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

CURRICULUM FOR BASIC EDUCATION
STANDARD I AND II

2016

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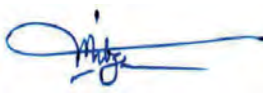

Acting Director General
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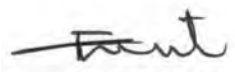
Foreword

The decision to improve the curriculum for standard I and II was a result of the government plan to develop skills in Reading, Writing and Arithmetic (3Rs). The 2015 Curriculum was prepared with consideration of various criteria and guidelines related to the learning of the 3Rs by a Standard I and II pupil. The 2005 Curriculum was also considered for the purpose of identifying other areas of learning for a Standard I and II pupil. The curriculum was prepared in consideration of to the fact that the early years of learning are vital for a child's cognitive, physical as well as social development.

The 3Rs are fundamental in enabling the pupil to learn effectively and to cope with higher levels of study to the required standards. This curriculum aims to develop the learner with regard to the 3Rs by engaging them in different activities while learning. Therefore, the main role of the teacher is to enable the pupils to learn and develop their competences in the 3Rs. This curriculum is in line with the developmental stages and needs of a Standard I and II pupil.

This curriculum will be interpreted in different guides in order to enable the stakeholders to implement it as expected. The main curriculum guide is the syllabus, which will be used by the teacher for teaching. In addition, the teachers will be required to read the curriculum in order to gain a wider perspective of what they implement in their teaching. It is also important for other education stakeholders to use the curriculum when implementing and monitoring the learning of the 3Rs by a Standard I and II pupil. This curriculum will be continuously reviewed and improved; hence, any recommendations should be addressed to the office of the Director General, Tanzania Institute of Education.



Prof. Eustellah Bhalalusesa

Commissioner for Education

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List of Acronyms and Abbreviations

3Rs	Reading, Writing and Arithmetic
CBP	Children's Book Project
EQUIP	Education Quality Improvement Programme
GPE	Global Partnership for Education
ICT	Information and Communication Technology
LANES	Literacy and Numeracy Education Support
MEST	Ministry of Education, Science and Technology
NECTA	National Examination Council of Tanzania
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Programme
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
TIE	Tanzania Institute of Education
TZ21	Tanzania 21st Century Basic Education Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

1.0 Introduction

1.1 Background Information

The curriculum for primary education was reviewed in 2005 in order to meet the demands of the Education and Training Policy, Educational Sector Development Programme (1999-2009), and the Tanzanian Vision for Development 2025. The review also took into consideration the Primary Education Development Programme (PEDP) 2000-2006, National Strategy for Growth and Reduction of Poverty (NSGRP), as well as recommendations by several education research studies and education stakeholders. Further, the review put into consideration the needs of society, science and technology as well as a learner-centred perspective of teaching and learning.

The follow- up of the implementation of the 2005 Curriculum showed that some pupils are experiencing problems related to Reading, Writing and Arithmetic (3Rs). The 3Rs are fundamental skills in enabling pupils to learn effectively and to cope with the higher levels of study to the required standards. So, in 2013, nationwide research was conducted to assess the Standard II pupils' competence in 3Rs. The intention of the assessment was to determine pupils' ability in those basic skills. The results of the study revealed that there was an acutely low level of skills among pupils with regard to the 3Rs. Hence, the government has seen the importance of preparing a revised curriculum for Standard I and II pupils in order to ensure that all pupils learn effectively and develop the 3Rs skills.

This curriculum is organised into nine chapters as follows: introduction; structure of the curriculum; time allocation and number of periods; resources required for the implementation of the curriculum; learning and teaching; management, monitoring and evaluation; learning outcomes; and assessment criteria.

1.2 Rationale for Reviewing the Standard I and II Curriculum

The 2005 Primary Education Curriculum commenced at Standard I and ended at Standard VII. Research shows that the Curriculum for Standard I and II was overloaded with subjects, causing teachers to overemphasise the teaching of subject content and placing less emphasis on the development of the basic skills and competences in Reading, Writing and Arithmetic that are necessary in order for learners to effectively learn content. The subjects on that curriculum were Kiswahili, Mathematics, English, Science, Vocational Skills, Information and Communication Technology, Personality, and Games and Sports.

In order to develop pupil competency in the 3Rs, a separate curriculum is necessary for Standard I and II. This curriculum has been designed in light of the views of various education stakeholders, such as parents, teachers, pupils, researchers and others, who made similar recommendations. This curriculum is focused on strengthening pupils' competence in the 3Rs, and it effectively replaces the 2005 Curriculum for Standard I and II.

1.3 The Context of the Curriculum

This Standard I and II Curriculum reflects the social, economic, and political context of the 21st Century. The curriculum also takes into consideration the developments in the field of Information and Communication Technology (ICT), which have made a significant contribution to the learning of the 3Rs. Due to increased cooperation among individuals and nations, as a result of globalisation, this curriculum is prepared to meet both national and international demands.

The Education and Training Policy of 2014 emphasises that both Kiswahili and English will be developed and used as the media of instruction at all levels of education. In this context, some schools (English-medium schools) will use English for teaching and learning while other schools (Kiswahili-medium schools) will use Kiswahili. Therefore, the development of competence in the 3Rs in English-medium schools in Standards I and II will be carried out in English. The teaching of other subjects, including Kiswahili, will be introduced in Standard III.

1.4 Objectives

This Curriculum is intended to help the pupil to:

i) develop Reading, Writing and Arithmetic skills.
ii) practice simple communication.
iii) maintain health and hygiene.
iv) build physical fitness and cooperation with others.
v) adopt a positive attitude towards learning.
vi) care for the environment.
vii) have self-awareness and develop talents.
viii) grow spiritually and morally according to the pupil's faith.

2.0 Structure and Organisation of the Curriculum

This curriculum focuses on competences and is divided into two main areas of learning; namely, 3Rs and supportive skills. The 3Rs constitute the basis of this curriculum, which aims to enable Standard I and II pupils to read, write and do arithmetic. These skills are usually developed alongside listening and speaking skills. The area of supportive skills focuses on other competences which, when developed, will help the pupils to improve their Reading, Writing, and Arithmetic and to cope with daily-life challenges. Therefore, under this curriculum, the other skills are aimed at developing the pupil physically, psychologically, morally and socially by participating in games and sports, visual arts, music, drama, and religious studies, which are important for the pupil's moral and spiritual development. The competences in the 3Rs and supportive skills are shown in the following sections.

2.1 Competences in Reading, Writing and Arithmetic

This curriculum has been prepared to enable Standard I and II pupils to build their competence in Reading, Writing and Arithmetic. Tables 1 and 2 illustrate the specific competences that the pupil is expected to develop.

Table 1: 3Rs Competences for Standard I

SN	Reading	Writing	Mathematics
1	Communicating orally	Using the basic elements of writing	Recognising numbers
2	Phonemic awareness (Sound recognition)	Forming alphabetic letters	Using number operations
3	Phonics (soundletter relationship)	Writing with accuracy and coherence	Recognising numbers and relationships
4	Reading fluently	Writing in correct sequence	Recognising measurements
5	Reading and listening for comprehension	Writing in print style	Recognising shapes and figures
6	Using vocabulary		Listing and collecting objects

Table 2: 3Rs Competences for Standard II

SN	Reading	Writing	Mathematics
1	Communicating orally	Forming letters and developing handwriting	Recognising numbers
2	Phonics (sound-letter relationship)	Forming words in print style	Using number operations
3	Reading and listening for comprehension	Writing in correct sequence	Recognising numbers and relationships
4	Reading fluently	Writing with sensation and originality	Recognising measurements
5	Using vocabulary	Writing with accuracy and coherence	Recognising shapes and figures
			Listing and collecting objects, assembling and arranging things

2.2 Competences in Supportive Skills

The supportive skills focus on competence, as was the case with the 3Rs. Table 3 shows the performance ability that the learner is expected to develop in Standard I and II.

Table 3: Competences in Supportive Skills for Standard II

SN	Competences in Healthcare and the Environment	Competences in Developing Sports and Arts
1	Recognising parts of the human body	Playing familiar games
2	Recognising ways to protect against diseases	Creating various artistic works
3	Recognising living things found in the environment	Singing familiar songs
4	Cleaning and caring for the environment	Performing plays/drama
5	Identifying different ways of providing first aid	

3.0 Time allocation and Number of Periods

In order to achieve the objectives of this curriculum and achieve the expected learning outcomes, the Standard I and II pupil will study six subjects: Reading, Writing, Arithmetic, Health care and Environments, Developing Sports and Arts. Religious studies are among the subjects on the Standard I and II Curriculum. There are 15 hours of teaching time per week, and six (6) 30-minute periods per day so, each day, a pupil will engage in a total of 3 hours of instructional time. The time allocated shows that Reading, Writing and Arithmetic make up 80%, while Supportive skills cover 13%, and Religions Studies 7% of the total learning time. Table 4 shows the time allocated for each subject.

Table 4: Time Allocation and Number of Periods

Subject	No. of hours per week	No. of periods per week
Reading	5	10
Writing	3	6
Arithmetic	4	8
Healthcare and Environment	1	2
Developing Sports and Arts	1	2
Religious Studies	1	2
Total	**15**	**30**

4.0 Resources required for the Implementation of the Curriculum

The resources required to implement this curriculum are divided into two main groups: (1) human resources, and (2) material resources.

4.1 Human Resources

A Standard I and II teacher must be specially trained to teach at the early primary level. The salient qualifications of the 3Rs teacher are stipulated in the MEST guide to the implementation of the teaching and learning of t h e 3Rs. Together with those qualifications, any 3Rs teacher is supposed to build and maintain the following competences:

a) Teaching

A Standard I and II teacher is supposed to have knowledge and skills in:

i) Preparing lessons aimed at developing the pupils' competences;

ii) Teaching by integrating the 3Rs skills;

iii) Teaching the 3Rs to pupils with diverse language backgrounds and other learning difficulties;

iv) Using ICT in the teaching of the 3Rs;

v) Preparing pupils to learn the 3Rs;

vi) Effective communication in the teaching of the 3Rs; and

vii) Developing and improvising teaching and learning aids for the 3Rs.

b) Assessment and Evaluation

A Standard I and II teacher should have knowledge and skills in:

i) Preparing assessment tools for the 3Rs;

ii) Using appropriate strategies and tools for assessing pupils' learning of the 3Rs;

iii) Keeping records of pupils' progress in the learning of the 3Rs; and

iv) Giving feedback to pupils and parents in order to improve learning.

4.2 Material Resources

The implementation of this curriculum requires an appropriate learning environment and the availability of facilities that meet the requirements of the curriculum. The qualities of the learning environment and facilities are outlined in sections 4.2.1 and 4.2.2 below.

4.2.1 Characteristics of the Teaching Environment for Learning 3Rs

a) Playgrounds

i) An area big enough to meet the requirements of all pupils; and

ii) A clean area that does not contain anything which might harm the pupils.

b) Class and Classroom Specifics:

i) The classroom should be 6 metres long and 6 metres wide.

ii) The class size should not exceed 45 pupils.

iii) A single desk should be used by only two pupils.

iv) The distance between the desks should be 1m.

v) The requirements of pupils with special needs should be considered.

vi) There should be a chair and a table for the teacher and assistant of Standard I and II.

vii) Shelves should be available on which to store books and teaching and learning materials for Standard I and II.

viii) There should be one (1) board (1.2m wide x 3m high) for writing on, plus one (1) board (1.2m wide x 2.4m high) for displaying teaching and learning materials.

ix) There should be small pieces of wood in three corners of the classroom to enable the pupils to practise.

c) Learning Corners

Each class will have a corner for learning that should consist of;

i) Shelves containing books and reading cards for self-reading, and

ii) Chairs, tables, benches or mats.

4.2.2 Teaching and Learning Materials

Different materials that help in the implementation of the curriculum will be used. Various stakeholders will participate in the preparation of these materials.

a) A toolkit for studying the 3Rs

Standard I-II pupils will use 3Rs toolkits which have been prepared in accordance with the MEST standards. The toolkits will consist of number cards, word cards, letter cards, and charts showing human body parts.

b) A textbook and teacher's guide

TIE, in collaboration with different education stakeholders, will prepare a Teacher's Guide and textbooks for the current curriculum. MEST will approve the use of the two documents. The Teacher's Guide will be in line with the syllabus for a specific class. During practical implementation, the relationship between the two (documents) will be consistent with the MEST guidelines.

c) Supplementary books

Different stakeholders in education will prepare the books and TIE will evaluate them with regard to the curriculum. MEST will approve the use of the books as well as provide a list of books selected for use.

d) Supportive materials for pupils with special needs

Learning materials for pupils with special needs, such as voice recorders, hearing aids, and Braille machines for pupils with hearing and sight impairment will be used.

5.0 The Teaching and Learning Process

There is a myriad of current evidence about how young children learn best, and this curriculum has been designed to adhere to this widely accepted research. This curriculum has considered the 21st century research studies which have shown that every child has the potential to learn, and that pupil participation is key in the learning process. In this kind of learning, the pupil becomes the centre of the learning process, and the teacher assumes the role of a facilitator rather than being the source of knowledge for pupils to receive. From this perspective, the teaching approaches and strategies will be, essentially, participatory in nature.

Under this participatory approach, the 3Rs programme also emphasises a phonics-based approach to reading. This approach relates the sounds and letters, hence helping the pupil to read faster and most easily, and to recognise the spellings of words. It also enables the pupil to write words correctly. All languages that use the alphabetic system have many similar sounds. In light of this, the phonic approach will help the pupil to read any similar language easily.

6.0 Supervision

Effective supervision will facilitate the implementation of the curriculum. All key stakeholders in the curriculum will participate in monitoring its implementation. This monitoring will begin at the school level and continue up to the ministry level. Monitoring at the school level is the pillar for the implementation of the curriculum. The Head of School, the School Committee and the Ward Education Officer will act as the main supervisors at the school level. Through gathering direct evidence about teacher instruction, and conducting periodic meetings to discuss their findings, they will identify the progress of the Curriculum implementation and ways to support it. In order to emphasise the learning of the 3Rs, there will be 3Rs Coordinators in schools. Generally, the monitoring of the curriculum will adhere to the Ministry of Education, Science and Technology guidelines, which stipulate the roles of different stakeholders in this regard.

7.0 Monitoring and Evaluation

The main focus of the monitoring is to collect data about how the Curriculum is implemented. The data will allow informed decisions to be made that will guide future planning. All curriculum stakeholders, including the school committees, school staff, parents, pupils and quality assurers shall be involved in monitoring and addressing any Curriculum issues. The ministry responsible for education provides directives on the form of monitoring from the school to the ministry level. There shall be a system of internal and external monitoring.

The Head Teachers are the primary actors regarding internal monitoring. The information resulting from the monitoring exercises shall be analysed and submitted to the TIE and other stakeholders. The reports shall be used to improve the future implementation of the curriculum.

Curriculum evaluation is a system process of inquiry. The aim of investigation is to determine whether the curriculum that has been designed and implemented has produced or is producing the intended and desired results. Evaluation illuminates all the areas of the curriculum, including the objectives, competences, content, teaching and learning strategies, teaching and learning aids, learning environment and assessment. The continuous and summative evaluation of the curriculum will be achieved by involving various stakeholders in collaboration with TIE. Summative evaluation will be performed every two years, whereas continuous evaluation will be carried out during the course of teaching and learning. There shall be a system of internal and external evaluation. The former is usually an in-house activity conducted by members of the school while the latter entails engaging people from outside the school to undertake the activity.

8.0 Assessment of Learning

Assessment is an important aspect of the teaching and learning process. Under this curriculum, assessment is expected to help the pupils to decide on their learning practices, and set objectives that will enable them to learn more. There will be three kinds of school-based assessment of pupils' learning: initial assessment, diagnostic assessment, and continuous assessment. At the end of Standard II, pupils will then take the National Assessment.

8.1 Initial Assessment

Initial assessment will be carried out in order to determine the learners' background and knowledge. This will be done immediately after the pupil's report to school. This will help the teacher to identify individual learner needs. The teachers will, then, be able to create plans for them in order to meet the expected learning goals. This assessment can also be used for the placement of learners. Therefore, schools should assess learners before they begin Standard I.

8.2 Diagnostic Assessment and Screen Testing

This is the type of continuous assessment that is done in order to gather information about the pupil's mastery of Reading, Writing and Mathematics skills. Such information should be used to offer relevant support and advice to the pupil. Sometimes, advice from a medical expert may be important, especially for impaired pupils.

A longside diagnostic assessment, screening tests or screening examinations will be used in order to identify pupils with learning difficulties associated with the learning of Reading, Writing and Arithmetic in order to plan remedial measures. This kind of assessment can be implemented after the pupils have been studying for a period of three (3) or more months. There are some screening tests available in various studies that can be used as well.

8.3 Continuous Assessment

This is an assessment process that is done formally and informally during the entire period in which the teacher interacts with pupils inside and outside the classroom. This assessment will constitute an important part of the teacher's preparation, whereby the teacher will use the results of the pupils' daily work and observation of the learning processes, both inside and outside the classroom, to determine their progress in the learning of 3Rs.

8.4 National Assessment for Standard II

At the end of Standard II, all pupils will take a National Assessment. The assessment is designed to assess all of the critical competences that the pupils must master by the end of Standard II. The assessment will be designed by the National Examination Council of Tanzania (NECTA) and administered by classroom teachers. The assessment will include a variety of question types and forms. Assessment tools will be distributed to all schools and the marking will be done at the school level. The result of the assessment will be used as a tool to enhance the teaching and learning process in a particular school. Furthermore, the assessment results will be compiled by NECTA to obtain National Assessment results for Standard II.

9.0 Learning Outcomes and Assessment Criteria

The success of the implementation of the curriculum will be measured by assessing the performance of the pupils' learning. The following are the learning outcomes and assessment criteria that must be applied for all assessment purposes.

9.1 Assessment of Reading Activities

The Standard II pupil is expected to:

- **Recognise sounds:** The Standard II pupil will be evaluated by assessing his or her ability to read the English sounds of the letters provided. The standard of the performance will be established by determining the percentage of sounds pronounced correctly by the pupil.
- **Decode invented (Non) Words:** The Standard II pupil will be able to decode at least 40 invented words correctly. The performance criteria will be based on the percentage of words decoded correctly by the pupil.
- **Vocabulary:** The Standard II pupil will read level-appropriate vocabulary.
- The standard of performance will be determined by the percentage of correct responses given by the pupil.
- **Read for comprehension:** The Standard II pupil will read a text and give the correct responses. The standard of performance will be determined by the percentage of correct responses given by the pupil.
- Read the Standard II pupil will read at least 50 words per minute.

9.2 Assessment of Writing Activities

The Standard II pupil is expected to:

- Write simple words and complex sentences that are coherent. The assessment criteria are obtained by calculating the percentage of correct answers given by the pupil.
- Use capital and lower-case letters correctly. The assessment criteria will be obtained by calculating the percentage of correct use by the pupil.
- Use four punctuation marks correctly (full stop, comma, exclamation mark and question mark). The assessment criteria are obtained by calculating the percentage of correct answers given by the pupil.
- Write a simple story that is coherent (paragraphs), with standard spelling, sentence structure and punctuation.

9.3 Assessment of Mathematics Activities

The Standard II pupil is expected to perform the following:

- **Addition and subtraction:** to conduct some addition and subtraction activities for 3-digit numbers. The standard of performance will be determined by the percentage of correct responses given by the pupil.
- **Complete Number Patterns:** to fill in a missing number in a series of four numbers, one of which is missing. The standard of performance will be determined by the percentage of the correct responses given by the pupil.
- **Fractions:** to recognise and relate drawings that show fractional parts with numerical fractions. The standard of performance will be determined by the percentage of correct responses given by the pupil.
- **Geometry:** to recognise, identify and draw basic geometric shapes and lines.
- **Measurement:** to use simple standard and non-standard measures to measure and describe time, volume, weight and length.
- **Data:** to interpret simple data representations that describe familiar things or activities.