya Basa pachidziro	National Indigenou s Language s 2024_203 0 Gr 3_7 page 52 2 HBC Plusone	

		nguva dzakasiyana siyana mumitsara		dzezuva dzakasiyana siyana Danho 3 Vana vanonyora nguva dzezuva nhatuvarimumapoka evashanu Danho 4 Vadzidzi vanopakura nguva dzezuva dzavavana vari mumapoka . Danho 5 Vana vanoshandisa mazwi anoreva nguva dzezuva kuumba zvirevo zvinomwe mumabhuku avo. Mhedziso ;Mudzidzisi anobvunza vana Kuti ino inguvai vana vopindura		Gwaro reChishanu Bhuku revadzidzi peji 89	
Chidzidzo 2	Mutauro zvirahwe	Panopera chidzidzo vana vanofanirwa kunge vogona --Kudoma mitinhimira yemavara akapiwa --Kuumba zvirevo zvinomwe nemitinhimira yemavara avapiwa	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vane mitinhimira yavanoziva Nhanganyaya Vana vanodoma mitinhimira yavanoziva Danho 1 Mudzidzisi anoverengesa vana mitinhimira yakanyorwa pachati Danho 2 Mudzidzisi anotsanangura nezvemitinhimira yemavara vana vakateerera Danho3 Vari mumapoka evatatu vatatu vana vanoverenga mitinhimira iri pamakadhi Danho 4 Vana vanoshandisa mitinhimira yavapiwa mumitsara vachinyora	Chati rine mitinhimira Makadhi ane mitinhimira	National Indigenou s syllabus 2024-2030 Gr3-7 page54 2 HBC Plusone Gwaro reChishanu Bhuku revadzidzi peji 93	

				mumabhuku avo Mhedziso Mudzidzisi anodoma mutinhimira vana vumba zvirevo			
chi dzi dz o 3& 4	NZWISISO Kuuya kwevarungu	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: -Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso: Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga	Makadhi ane mazwi matsva kubva mundima Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3-7 page 47 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 86	

Ch idz idz o 5	PFUPISO Nhimbe	Vana vanotarirwa kukwanisa ku:- - Kuverenga ndima zvakadzama kupfupikisa nzwisiso inoti Nhimbe nemazwi asingapfuuri makumi matatu nemashanu	Kufunga zvakaadza ma Kunyora Kuvereng a kutura	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Nhimbe mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera	Makadhi ane pfungwa huru kubva mundima	National Indigenou s Language s syllabus 2024— 2030 Gr 3-7 Page 49 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 93	
Ch idz idz o 6	Kushandisa mutauro Zviperego	Panopera chidzidzo vana vanofanirwa kunge vogona: Kuperetera mazwi	Kuteerera Kunyora kutura	Zvinofungirwa vana kuziva Vana vakambonyora zviperego Nhanganyaya Vadzidzi vanoongorora nekutsnangura mifananidzo yakapiwa Danho 1 Vana vanoverenga mazwi akanyorwa	Chati rakanyorw a mazwi Mifananid zo yezvinhu	National Indigenou s Language s syllabus 2024- 2030 Gr	

		mashanu avadaidzirwa nemudzidzisi Kunyora zviperengo gumi zvakanaka		pachati Danho 2 Vana vanotsangura mazwi akapiwa vachibatsirwa nemudzidzisi Danho 3 Vana vanonyora zviperengo gumi mumabhuku avo sedungamunhu Mhedziso Mudzidzisi anodaidzira mazwi vana vachiperetera		3-7 page 50 2 HBC Plusone Gwaro reChishanu Bhuku revadzidzi peji 94	
Chidzidzo 7	DZOKORORO	Panopera chidzidzo vana vanotarisirwa kunge vogona ku; Kuverenga vachinzwisisa mibvunzo yedzokororo Kupindura mibvunzo gumi nemishanu yedzokororo neChiShona	Kufunga zvakaadza ma Kunyora Kuverenga kutaura	Zvinofungirwa vana kuziva Vana vanogona kuverenga Nhanganyaya Vana vanopindura mibvunzo yedzokororo yavakaita mumashure Danho 1 Vana vanoverenga mibvunzo yedzokororo Danho 2 Mudzidzisi anotsanangurira vana zvinodiwa nemibvunzo yedzokororo Danho 3 Vana vanopindura mibvunzo yedzokororo gumi nemishanu mumwe mumwe mumabhuku avo Mhedziso	Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7	

		chakanaka		Dzokororo yebasa ranyorwa nevana			
Chidzidzo 8	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfungwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenous Languages syllabus 2024—2030 Gr3_7	
5 Chidzidzo 1	Zvimiso Vara guru	Panopera chidzidzo vana vanotarisirwa Kudoma panoda kuiswa vara guru Kunyora zvirevo zvisere vachiisa vara guru	Kutaura Kuverenga Kunyora kuteera	Zvinofungirwa vana kuziva Vana vanozaiva manyorerwo emavara makuru Nhanganyaya Vana vanoita kamutambo kekunyora mavara makuru pachidziro Danho 1 Vana vanodoma panoiswa vara guru mudzidzisi achibatsira uye kuwedzera pasiwa Danho 2 Vana vanonyora zvirevo zvishanu	Chati rine panoda kuiswa vara guru Basa pachidziro	National Indigenous Languages syllabus 2024-2030 Gr3-7 pg 56 2 HBC Plusone Gwaro	

		panokodzera		vachiisa vara guru panokodzera vari mumapoka evana vana Danho 3 Vana vanopakura pose pavaisa vara guru vari mumapoka Danho 4 Vana vanonyora zvirevo zvisere vachiisa vara guru panokodzera mumabhuku avo		reChishanu Bhuku revadzidz i peji 75	
Chidzidzo 2&3	NZWISISO Tsamba yekutsvaga basa nemaricho pazororo	Panopera chidzidzo vana vanofanirwa kunge vogona -Kuverenga ndima chinyararire vachinzwisisa -kupindura mibvunzo mitanhatu kubva mundima yetsamba yebasa	Kufunga zvakadzama Kuverenga Kuteerera Kunyora Kutaura	Zvinofungirwa vana kuziva Vana vanogona kuverenga tsamba Nhanganyaya Vana vanodoma mhando dzetsamba dzavanzoziva Danho 1 Mudzidzisi anoverenga nzwisiso yetsamba achidodomesa Danho2 Vana vanoverenga tsamba yebasa vachipana mukana mudzidzisi achibatsira Danho 3 Mumapoka evatatu vatatu vana vanopindura mibvunzo mishanu kubva mutsamba Danho 4 Vana vanopa mhinduro dzavawana kubva mumapoka avo vamwe vakateerera Danho 5	Chidziro Kero yetsamba yebasa pachati	National Indigenous Languages syllabus 2024-2030 Gr3-7 Page47 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz i peji 81 2 HBC Plusone Gwaro	

				Vana vanopindura mibvunzo mitanhatu kubva mundima yetsamba yebasa mumabhuku avo Mhedziso Mudzidzisi anobvunza mubvunzo kubva mundima vana vopa mhinduro		reChishanu Bhuku revadzidz i peji 81	
Chidzidzo 4&5	PFUPISO Tsamba yekutsvaga basa nemaricho epazororo	Vana vanotariswa kukwanisa ku:- Kuverenga ndima zvakadzama kupfupikisa nzwisiso yetsamba yekutsvaga basa nemazwi asingapfuuri makumi matatu nemashanu	Kutaura Kufunga zvakadza ma Kuverenga kunyora	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mutsamba yekutsvaga basa mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera	Makadhi ane mazwi matsva kubva mundima	National Indigenous Languages syllabus 2024-2030 Gr 3-7 pg47 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz i peji 107	

Ch idz idz o 6	RONDEDZER O Tsamba yekutsvaga basa remaricho epazororo rechikoro riri kutevera	Panopera chidzidzo vana vanofanirwa kunge vogona -kunyora tsamba yekutsvaga basa zvakanaka -kunyora tsamba yekutsvaga basa ine mazwi makumi sere	Kufunga zvakaadza ma Kunyora Kuvereng a Kuteerera kutura	Zvinofungirwa vana kuziva Vana vanogona tsamba kushamwari uye kuhama dzavo Nhanganyaya Vana vanoita hurukuro yemabasa anokwanisa kuitwa maricho Danho 1 Mudzidzisi anotsanangura pamusoro pemanorerwo anotarisirwa kuitwa tsamba yebasa Danho 2 Vana vanoita hurukuro yemabasa anoitika maricho pazera ravo Danho 3 Vana vanonyora tsamba yekutsvaga basa nemaricho pazororo riri kutevera nemazwi makumi masere kusvika pazana nemakumi maviri Mhedziso Vana vatatu vanoverenga tsamba dzavo vamwe vakateerera	Chati rine kero yekutsvag a basa Pfungwa dzingasha nde mutsamba pachidziro	National Indigenou s Language s syllabus 2024- 2030 Gr3-7 page 59 2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 109	
Ch idz idz o 7	MUTAURO Mazwi muuzhinji	Panopera chidzidzo van vanofanirwa kunge vogona -kudoma	Kunyora Kuvereng a Kuteerera Kutura	Zvinofungirwa vana kuziva Vana vanogona kuisa amwe mazwi muuzhinji Nhanganyaya Vana vanoverenga mazwi ari muuzhinji	Makadhi ane mazwi ari muushom a	National Indigenou s Language s syllabus	

		mazwi ari muuzhinji -kuumba mitsara vachiisa vachiisa mazwi ari muushoma muuzhinji		akanyorwa pamakadhi Danho 1 Mudzidzisi anotsanangura zvekubvisa mazwi muushoma vachiisa muuzhinji Danho 2 Vana vanoisa mazwi ari pamakadhi muuzhinji vari mumapoka evana vana Danho 3 Vana vanopakura zvavawana kubva mumapoka avo mudzidzisi achigadzirisa panoda kugadzirwa Danho 4 Vana vanonyora mitsara vachiisa mazita ari muushoma muuzhinji vachinyora Mhedziso Mudzidzisi anodoma izwi vana voisa muuzhinji	Chidziro chine basa rekunyora	2024-2030 Gr 3-7 page 55 2 HBC Plusone Gwaro reChishanu Bhuku revadzidz i peji 111	
Chidzidzo 8	Purojekiti Chikamu 5 Kuratidzwa kwemhinduro	--kuratidza basa rakaitwa uye nemaitirwe aro	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo	Zvitai tai Makadhi ebasa	National Indigenous Languages syllabus 2024—2030 Gr3_7	

				Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo			
6	Kushandisa mutauro Zviito	Panopera chidzidzo vana vanotarisirwa kunge vogona -kudoma zviito zvisere -kushandisa zviito zvinomwe mumitsara	Kuverenga Kutaura Kunyora kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga mazwi ezviito Nhanganyaya Vana vanoverenga mazwi ezviito zvina akanyorwa pamakadhi Danho 1 Mudzidzisi anotsanangura zvinonzi zviito zvii achizvipaura kubva mune mamwe mazwi Danho 2 Vana vanodoma zviito zvishanu vari mumapoka evashanu vashanu Danho 3 Vana vanopakura zviito zvavavwana vari mumapoka avo Danho 4 Vana vanoshandisa zviito muzvirevo vachinyora mumabhuku avo Mhedziso Vana vanoita majanha ekuumba mitsara kubva muzviito zvavapiwa nemudzidzisi	Makadhi akanyorwa zviito Basa pachidziro	National Indigenous Languages syllabus 2024-2030 Gr3-7 pg 54 2 HBC Plusone Gwaro reChishanu Bhuku revadzidzwa peji 110	
Chidzidzo	Mutauro Mazita	Panopera chidzidzo vana vanotarisirwa kunge vogona	Kunyora Kuverenga	Zvinofungirwa vana kuziva Vana vanoita mazita ezvinhu zvakaasiyana siyana Nhanganyaya	Chati rakanyorwa mazita anopiwa	National Indigenous Languages	

o 2		Kuverenga mazita Kushandisa mazita anopiwa vanhu mumitsara mitanhatu	Kutaura kuteerea	Mudzidzisi anotungamira vana kuimba chimbo ” dudu muduri katswe” vachitaura mazita avo Danho 1 Vana vanoverenga mazita evanhu akanyorwa pamachati Danho 2 Vana vanoshandisa mazita evanhu mumitsara vari mumapoka evana vana Danho 3 Vana vanopakura zvavaita vari mumapoka vamwe vakateerera Danho 4 Vana vanonyora mitsara vachishandisa mazita anopiwa vanhu mumabhuku mumwe mumwe Mhedziso Mudzidzisi anodoma mazita akasiyana siyana vana voumba mitsara nemazita iwayo	vanhu	s syllabus 2024_2030 Gr 3_7 page54 2 HBC Plusone Gwaro reChishanu Bhuku revadzidzi peji 95	
chidzido 3&4	NZWISISO	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverenga ndima chinyararire.	Kuverenga Kunyora Kuteerera Kufunga zvakadza ma	Zvinofungirwa vana kuziva: -Vana vanogona kuverenga. Nhanganyaya Vana vanodoma zviitwa zvavanoita pazororo Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2	Makadhi ane mazwi matsva kubva mundima Basa pachidziro	National Indigenous Languages syllabus 2024_2030 Gr 3-7 page 47	

		--kupindura mibvunzo mitanhatu yenzwisiso yavaverenga		Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso: Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga		2 HBC Plusone Gwaro reChishan u Bhuku revadzidz i peji 112-114	
Ch idz idz o 5	Mutauro Mazwi anopesana	Panopera chidzidzo vana vanotarisirwa kunge vogona -kudoma mazwi matanhatu anopesana -kuumba zvirevo zvisere nemazwi anopesana	Kunyora Kuvereng a Kutaura kuteerea	Zvinofungirwa vana kuziva Vana vanoziwa mamwe mazwi anopesana Nhanganyaya Vana vanodoma mazwi anopesana avanoziwa Danho 1 Mudzidzisi anotsanangura zvinoreva kupesana achipa mienzaniso Danho 2 Vana vanopa mazwi anopesana neakanyorwa pamakadhi vari mumapoka evashanu vashanu Danho 3 Vana vanopakura zvavaita vari	Chati rakanyorw a mazwi anopesana Makadhi ane basa rokuita mumapok a	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page542 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 87	

				mumapoka vamwe vakateerera Danho 4 Vana vanoumba zvirevo zvisere nemazwi anopesana neavapiwa mumabhuku avo Mhedziso Mudzidzisi anodoma mazwi vana vopa anopesana neadoma mudzidzisi			
Ch idz idz o 6	HURUKURO -Nhau dzepazororo	Panopera chidzidzo vana vanofanirwa kunge vogona -kuita hurukuro pamusoro pezvakaitika pazororo -kugona kushandisa zvimiso panokodzera mukunyora hurukuro dzavo	Kufunga zvakaadza ma Kunyora Kuvereng a Kuteerera kutaura	Zvinofungirwa vana kuziva :Vana vanzvira zvavanoita panguva yezororo Nhanganyaya :Vana vanodoma zvavanowanzoita munguva Danho 1 Mudzidzisi anotsanangura manyorerwo anotarisirwa kuitwa hurukuro Danho 2 Vana vanonyora hurukuro yenhaurwa dzepazororo vari mumapoka Danho 3 Vana vanopakura hurukuro dzenhaurwa dzepazororo dzavaita vari Danho 4 Vana vanonyora hurukuro pamusoro pezvavakaita pazoro mumabhuku vachiisa zvimiso panokodzera Mhedziso Vana vanotaurirana zvavakaita mukupera kwevhiki rakapfuura	Chati rine kero yekutsvag a basa Pfungwa dzingasha nde mutsamba pachidziro	National Indigenou s Language s syllabus 2024- 2030 Gr3-7 page 58 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 111	

Ch idz idz o 7	DZOKORORO	Panopera chidzidzo vana vanotarisirwa kunge vogona ku; Kuverenga vachinzwisisa mibvunzo yedzokororo Kupindura mibvunzo gumi nemishanu yedzokororo neChiShona chakanaka	Kufunga zvakadza ma Kunyora Kuverenga kutaura	Zvinofungirwa vana kuziva Vana vanogona kuverenga Nhanganyaya Vana vanopindura mibvunzo yedzokororo yavakaita mumashure Danho 1 Vana vanoverenga mibvunzo yedzokororo Danho 2 Mudzidzisi anotsanangurira vana zvinodiwa nemibvunzo yedzokororo Danho 3 Vana vanopindura mibvunzo yedzokororo gumi nemishanu mumwe mumwe mumabhuku avo Mhedziso Dzokororo yebasa ranyorwa nevana	Basa pachidziro	National Indigenous Languages syllabus 2024_2030 Gr 3_7	
Ch idz idz o 8	Purojekiti Chikamu 5 Kuratidzwa kwemhinduro	--kuratidza basa rakaitwa uye nemaitirwe aro	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro	Zvitai tai Makadhi ebasa	National Indigenous Languages syllabus 2024—2030 Gr3_7	

				pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo			
7 Ch idz idz o 1	Nzwisiso Kuverenga	Panopera chidzidzo vana vanotarisirwa kunge vogona -kuverenga ndima vachidodomesa Kuverenga mazwi ari mundima	Kuvereng a Kuteerera kutura	Zvinofungirwa vana kuziva Vana vanogona kuverenga mitinhimira Nhanganyaya Vana vanoverenga mazwi matsva ari mundima pamakadhi Danho 1 Mudzidzisi anoverenga achidodomesa vana vakateerera Danho2 Vana vanoita majanha ekuverenga vachidodomesa vamwe vakateerera Danho 3 Mumapoka evatatu vatatu vanopana tundima twekuverenga kubva munyaya yakapiwa Mhedziso Vana vanotaura ndima yavaverenga muchidimbu	Makadhi ane mazwi ekuvereng a	National Indigenou s Language s syllabus 2024_203 0 Gr3_7 pg 48 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 111 - 113	
Ch idz idz o	NZWISISO	Panopera chidzidzo vana vanotarisirwa kunge vogona	Kunyora Kuvereng a	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga	Basa pachidziro Makadhi ane mazwi	National Indigenou s Language s syll	

2& 3		:----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kuteerera kutaura	Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga	matsva kubva mundima	Gr3-7(2024-2030) Pg47 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 111 - 113	
Chidzidzo 4	Kushandisa mutauro Zviperego	Panopera chidzidzo vana vanofanirwa kunge vogona: Kuperetera mazwi mashanu	Kuteerera Kunyora kutaura	Zvinofungirwa vana kuziva Vana vakambonyora zviperengo Nhanganyaya Vadzidzi vanoongorora nekutsnangura mifananidzo yakapiwa Danho 1 Vana vanoverenga mazwi akanyorwa pachati	Chati rakanyorwa mazwi Mifananidzo yezvinhu	National Indigenous Languages syllabus 2024-2030 Gr 3-7 page	

		avadaidzirwa nemudzidzisi Kunyora zviperengo gumi zvakanaka		Danho 2 Vana vanotsangura mazwi akapiwa vachibatsirwa nemudzidzisi Danho 3 Vana vanonyora zviperengo gumi mumabhuku avo sedungamunhu Mhedziso Mudzidzisi anodaidzira mazwi vana vachiperetera		50 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 111 - 113	
Chidzidzo 5 & 6	PFUPISO	Vava vanotariswa kukwanisa ku:- Kuverenga ndima zvakadzama kupfupikisa nzwisiso inoti Padare pasichigare ndadzoka nemazwi asingapfuuri makumi matatu	Kutaura Kufunga zvakadzama Kuverenga Kuteerera Kutaura	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Padare pasichigare mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4	,makadhi ane mazwi matsva kubva mundima	National Indigenous Languages syllabus 2024— 2030 Gr 3-7 Page 49 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 111 -	

		nemashanu		Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera		113	
Ch idz idz o 7	Rondedzero Musi wandakazarirwa nerwizi	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakanaka nemazwi asingapfuuri zana nemakumi maviri	Kutaura Kuvereng a Kuvereng a Kunyora	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirevo Nhanganyaya Vana vanodoma nzizi dziri munharaunda dzavo Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pepfungwa dzingashandiswe mukunyora nyaya ine musoro unoti musi wandakazarirwa nerwizi Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero dzavo vamwe vakateerera	Mifananid zo yevaimbi Pfungwa dzekushan disa muronded zero pamakadh i	National Indigenou s Language s syllabus 2024— 2030 Gr3_7 page 25—26 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 116	

Ch idz idz o 8	Purojekiti Chikamu 5 Kuratidzwa kwemhinduro	--kuratidza basa rakaitwa uye nemaitirwe aro	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	
8 Ch idz idz o 1	Kushandisa mutauro Nguva	Panopera chidzidzo vana vanotarisiwa ku; kudoma mwedzi yegore iri mumwaka yakasiyana siyana -kupa zviitiko zvishanu zvinoitwa mumwaka yakasiyana	Kudoma Kuvirean ga Kunyora kuteerera	Zvinofungirwa kuti vana vanoziva Vana vanoziva mwedzi yegore Nhanganyanya Vana vanoimba chimbo “mwedzi yegore...Ndira Kukadzi..... “vachibatsirwa nemudzidzisi Danho 1 Vana vanoverenga mwedzi yegore iri mumwaka yakasiana siyana yanyorwa pachati Danho 2 Vana vanopa zviitiko zvina zvemwaka yakasiyana siyana vari mumapoka Danho 3 Vadzidzi vanopakura zviitiko zvemwaka yakasiyana siyana zvavawana mumapoka	Chati rine nguva dzezuvu Basa pachidziro	National Indigenou s Language s 2024_203 0 Gr 3_7 page 52 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 116	

		siyana		Danho 4 Vana vanonyora zviitiko zvishanu zvemwaka yakasiyana siyana zvina mumabhuku avo. Mhedziso ;Mudzidzisi anodoma chero mwaka wegore vana vodoma zviitwa zvemumwaka iwoyo			
Ch idz idz o 2	Mutauro Mitinhimira	Panopera chidzidzo vana vanofanirwa kunge vogona --Kudoma mitinhimira yemavara akapiwa --Kuumba zvirevo zvinomwe nemitinhimira yemavara avapiwa	Kunyora Kutura Kuverenga kuteerera	Zvinofungirwa vana kuziva Vana vane mitinhimira yavanoziva Nhanganyaya Vana vanodoma mitinhimira yavanoziva Danho 1 Mudzidzisi anoverengesa vana mitinhimira yakanyorwa pachati Danho 2 Mudzidzisi anotsanangura nezvemitinhimira yemavara vana vakateerera Danho3 Vari mumapoka evatatu vatatu vana vanoverenga mitinhimira iri pamakadhi Danho 4 Vana vanoshandisa mitinhimira yavapiwa mumitsara vachinyora mumabhuku avo Mhedziso Mudzidzisi anodoma mutinhimira vana voumba zvirevo	Chati rine mitinhimira Makadhi ane mitinhimira	National Indigenou s syllabus 2024-2030 Gr3-7 page54 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 126	

chidzido 3&4	NZWISISO	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kuverenga a Kunyora Kuteerera Kufunga zvakaadza ma	Zvinofungirwa vana kuziva: -Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso: Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga	Makadhi ane mazwi matsva kubva mundima Basa pachidziro	National Indigenous Languages syllabus 2024_2030 Gr 3-7 page 47 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 120 - 123	
Chidzido 5	PFUPISO	Vana vanotarisirwa kukwanisa ku:- - Kuverenga	Kufunga zvakaadza ma Kunyora Kuverenga a	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1	Makadhi ane pfungwa huru kubva mundima	National Indigenous Languages syllabus 2024—	

		ndima zvakadzama kupfupikisa nzwisiso inoti Pamusha pavamatongo nemazwi asingapfuuri makumi matatu nemashanu	kutaura	Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Pamusha paVaMatongo mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera		2030 Gr 3-7 Page 49 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 120 - 123	
Ch idz idz o 6	Kushandisa mutauro Zviperego	Panopera chidzidzo vana vanofanirwa kunge vogona: Kuperetera mazwi mashanu avadaidzirwa nemudzidzisi Kunyora	Kuteerera Kunyora kutaura	Zvinofungirwa vana kuziva Vana vakambonyora zviperengo Nhanganyaya Vadzidzi vanoongorora nekutsnangura mifananidzo yakapiwa Danho 1 Vana vanoverenga mazwi akanyorwa pachati Danho 2 Vana vanotsangura mazwi akapiwa vachibatsirwa nemudzidzisi Danho 3	Chati rakanyorw a mazwi Mifananid zo yezvinhu	National Indigenou s Language s syllabus 2024- 2030 Gr 3-7 page 50 HBC Plusone	

		zviperengo gumi zvakanaka		Vana vanonyora zviperengo gumi mumabhuku avo sedungamunhu Mhedziso Mudzidzisi anodaizira mazwi vana vachiperetera		Gwaro reChishan u Bhuku revadzidz peji 120 - 123	
Ch idz idz o 7	Dzokororo	Panopera chidzidzo vana vanotarisirwa kunge vogona ku; Kuverenga vachinzwisisa mibvunzo yedzokororo Kupindura mibvunzo gumi nemishanu yedzokororo neChiShona chakanaka	Kufunga zvakaadza ma Kunyorwa kuvereng a	Zvinofungirwa vana kuziva Vana vanogona kuverenga Nhanganyaya Danho 1 Vana vanoverenga mibvunzo yedzokororo Danho 2 Mudzidzisi anotsanangurira vana zvinodiwa nemibvunzo yedzokororo Danho 3 Vana vanopindura mibvunzo yedzokororo gumi nemishanu mumwe mumwe mumabhuku avo Mhedziso Dzokororo yebasa ranyorwa nevana	Chidziro chine dzokororo	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7	

Ch idz idz o 8	Purojekiti Chikamu 5 Kuraidzwa kwemhinduro	--kuraidza basa rakaitwa uye nemaitirwe aro	Kutaura Kunyor Kuvereng a Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	
9 Ch idz idz o 1	Kushandisa mutauro Nyaudzosingwi	Panopera chidzidzo vana vanotarisiwa kunge vogona ku: __kudoma nyaudzosingwi tanhatu dzavanoziva __kuumba zvirevo zvisere nenyauzosing wi dzakapiwa	Kunyor Kuvereng a Kuteerera kutaura	Zvinofungirwa vana kuziva :Vana vanoziva dzimwe nyaudzosingwi Nhanganyaya :Vana vanodoma nyaudzosingwi dzavanoziva Danho 1 Vana vanoverenga nyaudzosingwi pamakadhi mudzidzisi achitsanagura padzinoshanda Danho 2 Vana vanoumba zvirevo nenyauzosingwi vari mumapoka evashanu vashanu Danho 3 Vana vanopakura zvavawana kubva mumapoka avo	Chati rine nyaudzosi ngwi Makadhi ane nyaudzosi ngwi dzekuita mumapok a Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page 5 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 122	

				Danho 4 Vana vanoumba zvirevo zvisere nenyauzosingwi dzakapiwa mumabhuku avo mumwe mumwe Mhedziso Mudzidzisi anotaura nyauzosingwi vana vumba zvirevo vachitaura			
Ch idz idz o 2	ZVIMISO Zvikomberedzo	Panopera chidzidzo vana vanotarisiwa kunge vogona :----- -- kukomberedza mazwi anyakutaura --kunyora ndima yakapiwa vachiisa mazwi anyakutaura muzvikombere dzo	Kunyora Kuvereng a Kuteerera kutaura	Zvinofungirwa vana kuziva: --Vana vanoziwa zvimwe zvimiso Nhanganyaya Vana vanodoma zvimiso zvavanoziwa Danho 1 Mudzidzisi anotsanangura nezvezvikomberedzo uye pazvinoshandiswa Danho 2 Mumapoka evashanu vana vanoisa mazwi anyakutaura muzvikomberedzo pamitsara yakanyorwa pamakadhi Danho 3 Vana vanopakura pavaisa zvikomberedzo pabasa ravaita vari mumapoka Danho 4 Vana vanonyora ndima vachiisa mazwi anyakutaura muzvikomberedzo mumabhuku avo Mhedziso Mudzidzisi anotaura chirevo vana	Basa pachidziro Makadhi ane mitsara ine mazwi akataurwa nemunhu	National Indigenou s Language s syll Gr3- 7(2024- 2030) Pg50 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 14	

				votaura panoda kuiswa zvikomberedzo			
Ch idz idz o 3	Mutinhimira Mbw Ngwa Shw Tswa	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kudoma mitinhimira yakasiyana siyana --kuumba mitsara zvinomwe nemitinhimira yemavara akasiyana siyana	Kunyora Kuvereng a Kuteerera kutura	Zvinofungirwa vana kuziva: --Vana vanoziwa mimwe mitinhimira Nhanganyaya Vana vanodoma mitinhimira yavanoziwa Danho 1 Vana vanoverenga mitinhimira yakanyorwa pachati mudzidzisi achibatsira Danho 2 Mudzidzisi anotsanangura nezve mitinhimira yemavara vana vakateerera Danho 3 Vana vanonyora mitinhimira mishanu pamakadhi vari mumapoka evatatu Danho 4 Vana vanopakura mitinhimira yavanyora Danhu 5 Vana vanoshandisa mitinhimira yakapiwa kuumba zvirevo zvinomwe Mhedziso Mudzidzisi anodoma mitinhimira vana vumba zvirevo	Basa pachidziro Makadhi ane mitinhimira Chati rine mitinhimira	National Indigenou s Language s syll Gr3- 7(2024- 2030) Pg54 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 167	

Ch idz idz o 4	NZWISISO	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kunyora Kuverenga Kuteerera kutaura	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mudetembo yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mudetembo ravaverenga	Basa pachidziro Makadhi ane mazwi matsva kubva mudetemb o	National Indigenou s Language s syll Gr3- 7(2024- 2030) Pg47 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 147 - 149	
Ch idz idz	Kushandisa mutaura Mazwi anoreva	Panopera chidzidzo vana vanotarisirwa	Kunyora Kuverenga	Zvinofungirwa vana kuziva: --Vana vanoziwa mamwe mazwi anoreva zvakafanana Nhanganyaya	Basa pachidziro Makadhi	National Indigenou s Language	

o 5	zvakananana	kunge vogona :----- --kudoma mazwi matanhatu anoreva zvakananana --kuumba zvirevo zvisere nemazwi anoreva zvakananana	Kuteerera kutaura	Vana vanodoma mazwi anoreva zvakananana avanoziva Danho 1 Mudzidzisi anotsanangura zvinoreva mazwi anoreva zvakananana Danho 2 Mumapoka evashanu vana vanopa mazwi akafanana neavapiwa pamakadhi Danho 3 Vana vanopakura zvavawana kubva mumapoka Danho 4 Vana vanoumba zvirevo zvisere nemazwi anoreva zvakananana Mhedziso Mudzidzisi anodoma mazwi vana vachipa anoreva zvakananana	ane mazwi anoreva zvakananana	s syll Gr3-7(2024-2030) Pg50 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 146	
Ch idz idz o 6	MUTAURO Mazwi muuzhinji	Panopera chidzidzo vananofanirwa kunge vogona -kudoma mazwi ari muuzhinji -kuumba mitsara	Kunyora Kuvereng a Kuteerera Kutaura	Zvinofungirwa vana kuziva Vana vanogona kuisa amwe mazwi muuzhinji Nhanganyaya Vana vanoverenga mazwi ari muuzhinji akanyorwa pamakadhi Danho 1 Mudzidzisi anotsanangura zvekubvisa mazwi muushoma vachiisa muuzhinji	Makadhi ane mazwi ari muushoma Chidziro chine basa rekunyora	National Indigenou s Language s syllabus 2024-2030 Gr 3-7 page 55	

		vachiisa vachiisa mazwi ari muushoma muuzhinji		Danho 2 Vana vanoisa mazwi ari pamakadhi muuzhinji vari mumapoka evana vana Danho 3 Vana vanopakura zvavawana kubva mumapoka avo mudzidzisi achigadzirisa panoda kugadzirwa Danho 4 Vana vanonyora mitsara vachiisa mazita ari muushoma muuzhinji vachinyora Mhedziso Mudzidzisi anodoma izwi vana voisa muuzhinji		HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 140	
Ch idz idz o 7	Kushandisa mutauro Nguva	Panopera chidzidzo vana vanotarisirwa ku; kudoma nguva dzakasiyana siyana dzezuya Kushandisa mazwi anoreva nguva dzakasiyana siyana mumitsara	Kudoma Kuvorean ga Kunyora kuteerera	Zvinofungirwa kuti vana vanoziva Vana vanoziva nguva dzakasiyana dzezuya Nhanganyanya Vana vanodoma nguva dzavanoziva dzezuya Danho 1 Vana vanoverenga nguva dzezuya dzakanyorwa pachati Danho 2 Mudzidzisi anotsanangurira vana nguva dzezuya dzakasiyana siyana Danho 3 Vana vanonyora nguva dzezuya nhatuvarimumapoka evashanu Danho 4 Vadzidzi vanopakura nguva dzezuya	Chati rine nguva dzezuya Basa pachidziro	National Indigenou s Language s 2024_203 0 Gr 3_7 page 52 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 140	

				dzavavana vari mumapoka . Danho 5 Vana vanoshandisa mazwi anoreva nguva dzezuya kuumba zvirevo zvinomwe mumabhuku avo. Mhedziso ;Mudzidzisi anobvunza vana Kuti ino inguvai vana vopindura			
Ch idz idz o 8	Purojekiti Chikamu 5 Kuraidzwa kwemhinduro	--kuraidza basa rakaitwa uye nemaitirwa aro	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	
10 Ch idz idz	Mutauro Zvirahwe	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: kudoma zvirahwe	Kunyora Kutaura Kuverenga kuteerera	Zvinofungirwa vana kuziva Vana vanoziwa kutaura zvirahwe Nhanganyaya Vana vanotaura zvirahwe zvavanoziwa Danho 1 Vana vanoverenga zvirahwe pachati mudzidzisi achibatsira Danho 2	Chati rine zvirahwe Makadhi ane zvirahwe chidziro	National Indigenou s Language s syllabus 2024_203 0 Gr3_7 page 51	

o 1		zvitanhatu Kududzira zvirahe zvitanhatu		Mumapoka evatatu vatatu vana vanopa dudziro kuzvirahwe zvepachati Danho 3 Vana vanopa dudziro yezvirahwe zvavaita vari mumapoka mavo Danho 4 Vana vanodudzira zvirahe zvisihanu mumabhuku avo Mhedziso Mudzidzisi anotaura zvirahe vana vachipa dudziro		HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 41	
chi dzi dz o 2& 3	NZWISISO Uchapa munharaunda	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kuvereng a Kunyora Kuteerera Kufunga zvakaadza ma	Zvinofungirwa vana kuziva: -Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana	Makadhi ane mazwi matsva kubva mundima Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3-7 page 47 Rodza Pfungwa Gore rechishan u PG126	

				zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso: Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga			
Chidzidzo 4 & 5	PFUPISO Uchapa munharaunda	Vana vanotariswa kukwanisa ku:- Kuverenga ndima zvakadzama kupfupikisa nzwisiso inoti Uchapa munharaunda nemazwi asingapfuuri makumi matatu nemashanu	Kufunga zvakadzama Kunyora Kuverenga kutaura	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Uchapa munharaunda mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera	Makadhi ane pfungwa huru kubva mundima	National Indigenous Languages syllabus 2024—2030 Gr 3-7 Page 49 Rodza Pfungwa Gore rechishanu pg 126	

Ch idz o 6	Kushandisa mutauro Madimikira: kududzira madimikira	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: __kudoma madimikira mashanu avanoziva __kupa dudziro kumadimikira matanhatu mumabhuku avo	Kunyora Kuvereng a Kuteerera kutura	Zvinofungirwa vana kuziva Vana vanogona kudoma madimikira Nhamganyaya Vana vanoverenga madimikira akanyorwa pachati Danho 1 Mudzidzisi anotsananngurira vana zvinoreva madimikira avaverenga pachati Danho 2 Vana vanodudzira madimikira epamakadhi vari mumapoka evashanu vashanu Danho 3 Vana vanopakura zvavawana kubva mumapoka avo Danho 4 Vana vanopa dudziro yemadimikira matanhatu mumabhuku avo mumwe mumwe Mhedziso Mudzidzisi anobvunza vana dudziro dzemadimikira vana vopindura vachitaura	Chati rine madimikir a Makadhi ane madimikir a Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page 50 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 156	
Ch	Rondedzero	Panopera chidzidzo vana	Kutura	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirevo	Mifananid zo	National Indigenou	

idz idz o 7	Musi wandakazarirwa nerwizi	vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakanaka nemazwi asingapfuuri zana nemakumi maviri	Kuvereng a Kuvereng a Kunyora	Nhanganyaya Vana vanodoma nzizi dziri munharaunda dzavo Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pepfungwa dzingashandiswe mukunyora nyaya ine musoro unoti musi wandakazarirwa nerwizi Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero dzavo vamwe vakateerera	yevaimbi Pfungwa dzekushan disa muronded zero pamakadh i	s Language s syllabus 2024— 2030 Gr3_7 page 25—26 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 157	
Ch idz idz o 8	Purojekiti Chikamu 5 Kuratidzwa kwemhinduro	--kuratidza basa rakaitwa uye nemaitirwe aro	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	

				Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo			
11 Ch idz idz o 1	DZOKOROR O MUTAURO Mitinhimira Pw Nzw Ny Zhw Rw	Panopera chidzidzo vana vanofanirwa kunge vogona -kudoma mitinhimira mitanhatu yemavara avapiwa -kuumba zvirevo zvinomwe nemazwi ane mitinhimira yavaita	Kunyora kuvereng a Kutaura kuteerera	Zvinofungirwa vana kuziva :Vana vanoziva mitinhimira yapi, ni,zi,ri Nhanganyaya Vana vanodoma mitinhimira yavanoziva Danho 1 :Mudzidzisi anoverengera vana mitinhimira yakanyorwa pachati Danho 2 :Vana vanoumba mazwi kubva pamitinhimira yepachati mudzidzisi achibatsira Danho 3 :Vana vanoshandisa mazwi avaumba kuumba mitsara mitatu vari mumapoka Danho 4 :Vana vanopa mitsara yavaumba vari mumapoka vamwe vakateerera Danho 5 :Vana vanoumba zvirevo zvinomwe mumabhuku vachishandisa mazwi ane mitinhimira yavaita Mhedziso :Mudzidzisi anodoma mutinhimira vana voumba zvirevo	Chati rine mitinhimira a Makadhi ane basa rekuita mumapoka a	National Indigenou s Language s syllabus 2024- 2030 Gr3-7 pg54 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 140	
Ch idz idz o	nzwisiso	Panopera chidzidzo vana vanotarisirwa kunge vogona :--	Kunyora kuvereng a Kutaura kuteerera	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga	Makadhi ane mazwi matsva mundima	Indigenou s Language	

2& 3		-kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga		Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga.		s syll Gr3- 7(2024- 2030) Pg47 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 140	
Ch idz idz o 4	Kushandisa mutauro Mazwi anoreva zvakafanana	Panoperera chidzidzo vana vanofanirwa kunge vogona ku:-- ---kudoma mazwi anoreva zvakafanana	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vane mamwe mazwi avanoziva anoreva zvakafanana Nhanganyaya Vadzidzi vanodoma mazwi anoreva zvakafanana avanoziva Danho 1 Vadzidzi vanodoma mazwi anoreva zvakafana neakanyorwa pachati	Chidziro Zvitaitai zvine mazwi	National Indigenous Languages syll Gr3—7 2024— 2030	

		neavapiwa --kuzadzisa mitsara mishanu vachipa izwi rinoreva zvakafanana nerakatarwa		mudzidzisi achibatsira panenge patadzikwa Danho 2 Vadzidzisi vanoumba zvirevo mumapoka vachishandisa mazwi anoreva zvakafanana Danho 3 Vadzidzi vanopakura zvirevo zvine mazwi akafanana zvavawana mumapoka mudzidzisi achibatsira. Danho 4 Vadzidzi vanonyora mazwi anoreva zvakafanana neakatarwa matanhatu ari muzvirevo sedungamunhu Mhedziso Mudzidzisi nevana vanoita dzokororo rebasa ravanyora		Pg 49 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 165	
Ch idz idz o 5& 6	Pfupiso	Vava vanotariswa kukwanisa ku:- --kugona kupfupikisa nzwisiso yaKare haagari ari kare nemazwi asingapfuuri makumi matatu	Kutaura Kunyora Kuverenga a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :kare haagari ari kare Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva		National Indigenou s Language s syllabus Gr3—7 2024— 2030 page 56 HBC Plusone	

		nemashanu.		mundima- kare haagari ari kare vari mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera		Gwaro reChishanu Bhuku revadzidz peji 161	
Chidzidzo 7	Rondedzero Kare haagari ari kare	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakana nemazwi	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirovo Nhanganyaya Mudzidzisi anobvunza vana zvinodudzirwa netsumo yekuti kare haagari ari kare Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pepfungwa dzingashandiswe mukunyora nyaya ine musoro unoti kare haagari ari kare Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero dzavo vamwe vakateerera	Zvitai tai zvine mibvunzo maererano nezve tsumo inoti kare haagari ari kare Mifananidzo yevanhu vakare	National Indigenous Languages syllabus 2024—2030 Gr3_7 page 25—26 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 163	

		asingapfuuri zana nemakumi maviri					
Ch idz idz o 8	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	
12 Ch idz idz o 1	DZOKOROR O Kushandisa mutauro Madimikira: kududzira madimikira	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: __kudoma madimikira mashanu avanoziva __kupa dudziro kumadimikira	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kudoma madimikira Nhanganyaya Vana vanoverenga madimikira akanyorwa pachati Danho 1 Mudzidzisi anotsananngurira vana zvinoreva madimikira avaverenga pachati Danho 2 Vana vanodudzira madimikira epamakadhi vari mumapoka evashanu	Chati rine madimikir a Makadhi ane madimikir a Basa pachidziro	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page 50 HBC Plusone Gwaro reChishan	

		matanhatu mumabhuku avo		vashanu Danho 3 Vana vanopakura zvavawana kubva mumapoka avo Danho 4 Vana vanopa dudziro yemadimikira matanhatu mumabhuku avo mumwe mumwe Mhedziso Mudzidzisi anobvunza vana dudziro dzemadimikira vana vopindura vachitaura		u Bhuku revadzidz peji 48	
Ch idz idz o 2	Kushandisa mutauro Kuverenga manhamba neChiShona	Panopera chidzidzo vana vanofanirwa vogona : Kuverenga manhamaba kusvika kuzana neChShona _Kushandisa manhamba muzvirevo zvishanu	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofanirwa vana kuziva Vana vanogona kunyora manhamba neChirungu Nhanganyaya Mudzidzisi anotungamira vana kuimba chimbo”Ndinoziva manhamba” Danho 1 Vana vanoverenga manhamba pamakadhi mudzidzisi achibatsira Danho 2 Vana vanoshandisa manhamba muzvirevo vari mumapoka Danho 3 Vana vanopakura zvavawana mumapoka mudzidzisi achibatsira panenge pakanganiswa Danho 4	Makadhi ane manhamb a neChiSho na	National Indigenou s Language s syllabus 2024_203 0 Gr 3-7 pg 51 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 140	

				Vana vanoshandisamanhamba muzvirevo zvishanu mumabhuku Mhedziso Mudzidzisi anotaura nhamba nechirungu vana vachidoma neChiShona			
Ch idz idz o 3	Nzwisiso Kuverenga	Panopera chidzidzo vana vanotarisirwa kunge vogona -kuverenga ndima vachidodomesa Kuverenga mazwi ari mundima	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga mitinhimira Nhanganyaya Vana vanoverenga mazwi matsva ari mundima pamakadhi Danho 1 Mudzidzisi anoverenga achidodomesa vana vakateerera Danho2 Vana vanoita majanha ekuverenga vachidodomesa vamwe vakateerera Danho 3 Mumapoka evatatu vatatu vanopana tundima twekuverenga kubva munyaya yakapiwa Mhedziso Vana vanotaura ndima yavaverenga muchidimbu		National Indigenou s Language s syllabus 2024_203 0 Gr3_7 pg 48 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 149	
Ch idz idz o 4& 5	NZWISISO	Panopera chidzidzo vana vanotarisirwa kunge vogona :-----	Kutaura Kunyora Kuvereng a	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1	Basa pachidziro Makadhi ane mazwi matsva	National Indigenou s Language s syll Gr3-	

		--kuverenga ndima chinyararire. --kupindura mibvunzo mitanhatu yenzwisiso yavaverenga	Kuteerera	Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverenga ndima mumwe mumwe vamwe vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga	kubva mundima	7(2024-2030) Pg47 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 149	
Chidzidzo 6	Pfupiso	Vava vanotariswa kukwanisa ku:- - Kuverenga ndima zvakadzama kupfupikisa	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :gomo remaziva ndadzoka Danho 2 Vana vanopindura mibvunzo kubva	Basa pachidziro Mifananidzo yemhuka dzesango Makadhi ane mazwi	National Indigenous Languages syllabus Gr3—7 2024—2030 page49	

		nzwisiso yaGomo remaziva ndadzoka nemazwi asingapfuuri makumi matatu nemashanu.		pamakadhi pamusoro pezvidzidzo kubva mundima- gomo remaziva ndadzoka mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera	kubva mundima	HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 149	
Chidzidzo 7	Dzokororo	Panopera chidzidzo vana vanotarisirwa kunge vogona ku; Kuverenga vachinzwisisa mibvunzo yedzokororo Kupindura mibvunzo gumi nemishanu yedzokororo neChiShona	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga Nhanganyaya Danho 1 Vana vanoverenga mibvunzo yedzokororo Danho 2 Mudzidzisi anotsanangurira vana zvinodiwa nemibvunzo yedzokororo Danho 3 Vana vanopindura mibvunzo yedzokororo gumi nemishanu mumwe mumwe mumabhuku avo Mhedziso Dzokororo yebasa ranyorwa nevana	Chidziro chine dzokororo	National Indigenous Languages syllabus 2024_2030 Gr 3_7	

		chakanaka					
Ch idz idz o 8	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	

13 Ch idz idz o 1	DZOKOROR O Mutauro Zvirahwe	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: kudoma zvirahwe zvitanhatu Kududzira zvirahwe zvitanhatu	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanoziva kutaura zvirahwe Nhanganyaya Vana vanotaura zvirahwe zvavanoziva Danho 1 Vana vanoverenga zvirahwe pachati mudzidzisi achibatsira Danho 2 Mumapoka evatatu vatatu vana vanopa dudziro kuzvirahwe zvepachati Danho 3 Vana vanopa dudziro yezvirahwe zvavaita vari mumapoka mavo Danho 4 Vana vanodudzira zvirahwe zvishanu mumabhuku avo Mhedziso Mudzidzisi anotaura zvirahwe vana vachipa dudziro	Chati rine zvirahwe Makadhi ane zvirahwe chidziro	National Indigenou s Language s syllabus 2024_203 0 Gr3_7 p HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 156	
Ch idz idz o 2	Mutauro Mazita	Panopera chidzidzo vana vanotarisirwa kunge vogona Kuverenga mazita Kushandisa	Kutaura Kunyora Kuvereng a Kuteerera	Zvinofungirwa vana kuziva Vana vanoziva mazita ezvinhu zvakasiyana siyana Nhanganyaya Mudzidzisi anotungamira vana kuimba chimbo ” dudu muduri katswe” vachitaura mazita avo Danho 1 Vana vanoverenga mazita evanhu	Chati rakanyorw a mazita anopiwa vanhu	National Indigenou s Language s syllabus 2024_203 0 Gr 3_7 page54 HBC	

		mazita anopiwa vanhu mumitsara mitanhatu		akanyorwa pamachati Danho 2 Vana vanoshandisa mazita evanhu mumitsara vari mumapoka evana vana Danho 3 Vana vanopakura zvavaita vari mumapoka vamwe vakateerera Danho 4 Vana vanonyora mitsara vachishandisa mazita anopiwa vanhu mumabhuku mumwe mumwe Mhedziso Mudzidzisi anodoma mazita akasiyana siyana vana voumba mitsara nemazita iwayo		Plusone Gwaro reChishanu Bhuku revadzidz peji 156	
Chidzidzo 3&4	NZWISISO Madzishe	Panopera chidzidzo vana vanotarisirwa kunge vogona :----- --kuverengandima chinyararire. --kupindura mibvunzo mitanhatu	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: --Vana vanogona kuverenga. Nhanganyaya Vana vanoverenga mazwi matsva ari mundima yavachaverenga Danho 1 Mudzidzisi nevana vanotaurirana zvinoreva mazwi avaverenga pamakadhi Danho 2 Mudzidzisi anopa vana muenzaniso wekuverenga kwakanaka ivo vakateerera Danho 3 Vana vanopana mikana yekuverengandima mumwe mumwe vamwe	Makadhi ane mazwi matsva ari mundima Basa pachidziro	National Indigenous Languages syllabus 2024_2030 Gr 3-7 page 47 HBC Plusone Gwaro reChishanu	

		yenzwisiso yavaverenga		vakateerera Danho 4 Mudzidzisi nevana vanotaurirana zvavanzwa uye zvavadzidza kubva mundima Danho 5 Vana vanopindura mibvunzo yenzwisiso mitanhatu kubva pachidziro Mhedziso Mudzidzisi anobvunza vana mibvunzo kubva mundima yavaverenga		u Bhuku revadzidz peji 128	
Chidzidzo 5&6	PFUPISO	Vava vanotarirwa kukwanisa ku:- - Kuverenga ndima zvakadzama kupfupikisa nzwisiso inoti Madzishe ndadzoka nemazwi asingapfuuri makumi matatu nemashanu	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva Vana vanogona kuverenga nyaya Nhanganyaya Mudzidzisi anotsanangurira vana manyorero akanaka epfupiso Danho 1 Vana vanoita majana ekuverenga ndima :madzishe Danho 2 Vana vanopindura mibvunzo kubva pamakadhi pamusoro pezvidzidzo kubva mundima- Madzishe mumapoka Danho 3 Vana vanoita majana okupa zvavawana kubva mumapoka avo vamwe vakateerera Danho 4 Vana vanonyora pfupiso mumabhuku	,makadhi ane mazwi matsva kubva mundima	National Indigenous Languages syllabus 2024— 2030 Gr 3-7 Page 49 HBC Plusone Gwaro reChishanu Bhuku revadzidz peji 140	

				avo mumwe nemumwe ega Mhedziso Vana vanoverenga pfupiso dzavo vamwe vakateerera			
Ch idz idz o 7	Purojekiti Chikamu 4 Kuvandudza pfungwa yakasarudzwa	-kuvandudza pfugwa yavakasarudza papurojekiti yavo	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora dambudziko reprojekiti Nhanganyaya Mudzidzisi anorondedzera vana pamusoro pepurojekiti Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pekuvandudza pfungwa yepurojekiti Danho 2 Vana vanonyora purojekiti yavo Mhedziso Mudzidzisi anobvunza zvadzidzwa nevana, vana vachipindura mibvunzo	Zvitai tai Makadhi ebasa	National Indigenou s Language s syllabus 2024— 2030 Gr3_7	

Ch idz idz o 8	Rondedzero Munhu ane mukurumbira wandinoziva	Panopera chidzidzo vana vanotarisirwa kunge vogona ku: Kuumba mitsara neChiShona chakanaka Kunyora rondedzero ine pfungwa dzakarongwa zvakanaka nemazwi asingapfuuri zana nemakumi maviri	Kutaura Kunyora Kuverenga Kuteerera	Zvinofungirwa vana kuziva: Vana vanogona kunyora zvirevo Nhanganyaya Vana vanodoma vanhu vane mukurumbira vari munharaunda dzavo Danho 1 Mudzidzisi nevana vanoita hurukuro pamusoro pefungwa dzingashandiswe mukunyora nyaya ine musoro unoti munhu ane mukurumbira wandinoziva Danho 2 Vana vanonyora rondedzero mudzidzisi achiongorora Mhedziso Vana vatatu vanoverenga rondedzero dzavo vamwe vakateerera	Mifananidzo yevaimbi Pfungwa dzekushan disa muronded zero pamakadhi	National Indigenou s Language s syllabus 2024— 2030 Gr3_7 page 25—26 HBC Plusone Gwaro reChishan u Bhuku revadzidz peji 156	