

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

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

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## TABLE OF CONTENTS

<b>LIST OF TABLES .....</b>	<b>v</b>
<b>ACRONYMS .....</b>	<b>vi</b>
<b>MESSAGE FROM THE TANZANIA INSTITUTE OF EDUCATION ..</b>	<b>vii</b>
<b>PREFACE .....</b>	<b>viii</b>
<b>PART I: PRE-PRIMARY EDUCATION CURRICULUM</b>	
<b>1.0 INTRODUCTION .....</b>	<b>1</b>
1.1 Background .....	1
1.2 Concept of Pre-Primary Education .....	1
1.3 The Context of Pre-Primary Education Curriculum .....	2
1.4 Policy Statements on Pre-Primary Education .....	2
1.5 Objectives of Pre-Primary Education .....	4
1.6 Intended Competences .....	4
1.7 Target Group for the Curriculum .....	5
<b>2.0 CURRICULUM PERSPECTIVES .....</b>	<b>5</b>
2.1 Competence-based and Inclusive Pre-Primary Education Curriculum .....	5
2.2 Philosophy of Education .....	5
2.3 Use of Information and Communication Technology in Teaching and Learning .....	5
2.4 Medium of Instruction .....	6
2.5 Principles Guiding the Provision of Pre-Primary Education .....	6
2.6 Transition Period .....	6
<b>3.0 CURRICULUM CONTENT .....</b>	<b>7</b>
3.1 Learning Areas .....	7
3.2 Cross-Cutting Issues .....	8
<b>4.0 CURRICULUM IMPLEMENTATION .....</b>	<b>9</b>
4.1 Procedures for the Provision of Pre-Primary Education .....	9
4.2 Resources .....	10
4.3 Timeframe for the Implementation of the Curriculum and Number of Periods .....	10
4.4 The Teaching and Learning Environment .....	12

4.5	Teaching and Learning Methods .....	12
4.6	Teaching and Learning Materials .....	12
4.7	Assessing Child Development and Learning .....	12
4.8	Quality Assurance in Pre- Primary Education .....	15
4.9	Monitoring and Evaluation of the Pre-Primary Curriculum .....	16
4.10	Curriculum Supervision .....	16
4.11	Continuous Professional Development for Teachers .....	17
4.12	Parents/Guardians and Community Involvement .....	17
4.13	Partnership between Public Sector and Other Stakeholders .....	17

## **PART II: PRE-PRIMARY EDUCATION SYLLABUS**

1.0	Introduction .....	19
2.0	Syllabus Structure .....	19
2.1	Overarching Competence .....	19
2.2	Specific Competence .....	19
2.3	Activities to be Performed by the Child .....	19
2.4	Recommended Performance Indicators .....	19
2.5	Number of Periods .....	19
3.0	Syllabus Content .....	20

## LIST OF TABLES

<b>Table 1:</b> Cross-Cutting Issues in Pre-Primary Education .....	9
<b>Table 2:</b> Distribution of Time and Daily activities.....	11
<b>Table 3:</b> Competences, Time Allocation and Periods per Week .....	11
<b>Table 4:</b> Assessment Criteria and Performance Indicators for Specific Competences .....	13

## ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
AKU	Aga Khan University
CCIs	Cross-Cutting Issues
DUCE	Dar es Salaam University College of Education
ECE	Early Childhood Education
EFA	Education For All
ESDP	Education Sector Development Plan
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
ILO	International Labour Organization
MoEST	Ministry of Education, Science and Technology
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
NSGPR	National Strategy for Growth and Poverty Reduction
PEDP	Primary Education Development Programme
PO-RALG	President's Office – Regional Administration and Local Government
TIE	Tanzania Institute of Education
UDOM	University of Dodoma

## MESSAGE FROM THE TANZANIA INSTITUTE OF EDUCATION

The first five years in the life of the child are very important in his/her development and learning. During this period, foundations for life-long learning that enable the child to grow cognitively, physically, morally and socially are developed. To a large extent, the child's success in the development process depends on the quality of the Pre-Primary Education curriculum.

The Tanzania Institute of Education has developed a Pre-Primary Education Curriculum that reflects the Government's efforts to bring about economic transformation in the country through education, as stated in the Tanzania Development Vision 2025. The content of this curriculum will guide its users to enable the child develop the necessary competences for learning and managing his/her own life. Due to Scientific, Technological and Economic factors, the community needs are constantly changing. So, this curriculum will be reviewed and improved from time to time, in order to cope with such changes.

I wish to extend my heartfelt gratitude to different Pre-Primary Education stakeholders from various Government and Non-Government institutions who participated in the preparation of this curriculum and syllabus. These institutions include the Aga Khan University (AKU), the University of Dodoma (UDOM), Dar es Salaam University College of Education (DUCE), Butimba and Nachingwea Teachers' Colleges. Other institutions are Chang'ombe Pre-Primary School, Mlimani Pre-Primary School, Quality Assurance Department (Ministry of Education, Science and Technology Headquarters and Dodoma Zone), and the National Examinations Council of Tanzania (NECTA).

Considering that curriculum development is a process that takes into account the needs of the society, the Tanzania Institute of Education welcomes comments from all education stakeholders for the improvement of this curriculum. All comments should be sent to the Director General, Tanzania Institute of Education.



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

## PREFACE

Curriculum is an important teaching and learning tool at any level of education and it reflects the quality of education being provided in the country. The aim of this Pre-Primary Curriculum and Syllabus is to guide Pre-Primary school teachers and other education stakeholders in Tanzania to provide quality education and care that meet the acceptable national and international standards. In this Pre-Primary curriculum and syllabus, the emphasis is on developing child's competences that will enable him or her to successfully learn in Primary school and other levels of education. The competences developed through this curriculum and syllabus are expected to enable the child to develop holistically, that is, physically, cognitively, emotionally and socially.

This Pre-Primary Education Curriculum and Syllabus has been prepared in accordance with the policy statements contained in the Education and Training Policy of 2014. The policy states that Pre-Primary Education will be provided for not less than one year to children aged between three to five years. This curriculum targets the child aged five years. Nonetheless, children aged three or four years may join Pre-Primary school when they demonstrate that they are ready for school. Moreover, this curriculum has been prepared considering economic, scientific, social and technological changes so as to meet the needs of the Tanzanian child.

This Curriculum and Syllabus have been prepared by experienced professionals in the field of Early Childhood Education (ECE). I sincerely expect that the implementers of this curriculum will enable the child to develop the intended competences as outlined in the curriculum.



**Dr. Edicome C. Shirima**  
**Acting Commissioner for Education**  
**Ministry of Education, Science and Technology**



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## **PART I**

# **PRE-PRIMARY EDUCATION CURRICULUM**

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## **1.0 INTRODUCTION**

### **1.1 Background**

In the year 2005, the Pre-Primary Education Curriculum was revised in order to meet the requirements of the 1995 Education and Training Policy, the Education Sector Development Plan (ESDP) 1999 – 2009, and the Tanzania Development Vision 2025. The review also took into account the Primary Education Development Programme (PEDP) of 2002-2006, the National Strategy for Growth and Poverty Reduction (NSGPR), recommendations from researches in education, the teaching and learning needs, and views from various education stakeholders.

Prior to 2005, the curricula for Pre-Primary, Primary and Secondary education, was content driven. In 2005, the curriculum was reviewed and emphasised the development of competences. However, the revised curriculum did not achieve the goal of developing competences among the learners.

In 2015, the Ministry of Education Science and Technology reviewed the Primary Education Curriculum beginning with standard I and II. The main aim of the review was to foster competence in literacy and numeracy in the early grades. Syllabi for Reading, Writing and Arithmetic were prepared. Following the revision of standard I and II syllabi, the next step was to review the curriculum for other levels including Pre-Primary Education, which was reviewed in 2016. The Pre-Primary Curriculum review was influenced and guided by the Education and Training Policy of 2014 and recommendations from stakeholders. The Pre-Primary Curriculum has also taken into account that quality Pre-Primary Education is critical for children's learning and development. A child who has a good foundation for learning will transit well in other levels of education.

### **1.2 Concept of Pre-Primary Education**

Experts in Early Childhood Education share a common view about the importance of quality education in the early years. However, the experts differ in defining the concept of early childhood education due to different perspectives they hold about child learning. Education in the years prior to joining Primary school is described differently in

different contexts depending on the age of the child. In Tanzania, it is termed as Pre-Primary Education, and it refers to the education provided to children prior to joining standard one.

### **1.3 The Context of Pre-Primary Education Curriculum**

This curriculum and syllabus have been prepared in line with the provision of Quality Education for All (EFA). EFA recommends a curriculum that provides a child an opportunity to engage in active learning experiences. Extensive and rapid advances in science and technology especially in Information and Communication Technology (ICT) have also necessitated changes in teaching and learning. In order to cope with these developments, the curriculum should emphasise learner-centred approaches and the use of ICT in the teaching and learning process.

On the other hand, private initiatives in the provision of education have increased. These initiatives are a result of the *Public-Private Partnership policy*, which has led to an increase in the participation of the private sector in the provision of social services including education. Furthermore, globalization has increased cooperation among people across nations. Therefore, there is a need for a curriculum that focuses on national, regional and global demands in order to prepare the Tanzanian children to grow and live in the competitive world.

### **1.4 Policy Statements on Pre-Primary Education**

This curriculum has been prepared in accordance with various national and international policy statements and declarations. These declarations and statements include:

(i) **The Convention on the Rights of the Child (CRC) of 1989**

This curriculum has taken into account important aspects set forth in the Convention on the Rights of the Child, which states the right to life, the right to be developed, the right to participation, the right against discrimination and the right to protection. The curriculum has also put emphasis on developing the child in all aspects, which are physical, mental, social, and emotional domains.

(ii) **The World Declaration on Education for All of 1990 and a Framework for Action of 2000**

The World Declaration on Education for All identified six goals, of which goal number one specifically focuses on Pre-Primary Education. To achieve this goal, the Government has formalized Pre-Primary Education and made it mandatory for all children of Pre-Primary school age. Moreover, the Government is committed to the provision of quality education for all children.

(iii) **The African Charter on the Rights and Welfare of the Child (ACRWC) of 1990**

This curriculum pays attention to key rights of the child specified in African Charter on the Rights and Welfare of the Child. Such rights include non-discrimination, child development and participation as well as economic, social, and cultural rights. Other aspects are child protection in accordance with acceptable cultural, historical, customs and traditions of the respective society.

(iv) **The Education and Training Policy (ETP) of 2014**

This curriculum has taken into account important pronouncements in the 2014 Education and Training Policy. The policy states that, the duration of Pre-Primary Education will be one year and the target group will be children aged three to five years.

(v) **The International Labour Organization (ILO) Policy Guideline on the promotion of Decent Work for Early Childhood Education Personnel**

Considering the provisions of this policy guideline, this curriculum has specified important principles including an emphasis on quality Pre-Primary education that meets international standards. This curriculum has also taken into account the overarching goal of Pre-Primary Education, code of ethics for Pre-Primary teachers, and other important principles related to the teaching and learning as emphasized in this guideline.

(vi) **National Strategy on Inclusive Education (2009-2017)**

The National Strategy for Inclusive Education emphasizes that all children have the right to education regardless of their conditions.

It also stresses that the teaching and learning process should reflect the needs of each child. This curriculum emphasizes the use of appropriate teaching and learning materials for children with special needs.

### **1.5 Objectives of Pre-Primary Education**

The objectives of Pre-Primary Education are to:

- (i) promote the overall development of the child, that is, his or her mental, physical, social and emotional characteristics and capabilities;
- (ii) identify children with special needs and provide appropriate intervention;
- (iii) mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behavior;
- (iv) enable the child acquire, appreciate, respect and develop pride in his or her national identity, cultural backgrounds, moral values, and customs and traditions that are acceptable in his or her society;
- (v) promote the child's early learning skills and lifelong appreciation of learning;
- (vi) develop in a child self-consciousness, self-confidence, self-esteem and respect for others;
- (vii) promote the child's consciousness in caring for the environment and its resources;
- (viii) develop creative and logical thinking skills; and
- (ix) prepare the child for primary school education.

### **1.6 Intended Competences**

This Pre-Primary Education Curriculum intends to develop the following competences:

- (i) Ability to relate to each other;
- (ii) Ability to communicate;
- (iii) Ability to care for his/her health;
- (iv) Ability to care for the environment;
- (v) Mastering artistic skills; and
- (vi) Applying mathematical concepts.

## **1.7 Target Group for the Curriculum**

The target group of the Pre-Primary Education Curriculum is all children aged five years, including those with special needs. Children aged three to four years may be allowed to enroll in Pre-Primary classes if early assessment reveals that they are ready for school. The assessment will be guided by the following indicators:

- (i) Ability to be independent;
- (ii) Ability to express him/herself; and
- (iii) Ability to follow simple instructions.

## **2.0 CURRICULUM PERSPECTIVES**

This curriculum is based on different perspectives as outlined below:

### **2.1 Competence-based and Inclusive Pre-Primary Education Curriculum**

The curriculum aims at enabling every child to develop competences that will help them to acquire their educational and developmental needs. The curriculum places the child at the centre of the learning process and promotes a life-long learning behavior. The curriculum is inclusive as it addresses the needs of all children including those with special needs, by facilitating their development and the ability to perform specific actions.

### **2.2 Philosophy of Education**

This curriculum is based on the philosophy of Education for Self-Reliance as stated in the Education and Training Policy of 2014. This philosophy has served as the basis for the provision of education in Tanzania since 1967. In the context of Pre-Primary Education, this philosophy implies that Pre-Primary education should focus on:

- (i) Providing education that reflects the needs of the society;
- (ii) Developing critical thinking skills and inquiring minds;
- (iii) Learning by relating theory to practice;
- (iv) Developing self-confidence, decision making skills and respect for human dignity; and
- (v) Enhancing participation in the social and economic life of the society.

### **2.3 Use of ICT in Teaching and Learning**

Different national and international policies and guidelines emphasize the use of ICT in the teaching and learning process. Such policies and guidelines include the Basic Education ICT Policy of 2007, the Education

and Training Policy of 2014 and the UNESCO policy guidelines of 2013. All these policies stress the importance of using ICT for quality teaching and learning at different levels of education including Pre-Primary Education. ICT should be used in different areas of the Pre-Primary curriculum when and where is appropriate.

## **2.4 Medium of Instruction**

The Education and Training Policy of 2014 states that Kiswahili and English languages shall be the media of instruction in Pre-Primary schools. The Pre-Primary curriculum is written in Kiswahili and English languages for Kiswahili and English media schools respectively. Sign language shall be used for children with hearing impairment.

## **2.5 Principles Guiding the Provision of Pre-Primary Education**

The provision of Pre-Primary Education is guided by the following principles:

- (i) Availability of a friendly, stimulating and safe teaching and learning environment;
- (ii) The use of an appropriate curriculum that emphasizes play-based teaching and learning processes;
- (iii) Availability of qualified teachers with specialized training in Early Childhood Education;
- (iv) Active participation and involvement of parents/guardians and the community;
- (v) Availability of appropriate services for children with special needs; and
- (vi) Use of simple and friendly technology in the teaching and learning for promoting child's creativity.

## **2.6 Transition Period**

The early years of the child's life are very critical to his/her development and later learning. The child's early experiences and environment lay a foundation for his/her later development as well as success at school and in life. It should also be noted that children come to school with different knowledge, skills, experiences, languages, culture, customs and traditions from their families and communities. However, it is likely that the school environment will be different from the child's home environment leading



to challenges in the transition to school life. Therefore, smooth transition to facilitate the adjustment of the child to school life is highly needed.

Schools can enhance smooth transition from home to Pre-Primary school and from Pre-Primary to Primary school by establishing good relations with parents/guardians. Further, schools should cater for different needs of children and their communities. Children need the necessary and appropriate support during this period to build their self-confidence. Therefore, it is necessary to have conversations with children about noticeable changes they experience while encouraging them to talk about any other challenges they encounter.

### **3.0 CURRICULUM CONTENT**

#### **3.1 Learning Areas**

To effectively prepare the child for primary school, Pre-Primary Education should enable the child to develop competences in all areas. The Pre-Primary school should thus address all domains of child's learning and development. This curriculum has been designed with a focus on the following learning areas:

(i) *Personality, Social and Emotional development*

This area enables the child to develop competences related to self-awareness, personal care and caring for others; valuing himself/herself and others and develop good conduct in general. This area is important in enabling the child to be successful in all aspects of life.

(ii) *Language, Communication and Literacy development*

This area enables the child to develop competences in communication and it lays a foundation for early literacy skills that include mastering pre-reading and pre-writing. Other essential skills for a child to develop competence in language communication and literacy are speaking and listening.

(iii) *Creative, Expressive and Aesthetic development*

This area enables the child to develop competences in imagination, arts and communication. Giving children opportunities to think and discover things by using different tools and resources, they learn how to express their ideas, feelings, needs and experiences in creative ways.

(iv) *Mathematical and Logical thinking development*

This area enables the child to develop competences in using simple mathematical concepts. Competences developed in this area promote the child's courage and confidence in learning mathematical skills which will help him or her to learn successfully in the higher levels of education. Logical thinking skills developed in this area will also help the child to improve his/her level of understanding as well as making appropriate decisions. Basic mathematical skills include recognition of shapes, measurement of objects, sorting and arranging objects, and counting.

(v) *Health and Physical Development*

This area provides the child with the opportunity to develop a clear understanding of his or her body and various health related issues. Some of the important health related issues in this area are healthy eating, personal hygiene and various health practices.

(vi) *Development of Environmental awareness*

This area enables the child to develop love and care for the environment in which he/she lives. This area will also develop the child's capacity to recognize unsafe environments and take appropriate caution for his or her safety and that of others.

### **3.2 Cross-Cutting Issues**

This curriculum also addresses various Cross-Cutting Issues (CCIs) including road safety, Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), rights and responsibilities of the child, gender, life skills and environmental education. These CCIs have been integrated into the competences and reflected in the various teaching and learning activities. Table 1 shows Cross-Cutting Issues and the overarching competences in which specific issues have been integrated.

**Table 1: Cross-Cutting Issues in Pre-Primary Education**

Cross-Cutting Issue	Overarching Competency					
	Ability to Relate to each other	Ability to Communicate	Ability to Care for his/her health	Ability to Care for the environment	Mastering artistic skills	Applying mathematical concepts
Environmental Education	<b>X</b>	√	√	√	√	√
HIV/AIDS Education	√	√	√	√	√	√
Life Skills	√	√	√	√	√	√
Road Safety Education	√	√	√	√	√	√
Rights and Responsibilities of the Child	√	√	√	√	√	<b>X</b>
Gender Education	√	√	√	√	√	√

## 4.0 CURRICULUM IMPLEMENTATION

The implementation of this curriculum will take into consideration the following:

### 4.1 Procedures for the Provision of Pre-Primary Education

Established procedures, rules and guidelines will be taken into consideration in the supervision and implementation of the curriculum. All Pre-Primary schools are required to be registered in accordance with the registration guidelines prepared by MoEST. The provision of Pre-Primary Education shall observe the quality standards specified in the Operational Guidelines and Minimum Standards for Integrated Early Childhood Development Service Delivery in Tanzania.

Teaching and learning will be guided by the Pre-Primary Education Syllabus issued by MoEST. The teacher is expected to be flexible and creative in using teaching and learning methods and resources which are appropriate for the children's age, interests and abilities.

## **4.2 Resources**

Adequate availability of human, financial and physical resources is crucial for effective implementation of this curriculum.

### **a) Human Resources**

#### **(i) The Child**

The child is the main target of this curriculum; so, implementation of the curriculum should consider the child's needs, interest, age, ability and culture.

#### **(ii) The Teacher**

The Pre-Primary class teacher with appropriate training from a recognized institution shall be the main implementer of this curriculum. For effective teaching and learning, the Pre-Primary class should have at least two teachers depending on the class size. The teacher child ratio should be 1:25.

### **(b) Non-Human Resources**

The effective implementation of this curriculum requires availability of various non-human resources including infrastructure, furniture and teaching and learning materials. These resources should be adequate, child friendly and of good quality as per quality standards outlined in various guidelines by the MoEST. The resources should cater for the needs of all children including those with special needs. In addition, there should be funds for effective implementation of the curriculum.

## **4.3 Timeframe for the Implementation of the Curriculum and Number of Periods**

The Pre-Primary Education Curriculum shall be implemented in one year. The school year calendar shall have 194 days equivalent to 39 weeks with two terms. There will be five (5) periods per day (20 minutes

each) making a total of 25 periods per week. The school day will last for three hours and thirty minutes (3.30) as shown in Table 2.

**Table 2: Distribution of Time and Daily activities**

Activities	Time
Morning circle	25 minutes
Learning activities (20 minutes per period)	1 hour 40 minutes
Learning corners	40 minutes
Break time	35 minutes
Reflection circle	10 minutes

In the implementation of the curriculum, every competence has been assigned a certain number of periods and learning time per week. Table 3 presents a summary of the competences, recommended periods and allocated time for each competence.

**Table 3: Competences, Time Allocation and Periods per Week**

Overarching Competence	Number of Periods per Week	Learning Time per Week (Minutes)
Ability to relate to each other	2	40
Ability to communicate	6	120
Ability to care for his/her health	6	120
Ability to care for the environment	2	40
Mastering artistic skills	5	100
Applying mathematical concepts	4	80

#### **4.4 Teaching and Learning Environment**

In Early Childhood Education, the environment is crucial for child learning and development. It is important to make use of early childhood philosophies and theories for organizing the indoor and outdoor learning environment, and to provide the child with opportunities to learn by doing. The Pre-Primary class should be well organized and resourced in such a way that children will learn even in the absence of the teacher.

#### **4.5 Teaching and Learning Methods**

Teaching methods constitute one of the key factors that promote the child's interest in learning. To promote the child's interest, the teacher is required to use methods that will encourage children's participation in performing different activities. Since play is the main activity for young children, teachers are encouraged to use play to facilitate teaching and learning.

#### **4.6 Teaching and Learning Materials**

The effective teaching and learning of a young child depends very much on the use of proper teaching and learning materials. Therefore, in a Pre- Primary class there should be adequate provision of teaching and learning materials for both indoors and outdoors activities. The teacher should be knowledgeable and creative in order to make appropriate use of the teaching and learning materials that are contextually relevant.

#### **4.7 Assessing Child Development and Learning**

Assessment in Pre-Primary Education involves making a follow-up on the child's development and learning from the time the child is enrolled in a school until the time he/she completes the Pre-Primary class. The teacher is required to continually assess the child's development and learning in all domains (cognitive, physical, emotional and social). The purpose of assessment during this period is to understand the progress of the child's development and learning as well as identifying the child's special needs and providing appropriate intervention. Assessment at this level will not involve written tests and examinations and a child's performance will not be compared with that of others. Therefore, assessment will focus on the progress made by the child as he/she performs daily activities.

Assessment of children's learning outcome, shall be done through

observation of the extent to which the child has mastered the learning activities and can perform them. The assessment criteria and performance indicators to be used are those derived from the specific competences as specified in the table below:

**Table 4: Assessment Criteria and Performance Indicators for Specific Competences**

Overarching Competence	Assessment Criteria	Performance Indicators
Ability to relate to each other	Ability to care for oneself and others	Introduce himself or herself Cooperate with others in various activities
	Show respect for self and others	Greet others Demonstrate good conduct Dress decently
	Demonstrating self-control	Being independent Control his/her emotions Take care of his/her own property and that of others
Ability to communicate	Ability to listen	Listen to sounds, stories, songs attentively Give intended message correctly
	Ability to speak	Express himself/herself fluently Participate in conversations Tell stories
	Mastering pre-reading skills	Read pictures Pronounce vowels and consonants correctly Recognize the shapes of vowels and consonants
	Mastering pre-writing skills	Hold writing materials properly Draw lines correctly Mould shapes of vowels and consonants

Overarching Competence	Assessment Criteria	Assessment Indicators
Ability to care for his/her health	Ability to identify parts of the body and their functions	Mention body parts Describe functions of the body parts
	Ability to take care of the body	Appear clean
	Ability to take care of clothes	Wash simple clothes Appear clean and smart
	Ability to take care of kitchen utensils	Wash utensils Store utensils appropriately
	Ability to identify nutritious foods	Name different foods Name nutritious foods
	Ability to identify different diseases and their causes	Name different diseases Mention causes of diseases Explain how one can keep him/herself away from diseases
Ability to care for the environment	Ability to identify objects in the environment	Naming things found in the environment
	Ability to clean the environment	Name cleaning materials Clean the environment
	Ability to take precaution	Identify danger signs Identify unsafe environments Describe how to take precautions



Overarching Competence	Assessment Criteria	Assessment Indicators
Mastering artistic skills	Mastering creative arts involving use of hands	Draw pictures Mould/construct different objects Colouring Decorate Weave
	Mastering creative arts involving use of the whole body	Inhale and exhale Perform different movements Play different games Aim at target
	Mastering creative arts involving use of voice	Sing Recite poems and rhymes Imitate voices and sounds Tell story
Applying mathematical concepts	Identifying different objects that can be counted in the school environment	Name objects that can be counted in the school environment
	Developing the concept of time	Recognize time of the day Perform activities related to specific times of the day Name days of the week
	Mastering measurement	Measure and compare things Differentiate many and few, big and small, tall and short
	Developing the concept of number	Say numbers 1-10 Perform simple activities involving the use of numbers Arrange objects by numbers

#### 4.8 Quality Assurance in Pre-Primary Education

Quality assurance at Pre-Primary level will involve various groups of stakeholders according to their positions at different administrative levels including school, ward, district, regional and national level. Different education leaders including the Head Teacher, Ward Education

Officer, District Education Officer, Regional Education Officer and Quality Assurance Officers at District, Regional and National levels will participate fully in monitoring and quality assurance of teaching and learning in Pre-Primary classes. Quality assurance should be done according to the quality assurance guidelines prepared by Ministry of Education, Science and Technology.

#### **4.9 Monitoring and Evaluation of the Pre-Primary Curriculum**

Monitoring and evaluation of this curriculum will involve different stakeholders within and outside the school. The main objective of monitoring is to establish whether the implementation of the curriculum proceeds as planned, and to provide recommendations for improvement. It is important to understand that the monitoring process should focus on holistic child development. Responsible actors in the monitoring of curriculum implementation are the Head Teachers, School Committees, Parents, Ward Education Officer, Private Pre-primary and Primary School Owners, Quality Assurance Officers at the Ward, District, Regional and National levels as well as District and Regional Education Officers. Others are TIE, MoEST, PO-RALG and Non-Governmental organizations (NGOs) dealing with education.

Evaluation will be done to determine the extent to which the objectives of the curriculum have been met. Evaluation of this curriculum will be conducted by TIE in collaboration with different education stakeholders.

#### **4.10 Curriculum Supervision**

Implementation of this curriculum will be supervised at different levels starting from the school level to the ministry concerned. The supervisor at each level will include the following: Head Teacher (at school level), Ward Education Officer (Ward level), District Education Officer (District level), Regional Education Officer (Regional level), and Director of Primary Education MoEST and Director of Education Administration PO-RALG.

#### **4.11 Continuous Professional Development for Teachers**

For effective curriculum implementation, there will be continuous professional training for Pre-Primary school teachers. This training will enable teachers to successfully implement the curriculum. The training will be offered in different modes including workshops/seminars, distance learning or short courses depending on the identified needs. This training will largely involve school based learning for practising teachers. Also, a similar training may be provided to other Pre-Primary education stakeholders depending on their needs.

#### **4.12 Parents/Guardians and Community Involvement**

Effective provision of Pre-Primary Education requires involvement of parents and the community. Therefore, participation of parents and community members is crucial for early stimulation and preparation of the child for primary school. It is important for the school to involve parents/guardians, families and the community in general to ensure that the child gets all necessary needs. The activities in which parents/guardians and community could participate include the following:

- (i) Decision making process on establishment and management of Pre-Primary school in their area;
- (ii) Volunteering in school development activities;
- (iii) Monitoring and evaluating children's progress both at school and at home;
- (iv) Teaching and learning of the child through preparation of teaching and learning materials, providing funds for purchasing teaching and learning materials, story telling, and preparation of the teaching and learning environment; and
- (v) Assessing the child's progress.

#### **4.13 Partnership between Public Sector and Other Stakeholders**

The Government recognizes the contribution of different stakeholders in the provision of Pre-Primary Education as stated in the Education and Training Policy of 2014. The partnership in the provision of education will involve the Government and other stakeholders such as the Private Sector, Non-Governmental Organizations, Faith-based Institutions, Education Development Partners, researchers, individuals and the media.

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## **PART TWO**

# **PRE-PRIMARY EDUCATION SYLLABUS**

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## **1.0 Introduction**

This Pre-Primary Education Syllabus is a curriculum tool which contains the competences that the child is expected to develop. The syllabus guides the teacher in preparing a scheme of work and a lesson plan in accordance to the principles of teaching at Pre-Primary level. It also outlines the activities recommended for developing the expected competences. The teacher is encouraged to be flexible and creative in the preparation and use of additional strategies and activities that can enable the child develop the competences. Further, it is emphasized that the recommended performance indicators as outlined in this syllabus should be used to establish the child's progress in developing the competences.

## **2.0 Syllabus Structure**

The Pre-Primary Education Syllabus contains competences which the child requires to develop in one year. The content is organized into five sections: overarching competence, specific competence, activities to be performed by the child, performance indicators, and number of periods. The sections are explained below.

### **2.1 Overarching Competence**

Is the overall ability that a child develops after acquiring several specific competences through performing different activities over a certain period of time. It is a result of specific competences that a child develops step-by-step.

### **2.2 Specific Competence**

Is the specific ability that a child develops after performing different activities over a certain period of time.

### **2.3 Activities to be performed by the Child**

These are activities performed by the child in order to develop the expected competence.

### **2.4 Recommended Performance Indicators**

These are actions performed by the child, which guide the teacher in determining if the child is making progress in developing the expected competence.

### **2.5 Number of Periods**

This refers to the approximate time to be spent on teaching and learning of the targeted specific competence. The time approximation has been provided in terms of periods where each period lasts for 20 minutes.

### 3.0 Syllabus Content

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
Ability to relate to each other	Caring for one another	Introducing one another	Saying his/her full name Saying his/her place of residence Saying his/her school name Saying names of other people relating to him/her	20
		Performing different activities cooperatively	Problem solving Taking turns during play and other activities Sharing Cooperating with other children Helping each other	
	Respecting one another	Greeting each other	Greeting and responding to greetings appropriately	30

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Demonstrating good behavior	Using acceptable language Asking for something in a proper way Expressing appreciation Expressing apology	
		Using appropriate clothing according to different purposes	Naming clothes appropriately for specific purposes	
	Self-control	Performing activities independently	Dressing up him/herself Taking a bath Washing hands appropriately Combing hair Self feeding	28
		Using acceptable ways of controlling emotions	Showing tolerance, happiness and love Following his/her daily timetable Expressing him/herself when in need of something	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Performing activities related to caring for things	Storing his/her belongings and those of others in appropriate place Keeping ones' belongings in an appropriate order Careful use of resources in his/her environment	
Ability to communicate	Mastering listening skills	Identifying objects that produce voices and sounds	Mentioning objects that produce voices and sounds Imitating various sounds and voices	40
		Listening to songs, conversations and short stories	Explaining messages contained in the songs, conversations and stories they have heard	
		Listening to instructions/directives	Performing different activities in relation to intructions	



Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
	Mastering speaking skills	Playing information sharing games	Demonstrating conversational games correctly	77
		Discussing with other children	Using language correctly Pronouncing words correctly Discussing according to procedures governing discussions Expressing himself/herself	
		Solving riddles	Saying and solving riddles correctly	
		Singing various songs	Pronouncing words correctly when singing Describing the message of the songs	
		Telling stories	Pronouncing words correctly when narrating a story Describe the message of the story	
		Describing daily activities	Mentioning daily activities done in a particular time and environment Pronouncing words correctly Using words correctly	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Expressing likes and dislikes	Describing things he/she likes and those he/she dislikes	
	Mastering pre-reading skills	Reading pictures	Describing pictures Showing feelings when he/she is observing pictures	57
		Developing understanding about books/ print materials	Identifying different books/ print materials Opening books/ print materials from right to left Recognizing that scripts are read from left to right	
		Identifying names of various objects in his/her environment	Mentioning names of various objects correctly	
		Pronounce letter sounds (a, e, i, o, u) in words which begin with vowels	Pronounce letter sounds (a, e, i, o, u) correctly	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Relate vowel shapes with their respective sounds	Identify vowel shapes correctly	
		Pronounce letter sounds (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) in words which begin with consonants	Pronounce letter sounds (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) correctly	
		Relate consonant shapes with their respective sounds	Identify consonant shapes correctly	
		Identify pictures of objects with names which begin with vowel or consonant	Mention objects whose names begin with vowel or consonant correctly	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
	Mastering pre- writing skills	Practising activities that build fine motor skills	Demonstrate holding different objects appropriately	57
		Practise using drawing and writing materials	Sitting in a proper posture when writing Holding drawing and writing materials appropriately	
		Practising pre-writing	Drawing lines from left to right and from top to bottom correctly	
		Moulding/ constructing vowel shapes	Moulding/ constructing models with vowel shapes appropriately	
		Tracing vowel shapes	Tracing vowel shapes correctly	
		Writing vowels step-by- step	Writing vowels correctly in the air, in the sand, on a board and in exercise book	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Moulding/ constructing consonant shapes	Moulding/ constructing models of consonant shapes correctly	
		Tracing consonant shapes	Tracing consonant shapes correctly	
		Writing consonants step-by- step	Writing consonants correctly in the air, in the sand, on a board and in exercise books	
Ability to care for his/her health	Ability to identify parts of the body and their functions	Mentioning different parts of one's body	Showing and naming different parts of one's body	35
		State the functions of parts of the body	Describing functions of different parts of the body	
		Using sensory organs to identify objects in the environment	Identifying different objects using sensory organs	
	Ability to care for the body	Identify body cleaning materials	Mentioning different materials used for cleaning the body	45

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Cleaning different parts of the body	Brushing teeth Washing the face Combing hair Washing hands appropriately	
		Explaining the importance of washing the body	Mention what will happen when the body is not cleaned	
	Ability to care for clothes	Identify items used for washing clothes	Mention items used for washing clothes correctly	45
		Washing simple/light clothes	Following the necessary steps in washing clothes Explaining importance of washing clothes Show clothes he/she has washed	
		Practising how to fold simple clothes	Folding clothes appropriately Explaining the importance of folding clothes	
		Practising on how to put on and off a pair of shoes	Putting shoes on and off properly Explaining the importance of wearing shoes	
	Ability to care for utensils	Identifying utensils	Identify utensils correctly Mention how each utensil is used	35

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Washing utensils	Naming materials used for washing utensils Washing utensils after using them Wiping utensils after washing them Storing utensils properly	
		Storing utensils	Mentioning places where utensils are stored Describe how to store utensils Describe importance of storing utensils	
	Ability to identify nutritious food	Identifying food stuffs available in his/her environment	Mentioning names of food stuffs available in one's environment	44
		Identifying nutritious food stuffs	Naming nutritious food stuffs	
		Prepare nutritious food	Demonstrate how to prepare nutritious food	
		Observing table manners when eating	Naming different table manners Demonstrating good table manners when eating	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
	Identify diseases	Describe common diseases in their local environment	Mention various diseases	30
		Identify causes of diseases	Mention causes of diseases	
		Explain ways to protect oneself from diseases	Mention ways to protect oneself from diseases	
Ability to care for the environment	Identifying objects found in the environment	Observe and classify objects found in the environment	Naming objects found in the environment	22
		Describe characteristics and uses of objects found in the environment	Describing characteristics of objects found in the environment Describing uses of objects found in the environment	
	Ability to clean the environment	Identifying tools used for cleaning the environment	Naming different tools used for cleaning the environment Describing how different cleaning tools are used	20



Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Cleaning the environment	Demonstrating activities for cleaning the environment Disposing waste properly Keeping things in order Explaining the importance of cleaning the environment	
		Identifying things that pollute the environment	Naming things that pollute the environment	
	Ability to take precaution in the environment	Identifying dangerous objects and areas in the environment	Mentioning dangerous objects and areas in the environment	36
		Identifying precaution signs	Mentioning precaution signs Describing precaution signs	
		Performing activities which show how to take precaution	Cautiously removing dangerous objects from the environment	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
Mastering Artistic Skills	Mastering creative arts involving the use of hands	Identifying artistic works involving the use of hands	Mentioning artistic works involving the use of hands	90
		Moulding shapes of different objects	Demonstrate how to mould shapes Describing the objects he/she has moulded	
		Identify colours in different objects	Name different colours Show objects with different colours	
		Drawing pictures and shapes, and colouring them	Drawing pictures and shapes Colouring pictures and shapes	
		Constructing different objects using different materials	Demonstrate how to construct objects using various materials Describe objects he/she has constructed	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Stringing different objects	Demonstrate how to string things correctly	
		Decorating objects	Demonstrate how to decorate objects	
		Weaving different objects	Demonstrate how to weave different objects	
	Mastering creative arts involving use of the whole body	Identifying artistic works involving the use of the whole body	Naming artistic works which involve the use of the body	63
		Performing breathing exercises	Inhaling and exhaling	
		Practising different types of movements	Demonstrate different types of body movements	
		Practise targeting	Demonstrate targeting objects	
		Playing different games	Demonstrate lifting up light objects Demonstrate pushing and pulling objects Demonstrate balancing the body Demonstrate playing other games	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
	Mastering creative arts involving use of sounds	Singing different songs	Being able to sing	52
		Reciting poems and rhymes	Reciting poems and rhymes correctly	
		Imitating sounds and voices	Imitating sounds and voices correctly	
		Making jokes	Being able to make others laugh	
		Telling stories	Being able to tell stories	
Applying mathematical concepts	Use the environment to learn mathematical concepts	Identifying objects in the environment that facilitate development of mathematical concepts	Naming objects found in the environment	20
		Identifying objects according to their characteristics	Sorting objects according to their characteristics	
		Identifying shapes	Mentioning shapes Drawing different shapes Colouring different shapes	
		Arrange objects into patterns	Arranging objects in pattern according to colours, shapes and size Arranging numbers into patterns	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Playing games on comparing and differentiating objects	Comparing and differentiating objects correctly	
	Ability to develop the concept of time	Identifying different times of the day	Mentioning times of the day	20
		Identify activities performed during different times of the day	Mentioning different activities performed during specific times of the day Dramatizing different activities	
		Identifying days of the week	Mentioning names of the days of the week	
		Differentiating days of the week	Mentioning names of school days and weekend days	
	Mastering measurements	Comparing objects according to their characteristics	Comparing things according to their characteristics: many and few long and short thick and thin big and small	20
		Measuring different things	Measuring different things	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
	Developing number concept	Identifying objects that facilitate development of number concept	Mentioning different objects in the environment that can be counted Mention objects by numbers	96
		Say numbers 1 – 10	Being able to pronounce numbers 1 – 10 correctly Saying numbers in series	
		Performing simple activities of pronouncing numbers 1 – 10	Saying numbers 1 – 10 through activities Singing number song with numbers 1-10	
		Use objects to count numbers 1 – 10	Count objects correctly	
		Matching objects with numbers	Being able to match objects with numbers correctly	
		Performing actions involving addition and subtraction of objects	Adding and subtracting objects correctly	

Overarching Competence	Specific Competence	Activities to be Performed by the Child	Recommended Performance Indicators	Number of Periods
		Identifying number shapes by using different objects	Relating number shapes to different objects	
		Moulding/constructing number shapes	Being able to mould/construct number shapes correctly	
		Tracing number shapes 1 – 9	Tracing number shapes 1 – 9 correctly	
		Writing numbers 1 – 9 in the air, in sand, on a board and in exercise book.	Writing numbers 1 – 9 step by step correctly	
		Performing actions that facilitate the development of the concept of zero (0)	Perform actions that demonstrate the concept of zero	

