

REPUBLIC OF CAMEROON  
Peace – Work – Fatherland  
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MINISTRY OF BASIC EDUCATION  
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REPUBLIQUE DU CAMEROUN  
Paix – Travail – Patrie  
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MINISTERE DE L'EDUCATION DE BASE  
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# Cameroon Primary School Curriculum

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## English Subsystem

### Level I: Class 1 & Class 2

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2018

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## FOREWORD

Nursery and Primary Education is the foundation of sustainable learning. It is on this basis that Cameroon has ratified several conventions related to compulsory education. These conventions range from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000 to the Incheon Declaration of 2015 precisely the fourth Sustainable Development Goal (SDG4).

Besides these international conventions, the Constitution of the Republic of Cameroon guarantees the right of the child to education and further highlights it in the 1998 Law to Lay Down Guidelines for Education. In view of becoming an emergent nation by the year 2035, the government developed the Growth and Employment Strategy Paper (GESP) in 2009 to provide major orientations to all sectors of the society. The document tasked ministries in charge of education to develop the human capital required to attain this vision. The 2013-2020 Education and Training Sector Strategy Paper (ETSSP) clearly defines the missions of each sub-sector in the educational system.

This curriculum is designed to guide the development of knowledge, skills and attitudes in the learners and to set the foundation for learning with emphasis on Science, Technology, Engineering and Mathematics (STEM). The curriculum therefore responds to one of the key missions assigned to the Ministry of Basic Education (MINEDUB).

This new pedagogic tool replaces the one of 1987 for the nursery and that of 2000 for the primary. My fervent wish is that the entire education community explores and makes maximum use of this document in order to enable the nursery and primary school learners attain knowledge-based, skill-based and attitude-based proficiencies upon graduation. In this way, they will be able to cope with the different educational and/or professional options available to them at the end of the primary school cycle and embrace lifelong learning, no matter the post-primary path they choose.

*The Minister of Basic Education*



*P. Laurent Serge Etoundi Ngoua*

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## PREFACE

This curriculum has taken into consideration the fact that learners have unique personalities, talents, attitudes, and interests that they bring into the classroom. They also have a variety of experiences which the teacher must build on, in order to effect and affect the teaching – learning process. The learners’ uniqueness and variety of experiences are primordial in the development of any school curriculum. Analyses of curricula that have been successful in many countries throughout the world suggest that appropriate curriculum design should:

- involve parents in their children’s education
- develop an atmosphere based on sound human relationships
- establish a balance between child-directed and teacher-directed activities
- specify objectives and needs of individual learners
- emphasise on pragmatic and play-based learning in pre-primary and primary education

Basic Education moulds learners and encourages them to be dynamic and creative. Hence, the 1996 Constitution of the Republic of Cameroon clearly spells out the State’s engagement in guaranteeing the child’s right to education. Cameroon also adheres to the Human Rights Declaration and related legal instruments. Every child is endowed with learning potentials which need to be awakened and guided by appropriate instruction and instructional materials. Consequently, the Ministry of Basic Education (MINEDUB) has undertaken a massive reform of the Nursery and the Primary school curricula, an activity that aims at ensuring quality basic education for all Cameroonian children. This will therefore serve as an important reference and working document for teachers and the entire education community.

In order to render the curriculum standard and to guarantee quality assurance, the following phases and procedures were followed:

- writing and validating the Cameroon National Core Skills Framework
- carrying out needs analysis
- writing and validating the Curriculum Framework
- training of 105 writers by consultants
- writing the first draft
- reading and evaluating the first draft by the scientific committee
- integrating the recommendations and suggestions of the scientific committee
- experimenting the curriculum in all the ten regions of Cameroon
- integrating the recommendations and suggestions from the field
- re-evaluating the curriculum by the scientific committee
- integrating the recommendations and suggestions from the scientific committee
- reviewing the curriculum by the consultants and the scientific committee
- finalising and validating the curriculum

The inclusive nature of this document therefore makes it user-friendly, thus, the classroom teachers should be able to claim ownership of it and be totally accountable for its implementation.

It is also worth noting that priority was given to national expertise by working with two renowned consultants representing the language of instruction of the two subsystems. This was done in strict respect of the specificities of the two subsystems of education in conformity with the provisions of the 1998 Law to Lay Down Guidelines for Education in Cameroon. Following the recommendations of the Curriculum Framework, the two subsystems have the same domains, weighting, core skills and broad-based competences, and activities for the nursery cycle and subjects for the primary cycle.

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However, each subsystem has maintained its specificities with regards to learning strategies/methods, teaching-learning materials, and assessment strategies and tools.

As a matter of fact, this is a hands-on document aimed at rendering the job of the classroom practitioner lighter and more enjoyable. The annual time allocation has been calculated and activities for the Nursery school as well as subjects for the Primary school cycle identified and built under appropriate domains. The competences from the National Core Skills Framework to be developed by each subject area have also been clearly stated. Besides, the activities and/or subjects are technically distributed to represent the weighting that was hitherto given to the various domains. The major teaching-learning approach: the Project Based Learning which is supported by the Integrated-Theme Learning and the Cooperative Learning strategies has been explained. Furthermore, the importance of assessment is reiterated in order to encourage the classroom teacher to constantly exploit and maximise its use. A glossary is provided to situate the user on the contextual use of some key concepts.

Summarily, the ADDIE Model guided the entire process of the curriculum development as follows:

**A** for the **A**nalysis phase, explains the situational analysis (teachers, learners, supervisors, education community)

**D** for the **D**esign phase, focuses on the structure of teaching-learning and assessment of learning outcomes

**D** for the **D**evelopment phase, is where the writing and re-writing of all the planned activities in the design phase are carried out

**I** for the **I**mplementation phase, covers the period of the experimentation. This period offers feedback for revision

**E** for the **E**valuation phase, is where plans for the evaluation of the entire curriculum are made as it is progressively being used

It is worthy to mention here that globalisation has severely impacted contemporary instructional processes. Increasingly, our society is rocked by various challenges which include economic recession, advancing technologies, changing family relationships, violence in communities, exclusion, intolerance and identity crisis. These issues constitute a serious hurdle to pedagogues who must derive appropriate strategies to handle them. Educators and parents are, therefore, called upon to embrace this important change and to work in harmony. Learners are expected to acquire necessary life skills such as autonomy, honesty, adaptability to technological changes, respect for self, respect for others and respect for institutions, as well as the 21<sup>st</sup> century skills: collaboration, teamwork, creativity, problem solving and critical thinking for effective lifelong learning.



Inspecteur Général des Enseignements  
Inspector General of Education  
Prof. Atemajong Justina  
epse Njika

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## Table of Contents

<b>FOREWORD</b> .....	3
<b>PREFACE</b> .....	4
<b>List of Tables</b> .....	8
<b>List of Figures</b> .....	9
<b>List of Abbreviations and Acronyms</b> .....	10
<b>GENERAL INTRODUCTION</b> .....	11
<b>PART ONE: OVERVIEW</b> .....	13
The Learner’s Profile.....	13
Domains, Weighting, Competences and Subjects.....	14
Integrated Learning Themes (ILTs).....	15
Pedagogic Approaches.....	16
Project-Based Learning (PBL).....	16
Cooperative Learning (CL).....	18
Assessment.....	19
Weighting and Time Allocation.....	19
Link between Learning Domains and the National Core Skills/Broad-based Competences.....	21
Plan of action for the teaching-learning cycle.....	23
<b>PART TWO: DEFINITION OF DOMAINS AND THEIR RELATED CARRIER</b>	
<b>SUBJECTS</b> .....	25
Domain 1: Basic Knowledge.....	25
English Language.....	25
Mathematics.....	26
Science and Technology.....	28
<i>Français</i> .....	29
Domain 2: Communal Life and National Integration.....	30
Social Studies.....	30
Domain 3: Vocational and Life Skills.....	32
Vocational Studies.....	32
Arts.....	33
Physical Education and Sports.....	35
Domain 4: Cultural Identity.....	36

National Languages and Cultures.....	36
Domain 5: Digital Literacy.....	38
Information and Communication Technologies (ICTs).....	38
<b>PART THREE: CONTENTS OF THE SYLLABUS.....</b>	<b>40</b>
Contents of English Language .....	41
Contents of Mathematics.....	48
Contents of Science and Technology.....	51
<i>Les Contenus du Français</i> .....	56
Contents of Social Studies.....	63
Contents of Vocational Studies.....	65
Contents of Arts.....	69
Contents of Physical Education and Sports.....	70
Contents of National Languages and Cultures.....	72
Contents of Information and Communication Technologies.....	76
<b>BIBLIOGRAPHY.....</b>	<b>81</b>
<b>GLOSSARY.....</b>	<b>83</b>
<b>LIST OF CONTRIBUTORS.....</b>	<b>85</b>

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## List of Tables

Table 1: Domains, Weighting, Competences to be Developed and Related Subjects.....	15
Table 2: Integrated Learning Themes.....	16
Table 3: Annual Learning Time in Hours per Level and Subject Area for the Single Shift System.....	20
Table 4: Weekly Learning Hours per Level and Subject Area for the Single Shift System.....	20
Table 5: Annual Learning Time in Hours per Level and Subject Area for the Double Shift System.....	21
Table 6: Weekly Learning Hours per Level and Subject Area for the Double Shift System.....	21
Table 7: Terminal Learning Outcomes and Evaluation Criteria (English Language).....	26
Table 8: Terminal Learning Outcomes and Evaluation Criteria (Mathematics).....	27
Table 9: Terminal Learning Outcomes and Evaluation Criteria (Science and Technology).....	29
<i>Tableau 10: Attentes de fin de niveau.....</i>	<i>30</i>
<i>Tableau 11: Les attentes à la fin de niveau et les critères d'évaluation.....</i>	<i>30</i>
Table 12: Terminal Learning Outcomes and Evaluation Criteria (Citizenship).....	31
Table 13: Terminal Learning Outcomes and Evaluation Criteria (Vocational Studies).....	33
Table 14 Terminal Learning Outcomes and Evaluation Criteria (Arts).....	34
Table 15: Terminal Learning Outcomes and Evaluation Criteria (PES).....	36
Table 16: Terminal Learning Outcomes and Evaluation Criteria (National Languages and Cultures).....	37
Table 17: Terminal Learning Outcomes and Evaluation Criteria (ICTs).....	39
Table 18: Integrated Learning Themes for Level I and Level II (classes 1/2/3/4).....	40
Table 19: Integrated Learning Themes for Level III (classes 5/6).....	40
Table 20: English Language contents, expected learning outcomes and methodology.....	41
Table 21: Mathematics contents, expected learning outcomes and methodology.....	48
Table 22: Science and Technology contents, expected learning outcomes and methodology.....	51
<i>Tableau 23: Les contenus du Français .....</i>	<i>56</i>
Table 24: Citizenship contents, expected learning outcomes and methodology.....	63
Table 25: Vocational Studies contents, expected learning outcomes and methodology.....	65
Table 26: Arts contents, expected learning outcomes and methodology.....	69
Table 27: Physical Education and Sports contents, expected learning outcomes and methodology.....	70
Table 28: National Languages and Cultures contents, expected learning outcomes and methodology .....	72
Table 29: Information and Communication Technologies contents, expected learning outcomes and methodology.....	75

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## List of Figures

Figure 1: Link between the Learning Domains and the National Core Skills/Broad-based Competences.....	22
Figure 2: Cyclical Teaching and Learning Process.....	24
Figure 3: Components of English Language .....	25
Figure 4: Components of Mathematics .....	27
Figure 5: Components of Science and Technology.....	28
<i>Figure 6: Les composants du français .....</i>	29
Figure 7: Components of Social Studies.....	31
Figure 8: Components of Vocational Studies .....	32
Figure 9: Components of Arts.....	34
Figure 10: Components of Physical Education and Sports.....	35
Figure 11: Components of National Languages and Cultures.....	37
Figure 12 : Components of Information and Communication Technologies.....	38

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## List of Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
CESA	Continental Education Strategy for Africa
EFA	Education For All
ETSSP	Education and Training Sector Strategy Paper
GACL	General Alphabet of Cameroonian Languages
GESP	Growth and Employment Strategy Paper
ICT	Information and Communication Technology
IGE	Inspectorate General of Education
ILT	Integrated Learning Theme
MDGs	Millennium Development Goals
MINEDUB	Ministry of Basic Education
PBL	Project Based Learning
PES	Physical Education and Sports
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund

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## GENERAL INTRODUCTION

In 1990, the World Conference on Education For All (EFA) which held in Jomtien, Thailand, made a clarion call for universal quality primary education. During this conference, emphasis was laid on access, equity and quality primary education for all. Apart from declaring that “Education is the fundamental right for all people, women and men of all ages throughout the world”, the EFA conference also underscored that

*...active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potentials. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.*

A decade after Jomtien, in the year 2000, the World Education Forum held in Dakar, Senegal where the Dakar Framework for Action focused, among others, on “HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency”. To further expand on the education agenda of Jomtien, the Dakar meeting, after careful evaluation, extended the scope of educational imperatives to include:

- *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*
- *Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have **access to and complete free and compulsory primary education of good quality***
- *Ensuring that the learning needs of all young people and adults are met through equitable access to **appropriate learning and life-skills programmes***
- *Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*
- *Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality*
- *Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

There was renewed zeal to move the agenda of education forward as key stakeholders to the course of education at the World Education Forum 2015 in Incheon, Korea declared that:

*building on the legacy of Jomtien and Dakar, this Incheon Declaration is a historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.*

In order to meet up with these education milestones, Cameroon had to carry out major actions which included the writing of syllabuses on HIV/AIDS, on Human Rights and on ICTs. Furthermore, the revision of curricula to align with the provisions of the Incheon World Education Forum became imperative.

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The vision of the new curriculum falls in line with the SDG4 which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all with focus on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum which states that by 2030, all girls and boys should be able to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Access to quality early childhood development, care and pre-primary education should be granted so that children are ready for primary education. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

In addition, the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting “Africa’s education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels” has carefully been addressed in this curriculum. The present curricular reform, taking its cue from these instruments, is an attempt to respond to current trends so as to provide an education, from early childhood, that would address the needs of each child through the development of their mind-set. This is in corroboration with the law to Lay Down Guidelines for Education (1998) which states in Article 4 that ***the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, socio-cultural, political and moral integration in the society.***

Nonetheless, faced with the problem of quality and the phasing out of the Cameroon Primary School Syllabuses for both subsystems, which date as far back as 2000, the building up of a new curriculum became a necessity.

The concerns raised by the International, Continental and National instruments reviewed above, were addressed in the National Core Skills Framework: communication in the two official languages, (English and French), and the use of at least one national language; use of basic notions in Mathematics, Science and Technology; practice of social and citizenship values; demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship; use of basic Information and Communication Technology concepts and tools; practice of lifelong learning; and the practice of Physical, Sports and Artistic activities. These National Core Skills are hinged on the Broad-Based Competences namely: intellectual, methodological, personal and interpersonal, and communication competences. The National Core Skills Framework constitutes the springboard of this curriculum.

The curriculum is presented in three parts. Part One gives an overview of the document, Part Two defines the domains and the subjects, while Part Three provides the contents of the syllabus.

# PART ONE

## OVERVIEW

This section presents the learner’s profile at the end of primary school in Cameroon, the domains and subjects, the competences to be developed, the integrated learning themes, the pedagogical approaches, assessment strategies, weighting and the time allocated to the different subjects.

### The Learner’s Profile

The Ministry of Basic Education intends to develop the knowledge, skills and attitudes of learners under its authority. At the end of the primary school cycle, the learner is expected to have acquired national core skills in view of stepping into secondary school or engaging in other learning contexts or activities. Furthermore, the learner must equally have acquired key values in the five domains. On a similar note, they should show interest in learning all the subjects.

The Cameroon Education System outlines seven National Core Skills which should be acquired by the end of both nursery and primary cycles of education. They include:

1. ***Communication in the two official languages (English and French) and the use of at least one national language***

Communication in English, in French and in at least one National Language implies the ability to use the four language skills of these languages. The learner should be able to listen, communicate orally, and be able to read and to write. The language competence is a prerequisite for access to other core skills.

2. ***Use of basic notions in Mathematics, Science and Technology***

Introducing notions of Mathematics, Science, and Technology involves the acquisition of knowledge, skills and attitudes in these subject areas and the ability to use them to address challenges in real life situations.

3. ***Practice of Social and Citizenship Values (morality, good governance and budgetary transparency)***

This involves inculcating patriotic, moral, citizenship and values of good governance in the learners of both cycles so as to prepare them for a harmonious insertion into the society.

4. ***Demonstration of the Spirit of Autonomy, a Sense of Initiative, Creativity, and Entrepreneurship***

Developing this competence in the learner calls for the assembling of multidisciplinary knowledge and skills in view of developing the learners’ social integration skills, creativity as well as managerial and entrepreneurial potentials.

5. ***Use of Basic Information and Communication Technology Concepts and Tools***

Generally, this core skill requires the use of information and communication technology tools in school and in society. It is related to healthy, safe and responsible use of various ICT devices for learning and for leisure activities. In addition to this, it develops logical and critical thinking, automated management of information (analysing, summarizing, and assessing), and apt communication skills.

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## 6. *Practice of Lifelong Learning*

This implies that the learner will demonstrate the desire and will to undertake and continue education, organize self, especially through efficient time and information management, individually or in groups.

## 7. *Practice of Physical, Sports and Artistic Activities*

This competence provides learners with a platform to develop their physical, psycho-motor, artistic, personal and interpersonal skills as well as improve their well-being. It enables them to acquire knowledge, skills and attitudes required for their participation in several physical, psycho-motor, sports and leisure activities in order to strengthen social harmony and ensure a healthy lifestyle.

## Broad-based Competences

The *Cameroon National Core Skills Framework* comprises four broad-based competences as follows:

### 1. *Intellectual competences*

Intellectual Competences include:

- exploiting information
- solving problems
- acquiring logical thinking and a sense of observation
- exercising critical judgement
- practising creative and innovative thinking

### 2. *Methodological competence*

Methodological competences include:

- giving oneself efficient working methods
- exploiting information and communication technologies
- organizing one's learning
- arousing the desire to learn each subject

### 3. *Personal and interpersonal competences*

Personal and interpersonal competences enable the learner to:

- develop his/her personality
- acquire abilities in view of his/her socio-cultural integration and individual fulfilment
- cooperate with others

### 4. *Communication competences*

Communication competences enable the learner to:

- communicate in an appropriate manner in the two official languages
- communicate in at least one national language

## Domains, Weighting, Competences and Subjects

In Table 1 that follows, the domains and their weightings are provided. The competences from the National Core Skills Document that each domain develops are indicated and the subjects that are needed to develop these competences are equally listed.

**Table 1: Domains, Weighting, Competences to be Developed and Related Subjects**

N <sup>o</sup>	Domain/Weighting	Competences to be Developed	Subjects
1	Basic knowledge (60%)	<ul style="list-style-type: none"><li>- Communication in the two official languages (English and French) and the use of at least one national language</li><li>- Use of basic notions in mathematics, science and technology</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- English Language</li><li>- Mathematics</li><li>- Science and Technology</li><li>- French</li></ul>
2	Communal life and national integration (5%)	<ul style="list-style-type: none"><li>- Practice of social and citizenship values (Morality, good governance and budgetary transparency)</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Social Studies</li></ul>
3	Vocational and life skills (20%)	<ul style="list-style-type: none"><li>- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship</li><li>- Practice of physical, sports and artistic activities</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Vocational Studies</li><li>- Arts</li><li>- Physical Education and Sports</li></ul>
4	Cultural identity (5%)	<ul style="list-style-type: none"><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- National Languages and Cultures</li></ul>
5	Digital Literacy (10%)	<ul style="list-style-type: none"><li>- Use basic information and communication technology concepts and tools</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Information and Communication Technologies (ICTs)</li></ul>

The curriculum is learner - centred and is based on the development of skills needed to meet the challenges of contemporary Cameroon in particular and the world at large. The syllabuses are presented in three levels: Level 1 (class 1 and 2), Level 2 (class 3 and 4) and Level 3 (class 5 and 6). In all, ten subjects have been identified from the five domains namely: English Language, Mathematics, Science and Technology, French, Social Studies, Vocational Studies, Arts, Physical Education and Sports, National Languages and Cultures, and Information and Communication Technologies (ICTs). Details about these subject areas (expected learning outcomes, content areas, suggested methods and didactic materials) are laid out in Part Three.

### Integrated Learning Themes (ILTs)

In order to make learning relevant to daily life, eight integrated learning themes have been identified to develop skills necessary in the harmonious integration of learners in their environment. The ILT for the primary school cycle are presented in table 2.

**Table 2: Integrated Learning Themes**

Level I	Level II	Level III
- The home	- The home	- Nature
- The village/town	- The village/town	- The village/town
- The school	- The school	- The school
- Occupations	- Occupations	- Occupations
- Travelling	- Travelling	- Travelling
- Health	- Health	- Health
- Games	- Games	- Sports and leisure
- Communication	- Communication	- The universe and space

The use of integrated learning themes represents the fundamentals of project-based learning. They facilitate the learning-teaching process and make the essence of PBL come to light. The process entails integrating themes that have been developed in order to facilitate teaching-learning in the Primary School. These themes will constitute the basis of contextualizing the concepts of the subjects. Integrated learning themes are the foundation on which all the activities for a defined period of time within the school year are expected to take place. This can be done for some weeks, months or beyond and has a direct impact on project-based learning. An integrated approach unites all subjects and gives opportunities to the learners to learn more through variant contents. Children will consequently develop a deeper understanding of contents in their local contexts.

The approach allows learners to explore, gather, process, refine and present information. It also allows learners to engage in purposeful and relevant learning. Learners are expected to see the interconnectedness within curriculum areas. It is based on skill development around a particular theme that is relevant to the pupils in the class.

### Pedagogic approaches

Teaching methods are special procedures through which educational goals are attained. The Cameroon education system has experienced pedagogic evolutions from the Objective-based Approach (OBA) through the Inferential Thinking Approach, that was referred to as “New Pedagogic Approach” to the Competence-based Approach (CBA) or the Behavioural Objective-based Approach which is in use today. The CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning. The underlying philosophy of the CBA requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. It is important for the classroom teachers to diligently determine the characteristics of their learners. Lesson preparation should always implicitly or overtly provide for gender equity, for inclusiveness and for multiple intelligences.

The pedagogic practices that make the learners more responsible for their own learning include:

### Project-Based Learning (PBL)

Project-based learning is a pragmatic approach to learning in which learners create their own knowledge through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. Projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitudes. Therefore, a well-designed Project-Based Learning activity is one which addresses different learning styles and does not assume that all learners

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can demonstrate their knowledge, skills and attitudes in a single or standard way. It is an effective way of connecting classroom activities to the real world through a process of integrating the four broad-based competences in the learner's life. PBL is an "investigative" or "discovery" type of learning. It is a research-based method of learning, wherein, together with the learners, questions are asked, investigated and solutions proposed and presented.

Commitment to project-based learning enables the learner to solve many problems and makes the teaching-learning process more skill-based. In practical terms, PBL can be implemented in the following ways:

1. Identify a problem: This has to be done together with the learners in order to give them ownership of their learning and of the final product which will be the project. Once a problem is identified, a project is designed to bring about a solution to the said problem.
2. Identify all the parts of a project namely: Beginning, progression and a culminating event. That is, you should master how to start off with the project because as mentioned earlier, it should be a process that involves learning across the curriculum or better still, across all subjects. There is a progression part in a project in Project-Based Learning in order to show that the project is not an end in itself but a means to an end. This implies that the subjects are taught in order to enable the learner either solve a problem or produce something concrete.
3. Brainstorm with colleagues about the progression and set aside a "Project Book" where ideas are jotted down. Points about the progress of the project should equally be jotted (monitoring progress). This enables the actors in the project to see what is working and what is not working and reformulate questions and bring out more concrete solutions. This will also lead or aid in the culmination event where the entire process will be explained.
4. Discuss with learners. Learners are skilfully guided both in class and at the project site towards the realisation of the project. The learner's place should not be taken up by the teacher; they should be guided to complete or carry out tasks as individuals and as groups as the case may be. The tasks should not be carried out for them: leading questions and clues are vital in helping them carry out their tasks.
5. Assign a role to every learner. No learner should feel isolated or abandoned nor left behind. Assigning roles empowers them and builds the spirit of togetherness, initiative, creativity and responsibility in the learner.
6. Discuss the progress of the project with individual learners, groups and with the whole class. Discussing the progress of the project entails participation, improving on aspects that are lacking and making the project participants (learners) feel anxious to complete the task/solve the problem.
7. Respect all the three parts of the project, that is, introduction (identifying a problem and proposing a solution that is a project), progression (carrying out the project) and the culmination event (presenting and evaluating the project).

**NB:** The culmination event is paramount and should not be left out. It must be a presentation by the learners while the teacher evaluates the success of the project with the help of the points in the "Project exercise/note book". Project-based learning helps the teacher to assess learners as many times as the need arises.

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## Benefits of Project-based Learning

Project-based learning:

- promotes lifelong learning skills
- enhances logical thinking
- promotes team spirit and hard work
- promotes entrepreneurial skills
- promotes bonding and interaction
- creates responsible attitudes in learners
- helps learners to manage their resources
- motivates learners
- builds confidence in learners
- renders learning practical
- situates learning in a real life situation
- makes learners inquisitive/curious
- develops problem-solving skills in learners
- improves on learners communication skills
- makes the task of assessment and evaluation for the teacher easier and more enjoyable

## Cooperative Learning (CL)

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, pupils work together in small teams on a structured activity. They are individually accountable for their work, and for the work of the group as a whole. The Integrated Theme Learning and Cooperative Learning are supporting strategies of the PBL.

The strategy consists of putting learners into small, mixed-ability learning teams. They are responsible not only for learning the contents in question, but also for helping their teammates learn. The most amazing thing here is that the learning process becomes a web, wherein you do not succeed alone. The learners must be made to understand that if one person fails, the entire team/boat sinks, and if one person succeeds, the success affects everyone else. Within cooperative learning teams, pupils discuss the material to be learned with one another, and support each other to understand it, and encourage and help one another to have a clear understanding of their participation. Teams differ from groups because cooperative learning is constituted of teams whereby:

- goals are shared
- information is circulated
- roles are assigned
- materials are managed
- teammates depend on one another to complete tasks successfully
- pupils learn to respect each other's contributions and opinions
- pupils engage in "cognitive collaboration." They must organize their thoughts to explain ideas to teammates
- pupils have fun while learning
- pupils' social nature is used to their advantage
- social, leadership, communication, decision making, problem solving, and conflict resolution skills are developed

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## Assessment

Assessment is the process of passing judgements on learners' knowledge, skills and attitudes with the sole aim of making decisions about their education. It is an integral part of the teaching-learning process in the Primary School and constitutes part of the curriculum. Assessment is a means of objectively informing parents, guardians and policy makers on learners' progress in school.

Diverse tools should be used to collect information about the learner in order to moderate and increase learners' chances of learning from one another. Nevertheless, learners must be assessed fairly and at the same time taking into consideration that each learner has their learning styles. Consequently, all the learners may not always be at the same level of attaining the expected learner outcome.

Assessment in primary schools in Cameroon can take three forms (oral, written, practical). There are many ways through which information can be gathered about learner's progress. This can be done through: observation checklists; learner's self-assessment; daily practical assignments; samples of learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities.

It is worth stating that formative and summative assessment should take into consideration knowledge, skills and attitudes as indicated on the "Expected Learning Outcomes" column of each subject.

### Types of Assessment

**Diagnostic Assessment:** This type of assessment verifies what the learner already knows and it is used to improve on the learner's achievement. Hence, each time we have to embark on a learning and teaching experience, we must always try to find out learners' level of competence and/or knowledge, skills and attitudes about the new material. This helps the teacher develop strategies and activities that can be used to facilitate learning.

**Formative Assessment:** This type of assessment keeps the learners in permanent interaction with the curriculum during the teaching-learning process. It is designed to keep track of learners' learning achievements. Their response to this type of interaction equally helps the curriculum user (the teacher) to provide feedback to both the learner and the parents.

**Summative Assessment:** It is carried out periodically to show the level of attainment of expected learning outcomes at the end of the term, year, level or cycle. It is a more judgmental kind of assessment. Whatever the case, summative assessment must not always be standardized tests. There is need for a variation in the use of assessment instruments.

## Weighting and Time Allocation

Tables 3, 4, 5 and 6 present the weighting and time allocation for the single shift and the double shift systems.

**Table 3: Annual Learning Time in Hours per Level and Subject Area for the Single Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
Français	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
Two short breaks of 15 minutes each	52.9	52.9	52.9
Daily assembly	57.5	57.5	57.5
Daily long break	115	115	115
<b>Total</b>	<b>915.4</b>	<b>915.4</b>	<b>915.4</b>

**Table 4: Weekly Learning Hours per Level and Subject Area for the Single Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
Français	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
National Languages and Cultures	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
Two short breaks of 15 minutes each	2.3	2.3	2.3
Daily assembly	2.5	2.5	2.5
Daily long break	5	5	5
<b>Total</b>	<b>39.8</b>	<b>39.8</b>	<b>39.8</b>

**Table 5: Annual Learning Time in Hours per Level and Subject Area for the Double Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
Français	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
One short break of 30 minutes per level	11.5	11.5	11.5
Daily assembly	0.5	0.5	0.5
No daily assembly and long break	0	0	0
<b>Total</b>	<b>702</b>	<b>702</b>	<b>702</b>

**Table 6: Weekly Learning Hours per Level and Subject Area for the Double Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
Français	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
National Languages and Cultures	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
One short break of 30 minutes	3	3	3
One weekly assembly	0.5	0.5	0.5
No daily long break	0	0	0
<b>Total</b>	<b>33.5</b>	<b>33.5</b>	<b>33.5</b>

## Link between the Learning Domains and the National Core Skills/Broad-based Competences

Generally, the Cameroon education-vision that is expressed in the National Core Skills Framework is realised through PBL and ILT carried out in the subject areas that are lodged in the five domains. This is illustrated in figure 1.

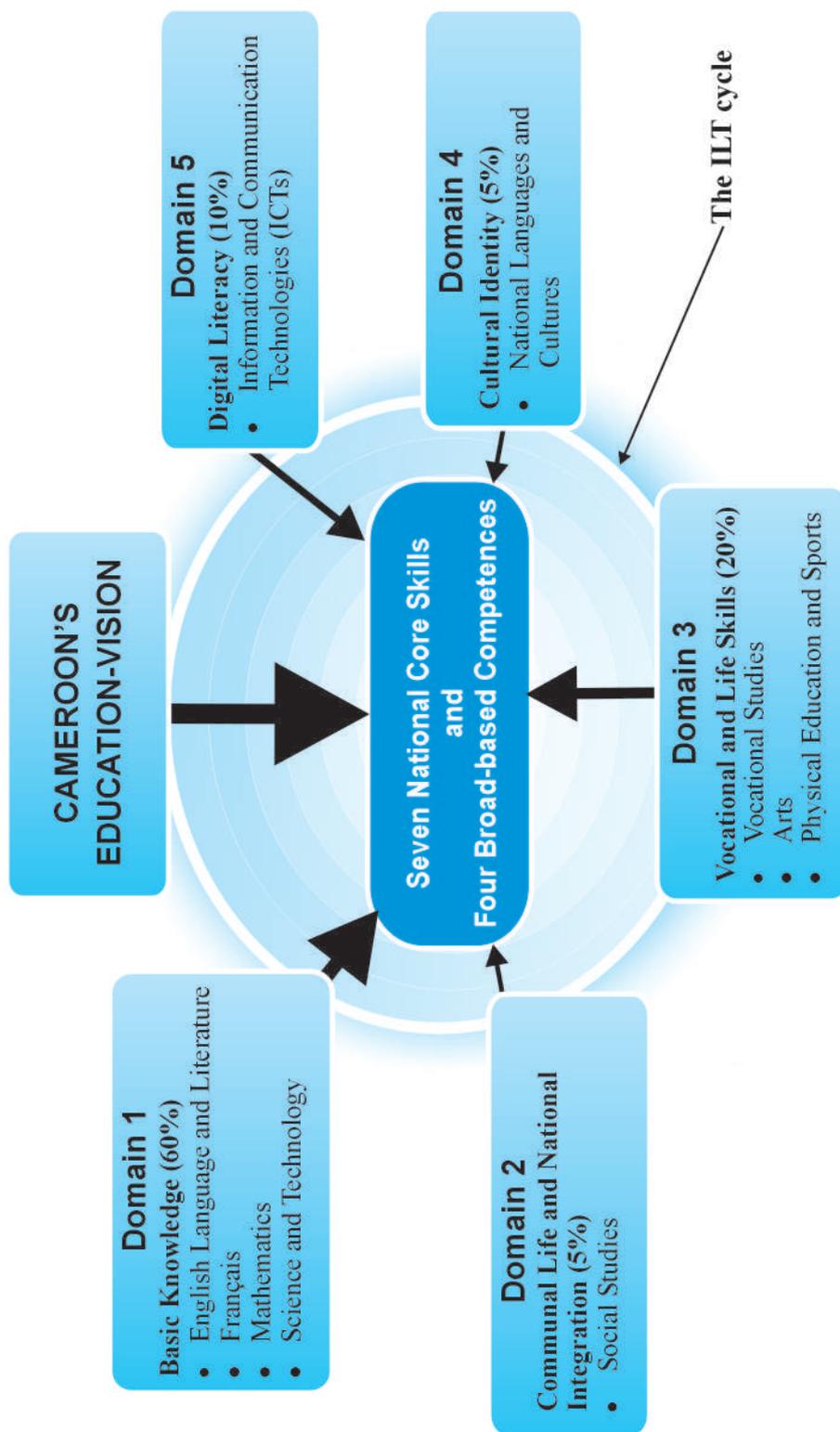


Figure 1: Link between the Learning Domains and the National Core Skills/Broad-Base Competences

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## Plan of Action for the Teaching-Learning Cycle

The following steps will enable the teacher to put his/her plan into action:

1. Identify learning outcomes in function of the national core skills and as stated in the integrated monthly schemes of work.
2. Based on the integrated learning theme of the month, identify a project and plan the activities that will lead to its realization.
3. The different activities are planned chronologically (entry behaviour, simple to complex) in relation to the contents and contextualized through the ILT.
4. Monitor the realization of the project and ensure that all learners carry out their tasks.
5. Organize culmination events, that is, presentation of projects and assessment every last Thursday and Friday of the four weeks. Depending on the level, the presentations and assessment should cover three forms: oral, written and practice. A checklist should be prepared depending on the stated learning outcomes in order to record learners' progress in the class broadsheet (this will constitute a gradual building of the information for pupils' report cards which are filled every term).
6. Carry out remediation activities where necessary.
7. Do an auto-evaluation of the process. Note should be taken that this is a cyclical process within each teacher's community of practice (the school).

Figure 2 illustrates the cyclical teaching and learning process.

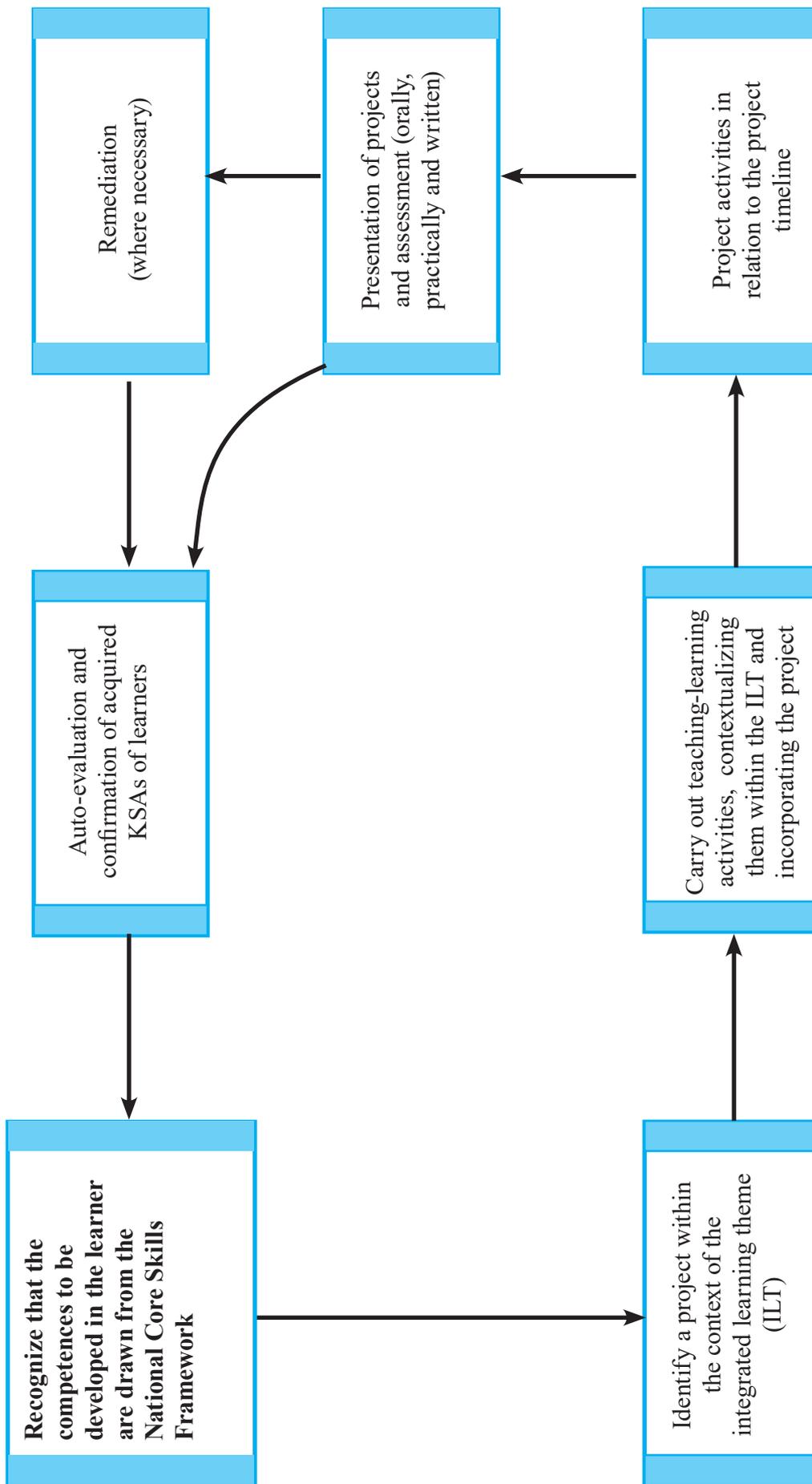


Figure 2: Cyclical Teaching and Learning Process

## PART TWO

# DEFINITION OF DOMAINS AND THEIR RELATED CARRIER SUBJECTS

Part two presents the five domains and their related carrier subjects. Each of these subjects is briefly defined while highlighting the national core skills that each develops, followed by a visual presentation of the subject, its components, terminal learning outcomes, and suggested evaluation criteria.

### Domain 1: Basic Knowledge

This domain is fundamental to the development of all other domains. It nurtures and advances literacy and numeracy skills which are the pillars for a strong foundation in education and vital for living in the 21<sup>st</sup> century. As the name implies, basic knowledge is intended to create the base and a solid foundation for all other learning. There is no gainsaying that the ability to read and to work with numbers are prerequisites for the success of any educational system. Many studies carried out in Cameroon on learning achievements in the past couple of years show that there is a dwindling effect in literacy and numeracy to the extent that children who leave primary schools in Cameroon today can barely read and/or write, talk less of manipulating numbers and figures confidently. It is in this light that, it became necessary to give more learning-teaching time to a domain that will properly develop learners' literacy and numeracy skills and hence enhance their performance in other learning domains. Consequently, a sixty percent learning-teaching time has been assigned to this domain. The domain is going to be powered by English Language and Literature, Mathematics, Science and Technology and *Français*.

### English Language

English Language is one of the two official languages in Cameroon. It is the language of instruction for the English Subsystem of Education. A literature component has been added to this subject in level two and level three. While English Language enables learners to express themselves orally and in writing, Literature enhances the reading culture in them. The teaching of English will target the development of the listening, speaking, reading and writing skills with emphasis on grammar, vocabulary and pronunciation. Like all languages, English is rule-governed, thus the **systematic functional teaching of grammar is strongly recommended**. This will enable learners use the language effectively.

This subject has been developed from domains that were derived from the following national core skills:

- Communication in the two official languages (English and French) and the use of at least one national language
- Practice of lifelong learning and the four broad-based competences

The components of the subjects are presented in figure 3.

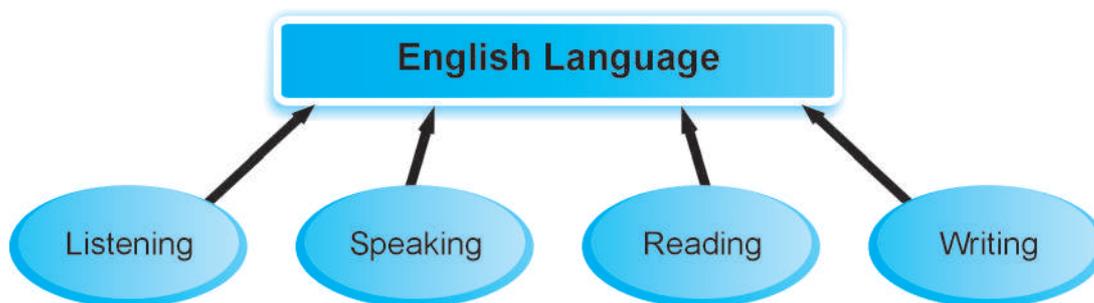


Figure 3: Components of English Language

## Terminal Learning Outcomes

At the end of this level, learners will be able to:

- listen attentively for information in a given context
- interpret information and react appropriately
- communicate to express feelings, ideas and thoughts
- read texts fluently in a given context
- write texts legibly and coherently to express feelings, ideas and thoughts
- show great interest in communicating in English

## Evaluation Criteria

The terminal learning outcomes at the end of level 2 and the accompanying evaluation criteria are illustrated in table 7.

**Table 7: Terminal Learning Outcomes and Evaluation Criteria**

Skill	Terminal Learning Outcomes	Evaluation Criteria
<b>Listening and Speaking</b>	<ul style="list-style-type: none"><li>• Listen attentively for information in a given context.</li><li>• Interpret information and react appropriately</li><li>• Communicate to express feelings, ideas and thoughts</li></ul>	<ul style="list-style-type: none"><li>• Fluency in speaking</li><li>• Audibility in speech</li><li>• Sustainance of attention</li><li>• Willingness to take turns in speaking, use of appropriate tones in speech</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Read texts fluently in a given context.</li></ul>	<ul style="list-style-type: none"><li>• Fluency and audibility in reading,</li><li>• Respect of voice pitch</li><li>• Correctness of answers to comprehension questions</li><li>• Presentation of materials</li><li>• Respect of instructions</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Write texts legibly and coherently to express feelings, ideas and thoughts</li></ul>	<ul style="list-style-type: none"><li>• Legibility, meaning, coherence, the right posture, right direction, presentation of materials, respect of instructions</li></ul>

## Mathematics

Mathematics develops the learner's creativity, initiative and problem-solving skills. It equally develops logical and inferential thinking, the ability to deduce and visualize in space and time. Through mathematics, the learner improves his/her knowledge of science, technology, agriculture and engineering. It is also necessary for financial literacy and relevant to most forms of employment. Mastering Mathematics entails the acquisition of knowledge, skills and attitudes as well as problem solving skills related to the different integrated learning themes. Primary School learners need these in computation, logical thinking and problem solving to construct knowledge and understand the world around them. The Mathematics syllabus also guides teachers, educators and examiners to prepare for teaching and learning as well as for formative and summative assessment. In this curriculum, five components of Mathematics have been developed, namely: Sets and Logic, Numbers and Operations, Measurement and Size, Geometry and Space, and Statistics and Graphs.

This subject has been developed from domains that were derived from the following national core skills.

- Use of basic notions in Mathematics, Science and Technology
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 4

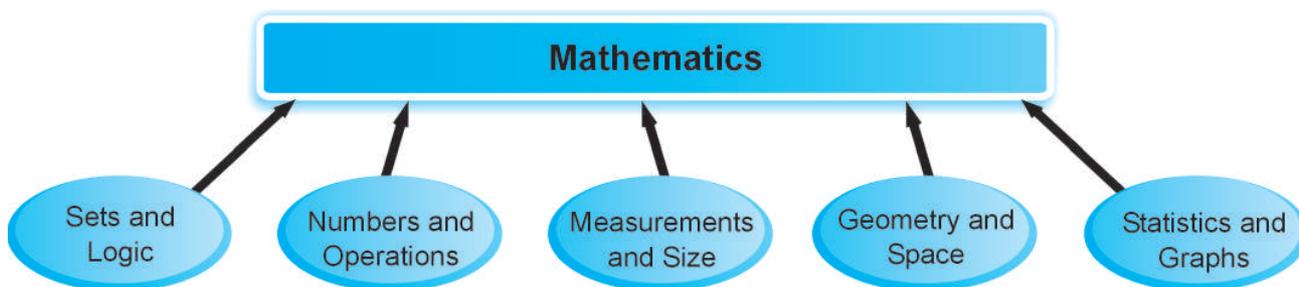


Figure 4: Components of Mathematics

### Terminal Learning Outcomes

After the teaching-learning experiences in mathematics, learners will be able to:

- solve problems involving sets and logic
- solve problems involving number operations
- solve problems involving measurement units
- construct different geometric shapes
- categorize statistics on graphs
- use mathematical skills in daily life
- show interest in mathematics

### Evaluation Criteria

The terminal learning outcomes and the evaluation criteria are illustrated in table 8.

**Table 8: Terminal learning outcomes and evaluation criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Solve problems involving sets and logic</li> <li>- Solve problems involving number operations</li> <li>- Solve problems involving measurement units</li> <li>- Construct different geometric shapes</li> <li>- Categorize statistics on graphs</li> <li>- Use mathematical skills in daily life</li> <li>- Show interest in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- Group, match and classify objects and numbers in sets using different attributes</li> <li>- Correct representation of sets, symbols and figures</li> <li>- Correct use of symbols, signs and diagrams</li> <li>- Ordering and consistency</li> <li>- Appropriate use of operations and formulae</li> <li>- Associating quantities to figures and symbols</li> <li>- Proper use of mathematics tools</li> <li>- Solve meaningful daily life problems</li> </ul>

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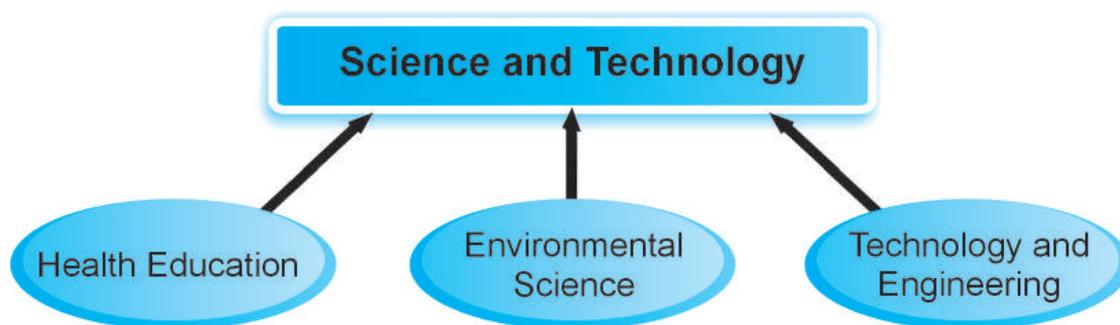
## Science and Technology

Science and Technology is penetrating every aspect of societal life and therefore has become an important component in the learning-teaching programmes at every level of education. It enables learners to understand themselves and their environment as well as adapt to the ever changing world in which they live. The teaching of Science and Technology develops the spirit of curiosity, creativity and innovation. Through Science and Technology, learners will be able to predict and analyse causes and effects of phenomena and use scientific approaches to solve emerging problems. These skills will be developed in Health Education, Environmental Science as well as in Technology and Engineering.

This subject has been developed from domains that were derived from the following national core skills:

- Use of basic notions in Mathematics, Science and Technology
- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and innovation
- Practice of lifelong learning and the four broad-based competences

The components of the subject are illustrated in figure 5.



*Figure 5: Components of Science and Technology*

### Terminal Learning Outcomes

At the end of this level, learners will be able to:

- demonstrate knowledge of the human body, its functioning as well as care and hygiene
- describe the environment including plants and animals
- use scientific instruments and technological tools
- respect scientific procedures and norms
- construct miniatures and models
- reject superstitious beliefs and myths

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria are illustrated in table 9.

**Table 9: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Demonstrate knowledge of the human body, its functioning as well as care and hygiene</li><li>- Describe the environment including plants and animals</li><li>- Use scientific instruments and technological tools</li><li>- Respect scientific procedures and norms</li><li>- Construct miniatures and models</li><li>- Reject superstitious beliefs and myths</li></ul>	<ul style="list-style-type: none"><li>- Respect of procedures in experiments;</li><li>- Exactitude of experiment results;</li><li>- Improvisation of materials in experiments;</li><li>- Positive observable change in behaviour</li><li>- Dexterity (careful handling and manipulation of objects)</li><li>- Correct interpretation of phenomena/results.</li></ul>

## Français

Le français est l'une des deux langues officielles du Cameroun. Il est la deuxième langue officielle dans le sous-système anglophone. Il permet aux apprenants de communiquer oralement et par écrit dans des situations de la vie quotidienne pour un vivre-ensemble harmonieux et de s'ouvrir au monde francophone. L'acquisition du *Français* se fait à travers le développement des cinq (5) compétences de base, à savoir **la compréhension orale, l'expression orale en continu, l'expression orale en interaction, la compréhension écrite (lecture) et la production écrite**. Le développement de ces compétences se fait à travers les sous-disciplines suivantes : Compréhension et expression orale (en continu et en interaction), compréhension écrite (lecture), production d'écrits, grammaire, vocabulaire, conjugaison et orthographe. Il s'agit d'acquérir une véritable compétence de communication langagière qui englobe une composante pragmatique (acte de langage), linguistique (grammaire), sociolinguistique et socio-culturel.

Il est à noter que l'enseignement de la grammaire, du vocabulaire, de la conjugaison et de l'orthographe est fait en contexte et lors du développement des compétences de base. Ces compétences se développent autour des centres d'intérêt suivants : la maison, la ville/village, l'école, les métiers, les voyages, les jeux, les traditions et la communication.

Cette discipline a été développée à partir des domaines tirés des compétences clés suivantes.

- Communiquer dans les deux langues officielles (français et anglais) et pratiquer au moins une langue nationale
- Apprendre à apprendre tout au long de la vie et les quatre compétences transversales.

Les composantes de cette discipline sont présentées dans la figure 6.

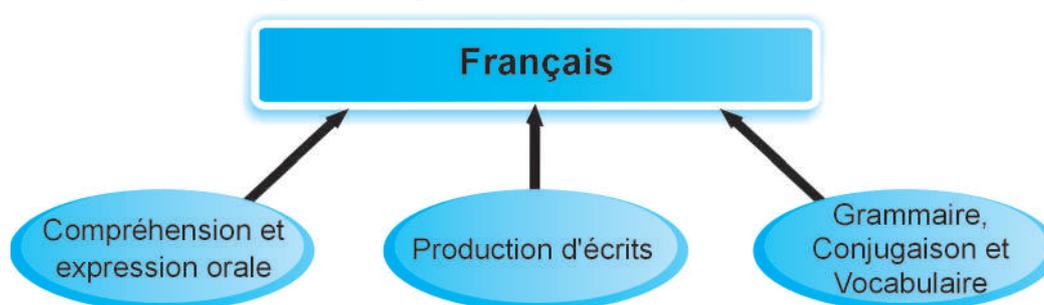


Figure 6: Les composantes du français

**Tableau 10 : Attentes de fin de niveau**

Compétence	Attentes à la fin du niveau
Compréhension et expression orales	Écouter attentivement et s'exprimer de façon compréhensible avec le gestuel approprié.
Compréhension écrite (lecture)	Lire de courts textes simples en respectant la prononciation et l'intonation puis relever des informations.
Production d'écrits	Ecrire des petits textes d'une (01) à trois (03) phrases en rapport avec des situations de la vie quotidienne.

### Critères d'évaluation

Les attentes du niveau et les critères d'évaluation du français au niveau 1 sont présentés dans le tableau 11.

**Tableau 11 : Les attentes à la fin du niveau et les critères d'évaluation**

Attentes à la fin du niveau	Critères d'évaluation
Écouter attentivement et s'exprimer de façon compréhensible avec le gestuel approprié.	<ul style="list-style-type: none"> <li>- Production correcte et cohérente</li> <li>- Adéquation de la production à la situation</li> <li>- Respect des règles grammaticales.</li> </ul>
Lire de courts textes simples en respectant la prononciation et l'intonation puis relever des informations.	<ul style="list-style-type: none"> <li>- Déchiffrement/décodage des sons, mots et phrases, informations pertinentes</li> <li>- Respect de la prononciation et de l'intonation</li> </ul>
Ecrire des petits textes d'une (01) à trois (03) phrases en rapport avec des situations de la vie quotidienne.	<ul style="list-style-type: none"> <li>- Adéquation du texte à la situation</li> <li>- Correction des énoncés</li> <li>- Cohérence de la production</li> </ul>

## Domain 2: Communal Life and National Integration

Communal life and national integration refers to the notion of national unity, national integration and living together. It transcends the peculiarity of all kinds of geographical, historical, linguistic, cultural, religious and political entities. Communal life is the feeling of belonging to a particular community and national integration brings people of various communities together. In essence, communal life and national integration brings about self-love, love for others and respect for the common good. The human person is a social being, hence must live with other human beings irrespective of race, religion, socio-economic status etc. Children socialise more than adults and there is need to consolidate this value in them. This domain is powered by Social Studies (history, geography and citizenship). Only the citizenship component will be taught in Level One and all three components taught in Level Two and Level Three.

### Social Studies

Social studies is the study of political, economic, cultural and environmental aspects of society in the past, present and future. It is intended to enable human beings to understand, preserve and transform the environment for their wellbeing and for the welfare of the community. This involves inculcating in learners patriotic, moral and citizenship values as well as good governance qualities in order to prepare them for a harmonious insertion into the society.

This subject has been developed from domains that were derived from the following national core skills:

- Practice of social and citizenship values (morality, good governance and budgetary transparency)
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 7.



Figure 7: Component of Social Studies

### Terminal Learning Outcomes

At the end of this level, learners will be able to:

- identify the effects of human activities
- relate human activities to development
- display a spirit of objectivity, tolerance, and patriotism
- practise values of harmonious living
- show love for nation and for the outside world
- respect differences in choices and personality
- practise behaviour which will lead to the protection and security of people and national property

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria for Social Studies are illustrated on table 12.

**Table 12: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
- Identify the effects of human activities	- Display a spirit of objectivity, tolerance, and patriotism
- Relate human activities to development	- Respect of national emblems
- Practise values of harmonious living	- Practise of social values
- Show love for nation and for the outside world	- Involvement in awareness campaigns
- Respect differences in choices and personality	- Logical explanations of events
- Practice behaviour which will lead to the protection and security of people and national property	- Positive change of attitude

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## Domain 3: Vocational and Life Skills

This domain prepares the learner for the social and professional realities that they would face in life. It provides them with opportunities to showcase talents and skills resulting in their integral development. It equips them with the capacity to adapt to and transform their environments. This is done by providing relevant and contextual technical and vocational training starters. In the context of limited work opportunities, it is necessary to start orientating children to creative enterprise in early education. In this way, a generation of people fully equipped to offer meaningful employment for themselves and at the same time, possess skills required for full participation in everyday life will be trained. Vocational studies and life skills is geared towards opening up learners' minds, a ready option for taking up technical education studies in secondary school. This domain equally encourages children who, after primary education, might not be able to go to secondary school, to learn a trade in order to earn a living. Either way, in order to survive in world economies today, every citizen from all strata of life needs vocational and life skills. The domain will be developed through three main subjects namely: Vocational Studies, Arts, and Physical Education and Sports (PES).

### Vocational Studies

Vocational Studies is a practical subject, which provides learners with the opportunity to develop talents, initiative and creativity thereby enhancing their holistic development. It develops learners' autonomy, self-esteem and the spirit of entrepreneurship for subsequent self-reliance towards a responsible and balanced life without any constraints on their ambitions for further education. Vocational Studies is taught through Arts and Crafts, Agro Pastoral Farming and Home Economics. Only Arts and Crafts and Agro-pastoral Farming will be taught in level one.

**Arts and Crafts:** Activities in this component will enable learners to acquire techniques to fabricate objects using natural and recycled materials from their environment.

**Agro Pastoral Farming:** This activity will initiate learners into agricultural techniques and animal farming.

**Home Economics:** This activity will help learners develop interest in house management such as laundry, house craft, food and nutrition, needle work and mother craft.

This subject has been developed from domains that were derived from the following national core skills:

- Demonstration of the spirit of autonomy, sense of initiative, creativity and entrepreneurship
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 8.

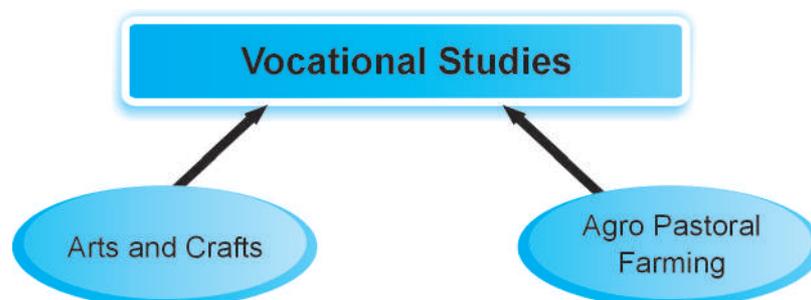


Figure 8: Components of Vocational Studies

## Terminal Learning Outcomes

At the end of this level, learners will be able to:

- use equipment to produce objects following a spelt out procedure
- acquire knowledge, skills and attitudes for productive work at home and effective home management
- acquire knowledge, skills and attitudes to manipulate local materials through given processes and procedures to produce objects
- produce arts objects using local materials
- demonstrate a spirit of collaboration
- manifest high self-esteem, interest, initiative, creativity, resourcefulness and good value judgment

## Evaluation Criteria

The Terminal Learning Outcomes and Evaluation criteria are presented on table 13.

**Table 13: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Use equipment to produce objects following a spelt out procedure</li><li>- Acquire knowledge, skills and attitudes for productive work at home and effective home management</li><li>- Acquire knowledge, skills and attitudes to manipulate local materials through given processes and procedures to produce objects</li><li>- Produce arts objects using local materials</li><li>- Demonstrate a spirit of collaboration</li><li>- Manifest high self-esteem, interest, initiative, creativity, resourcefulness and good value judgment</li></ul>	<ul style="list-style-type: none"><li>- Quality of material used</li><li>- Respect of instructions</li><li>- Quality of final product</li><li>- Consistency in the explanatory note</li><li>- Time used to carry out the task</li><li>- Involvement in team work</li></ul>

## Arts

Arts fosters the learner's imagination, critical thinking skills, problem-solving, creativity and aesthetic skills. Arts contents should engage, inspire and challenge learners, equipping them with knowledge and skills that can enable them create their own artistic designs. Through this subject, the learner acquires the spirit of open-mindedness and cultivates the attitude to appreciate beauty and develop his/her capacity for concentration, self-esteem, sense of sharing, assiduity, team spirit and patriotism. As learners progress, they should be able to think critically and develop a more rigorous understanding of arts. This subject aims at ensuring that all learners produce creative works, explore their ideas and record their experiences, thus becoming efficient in drawing, painting and other art and design techniques.

This subject has been developed from domains that were derived from the following core skills:

- Practice of physical, sports and artistic activities
- Demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship
- Practice of lifelong learning and the four broad-based competences

It is taught through the following components: visual arts and performing arts.

The components of the subject are presented in figure 9.

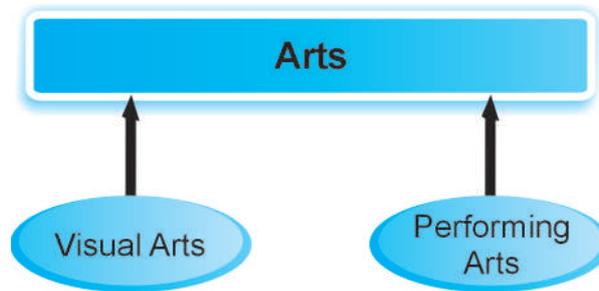


Figure 9: Components of Arts

### Terminal Learning Outcomes

At the end of this level, the learner will be able to:

- create artistic objects
- draw imaginative and creative literary images expressing feelings and emotions
- use voice, body and/or inanimate objects to convey feelings and emotions
- show interest in morality and appropriate life styles

### Evaluation Criteria

The Terminal Learning Outcomes and evaluation criteria are presented in table 14.

**Table 14: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Create artistic objects</li> <li>- Draw imaginative and creative literary works expressing feelings and emotions</li> <li>- Use voice, body and/or inanimate objects conveying feelings and emotions</li> <li>- Show interest in morality and appropriate life styles</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with guidelines and techniques (correct use of geometric shapes and colours)</li> <li>- Ability to write imaginatively, creatively expressing original thoughts</li> <li>- Ability to create and sing a song</li> <li>- Synchronization between voice variations and percussion.</li> <li>- Ability to convey feelings and thoughts through music</li> <li>- Mastery of the stage and respect for the text</li> <li>- Ability to act a role freely</li> <li>- Ability to recognize and use appropriate costumes, make-up and hairstyles</li> <li>- Ability to create and execute dance techniques</li> <li>- Decent looks, behaviour, respect, punctuality, cheerful nature, respond positively to corrections etc.</li> </ul>

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## Physical Education and Sports

Physical Education and Sports is a set of physical activities that contributes to the physical, moral health and social development of the learner. It promotes a harmonious construction of the body and makes the learner fit to perform individual and collective tasks. It is through physical and sporting activities that the child's brain internalizes the foundations of laterality (left/right), directionality (up, down, in, out) and position in space (over, under, behind). These are concepts that are important to the learner's mathematical thinking, vocabulary development, reading and writing skills. Physical Education and Sports remains an effective educational tool as it develops learners' mental capacities through body fitness activities.

This subject has been developed from a domain that was derived from the following core skills:

- Practice of physical, sports and artistic activities
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 10.

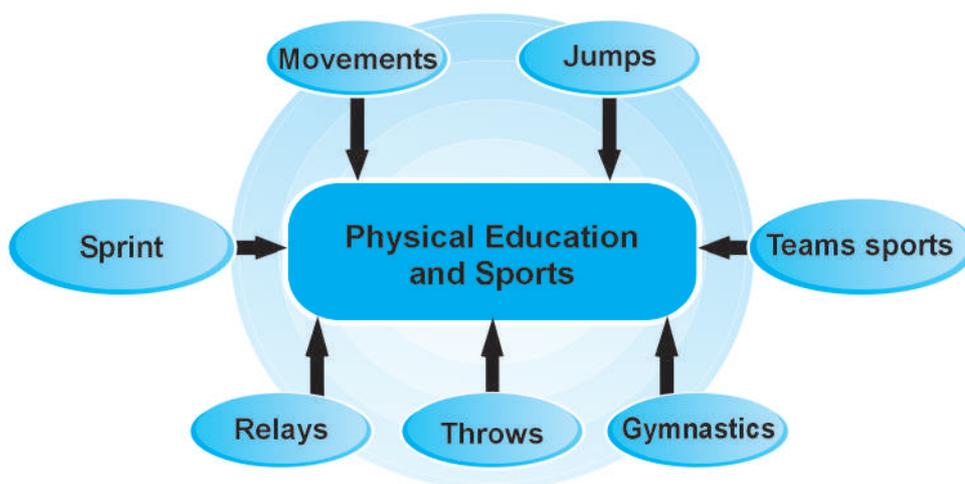


Figure 10: Components of Physical Education and Sports (PES)

### Terminal Learning Outcomes

Physical Education and Sports enables the learners to:

- discover his/her body
- practise social and interpersonal communication skills
- stimulate his/her physical, intellectual and emotional growth
- maintain a healthy body

### Evaluation criteria

The terminal learning outcomes and evaluation criteria of Physical Education and Sports are presented in table 15.

**Table 15: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Discover his/her body</li><li>- Practise social and interpersonal communication skills</li><li>- Stimulate their physical, affective, intellectual and emotional growth</li><li>- Maintain a healthy body</li></ul>	<ul style="list-style-type: none"><li>- Alertness, vigilance, posture</li><li>- Accuracy, respect of rules, fanfare, collaboration</li><li>- Respect of signals, endurance</li><li>- Identify parts of the body and their roles</li><li>- Ability to carry out routine activities effectively</li></ul>

## Domain 4: Cultural Identity

Cultural identity is a sense of belonging to a group or a nation with distinct ways of doing things. This is characterised by language, tradition and religion. Cultural identity is, in summary, a set of traits (customs) that characterises a people and differentiates them from other people. The case of Cameroon is visibly unique because of her multicultural nature. This domain is developed via National Languages and Cultures.

### National Languages and Cultures

National Languages and Cultures constitutes the acquisition of knowledge, skills and attitudes (values) that enable learners to speak their national language and be rooted in their cultures, hence building up self-esteem and confidence. National Languages and Cultures refers to all languages and cultures in the four major linguistic and cultural zones of Cameroon. This subject includes social practices, modes of life, arts and crafts as well as architectural designs and literary expressions that bring out a people's identity. It helps learners to open up to learning and to be better educated.

Learning National Languages is advantageous especially at this time when it is established worldwide that learning should start in the mother tongue of the learner.

This subject has been developed from domains that were derived from the following national core skills:

- Communication in the two official languages (English and French) and the use of at least one national language
- Practice of social and citizenship values (morality, good governance and budgetary transparency)
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 11.

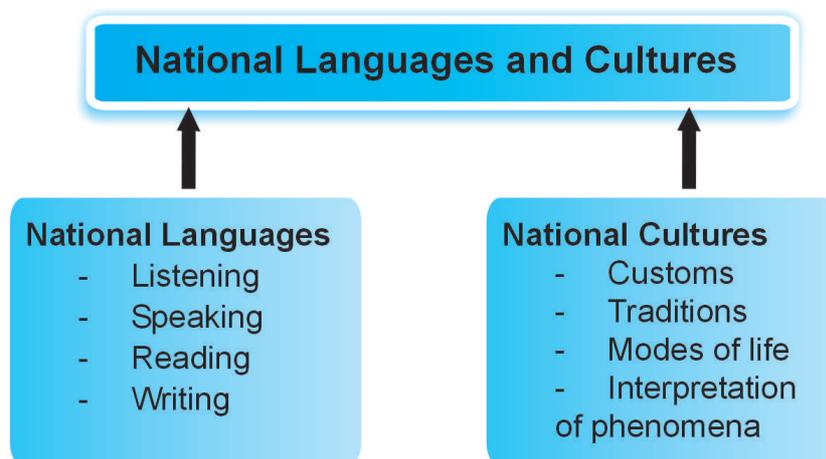


Figure 11: Components of National Languages and Cultures

### Terminal Learning Objectives

After learning national languages and cultures the learners will be able to:

- communicate appropriately using at least five sentences in any given context
- sing traditional songs fluently
- perform cultural activities/scenes
- listen attentively without interrupting the speaker
- read at least five sentences and bring out the meaning in a related theme.
- write a correct and coherent sentence to pass across information

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria for National Languages and Cultures are presented in table 16.

**Table 16: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Communicate appropriately using at least five sentences in any given context</li> <li>- Sing traditional songs fluently</li> <li>- Perform cultural activities/scenes</li> <li>- Listen attentively without interrupting the speaker</li> <li>- Read at least five sentences and bring out the meaning in a related theme.</li> <li>- Write a correct and coherent sentence to pass across information in any given context</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of rules related to the spoken languages</li> <li>- Audibility, fluency, articulation, intonation in speech</li> <li>- Sustainance of dialogue and animation.</li> <li>- Correctness of responses /correctness of gestures/actions</li> <li>- Correctness of form, coherence and neatness in writing.</li> <li>- Respect of rhythm and dance steps.</li> <li>- Observance interactions with others and participation in projects.</li> </ul>

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## Domain 5: Digital Literacy

Digital literacy underscores the cultural changes produced by the development and transmission of Information and Communication Technologies (ICTs). The achievement of Cameroon’s 2035 Vision will also depend on the country’s potentials to be transformed into an information-based or knowledge-based society in which information processing, knowledge management and creation are essential features that guarantee success. The 21<sup>st</sup> century is considered as the information era and learners are expected to use ICTs to access valuable and updated resources in order to break the digital divide. Digital literacy does not only refer to computers but has evolved to include telephones, iPad, the internet and all forms of social media. With rapid growth in the number of parents buying digital devices for their children and not being able to control what the children do with these devices, it is important that education takes over its responsibilities. This domain aims at empowering learners with technological skills for present and future actions and it is developed through ICTs.

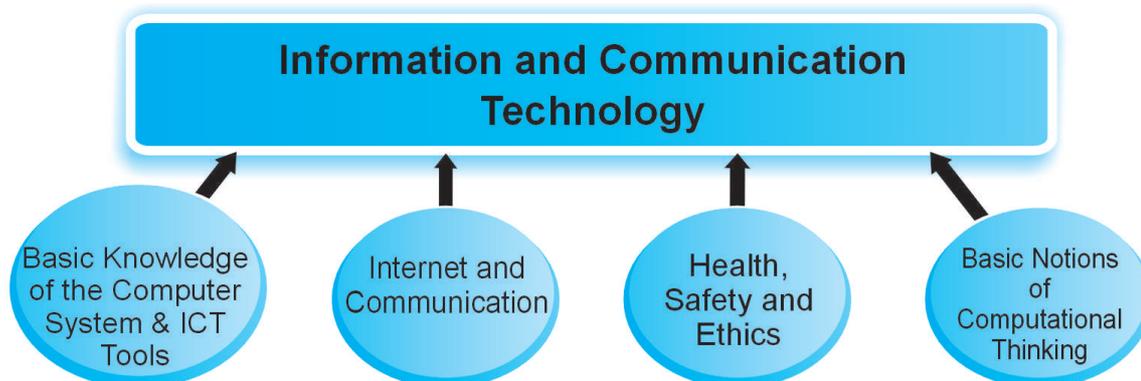
### Information and Communication Technologies (ICTs)

The use of Information and Communication Technologies is an integral part of the modern society. Information is regarded as a valuable asset for all individuals. The ability to construct knowledge from the information gathered is by and large seen as a vital survival skill in today’s society. ICTs will be most relevant and meaningful for pupils if they are used in relation to their immediate environment. Although ICT is universal, it is only by contextualization and application that pupils understand and appreciate its use. Where learning materials can only give general examples, it is recommended that the teacher uses local examples instead. ICT has the potential to stimulate pupils to engage in, enjoy and love learning. Before teaching a specific ICT skill, teachers are encouraged to introduce a specific task to be performed, applying the new skill learnt. Tasks chosen should relate to subjects in the curriculum such as Mathematics, English, Science and Technology.

This subject has been developed from domains that were derived from the following national core skills:

- Use of basic information and communication technology concepts and tools
- Practice of lifelong learning and the four broad-based competences

The components of the subject are illustrated in figure 12.



*Figure 12: Components of Information and Communication Technology*

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## Terminal Learning Outcomes

At the end of this level, the learners will be able to:

- use computer equipment and ICT tools
- apply basic health and safety measures when using computers and other ICT devices
- practise basic computational thinking
- use ICTs responsibly

## Evaluation Criteria

The terminal learning outcomes and evaluation criteria are illustrated in table 17.

**Table 17: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Use computer equipment and ICT tools</li><li>- Apply basic health and safety measures when using computers and other ICT devices</li><li>- Practise basic computational thinking</li><li>- Use ICTs responsibly</li></ul>	<ul style="list-style-type: none"><li>- Ability to identify ICT tools and their parts</li><li>- Correct use of ICT tools</li><li>- Ability to identify characters on the key board</li><li>- Respect of health, hygiene and safety rules while manipulating ICT tools</li><li>- Ability to explain computational concepts using real life situations</li></ul>

## PART THREE

### CONTENTS OF THE SYLLABUS

Details of the contents of the ten subjects, the expected learning outcomes, the suggested teaching/learning strategies and the didactic materials for each subject area are presented in the tables that follow. Note should be taken that all the monthly teaching/learning activities are anchored on the integrated learning theme of that month. As a reminder, the integrated learning themes of the primary school cycle are laid out in table 18 and table 19.

**Table 18: Integrated Learning Themes for Level I and Level II (Classes 1/2/3/4)**

No	Integrated Learning Theme
1	The home
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Games
8	Communication

**Table 19: Integrated Learning Themes for Level III (Class 5 and Class 6)**

No	Integrated Learning Theme
1	Nature
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Sports and leisure
8	The universe and space

## Contents of English Language

**Table 20: English Language contents, expected learning outcomes, suggested methodology and didactic materials**

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials
Listening and Speaking				
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies
<b>Phonemic awareness</b> - Letter sounds - Sounds of diagraphs - Monosyllabic words	- Say letter sounds - Combine letter sounds to form monosyllabic words - Pronounce monosyllabic words - Pronounce diagraphs and words containing them - Show interest in pronouncing correctly	<b>Phonemic awareness</b> - Sounds of the alphabet - Sounds of diagraphs - Multisyllabic words	- Say letter sounds - Combine letter sounds to form monosyllabic words - Pronounce monosyllabic words - Read multisyllabic words - Pronounce diagraphs and words containing them - Show interest in pronouncing correctly	- Demonstration - Phonic method - Jolly phonics approach - Association of sounds with similar sounds made by objects and animals in their environment - Role-play - Teamwork - Questions and answers
<b>Polite responses</b> - Sir/Madam - Sorry - You are welcome - Thank you	- Respond appropriately to people - Cherish being pleasant and welcoming to people	<b>Polite addresses</b> Please sir/madam, my dear friend, could you	- Address people appropriately - Cherish being pleasant and welcoming to people	- Real objects, charts, pictures and flashcards - Language games - radio, tapes, CD-ROMs, rhymes, songs, telephone
<b>Greetings</b> - Morning - Afternoon - Night	- Greet appropriately in the different periods of the day - Display enthusiasm to greet people	<b>Greetings</b> - Morning - Afternoon - Night	- Greet appropriately in the different periods of the day - Display enthusiasm to greet people	- Role play, dialogue, singing, illustrations, teamwork, demonstrations, Questions and answers - Role play, dialogue, singing, illustrations, teamwork, demonstrations, Questions and answers - Role play, rhymes, songs dialogue, illustrations, teamwork demonstrations, Questions and answers
				- Real objects, charts, pictures and flashcards - Language games - radio, tapes, CD-ROMs, telephone - Real objects, charts, pictures and flashcards - Language games - radio, tapes, CD-ROMs, telephone

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<b>Introduction of self and others</b> - Introducing self - Introducing others	- Introduce self and others appropriately - Treasure introducing self and others	<b>Introduction of self and others</b> - Introducing self - Introducing others	- Introduce self and others appropriately - Treasure introducing self and others	- Role-play, dialogue, illustrations, teamwork - Demonstrations - Questions and answers	- Real objects, charts, pictures and flash-cards - Language games - radio, tapes, CD-ROMs, telephone
<b>Oral tradition</b> - Stories - Songs - Folktales - Rhymes	- Retell stories and folktales - Recite rhymes - Sing songs - Display enthusiasm to entertain people	<b>Oral tradition</b> - Stories - Songs - Folktales - Rhymes	- Retell stories and folktales - Recite rhymes - Sing songs - Display enthusiasm to entertain people	- Miming, role-play - Teamwork, explanations, Demonstrations, illustration - Questions and answers.	- Charts, pictures - Language games, radio, tapes, rhymes, songs - Picture stories
<b>Dialogue</b>	- Talk with peers, teacher and others spontaneously - Carry out a telephone conversation - Show respect for people	<b>Dialogue</b>	- Talk with peers, teacher and others spontaneously - Carry out a telephone conversation - Show respect for people	- Miming, role-play - Teamwork, drilling - Illustrations, demonstrations - Questions and answers	- Real objects - Charts - Language games - Telephone
<b>Sketch</b> - Acting - Plot	- Play the role of a character in a sketch - Show love for entertainment	<b>Sketch</b> - Acting - Plot	- Play the role of a character in a sketch - Show love for entertainment	- Miming - Pair work, drilling - Illustrations - Demonstrations - Role-play and dramatization	- Stage props - Costumes
<b>Descriptions</b> - People - Places - Objects	- Describe people, places and objects with precision - Manifest the habit of listening to an interlocutor	<b>Descriptions</b> - People - Places - Activities	- Describe people, places and activities with precision - Manifest the habit of listening to an interlocutor	- Miming - Teamwork, drilling - Illustrations - Demonstrations - Role-play	- Real objects, charts, pictures and flash-cards - Radio, tapes, telephone

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<b>Numbers: 0 - 50</b>	<ul style="list-style-type: none"> <li>- Listen and say numbers</li> <li>- Show willingness to count</li> </ul>	<b>Numbers: 51 - 100</b>	<ul style="list-style-type: none"> <li>- Listen and say numbers</li> <li>- Show willingness to count</li> </ul>	<ul style="list-style-type: none"> <li>- Miming</li> <li>- Teamwork, drilling</li> <li>- Illustrations</li> <li>- Demonstrations</li> <li>- Counting</li> </ul>	<ul style="list-style-type: none"> <li>- Counting materials</li> <li>- Number cards</li> </ul>
<b>Descriptions</b>	<ul style="list-style-type: none"> <li>- Describe ongoing activities</li> <li>- Show willingness to describe activities accurately</li> </ul>	<b>Description</b>	<ul style="list-style-type: none"> <li>- Describe ongoing activities</li> <li>- Show willingness to describe activities accurately</li> </ul>	<ul style="list-style-type: none"> <li>- Miming</li> <li>- Teamwork, drilling</li> <li>- Illustrations</li> <li>- Demonstrations</li> <li>- Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Descriptive charts</li> <li>- Relevant pictures</li> <li>- Language games</li> </ul>
<b>Reading</b>					
<b>Sound Recognition (reading aloud)</b>	<ul style="list-style-type: none"> <li>- Read letter sounds correctly</li> <li>- Read monosyllabic words</li> <li>- Read multisyllabic words</li> <li>- Show interest in correct pronunciation</li> </ul>	<b>Sound Recognition (reading aloud)</b>	<ul style="list-style-type: none"> <li>- Read letter sounds correctly</li> <li>- Read monosyllabic words</li> <li>- Read multisyllabic words</li> <li>- Show interest in reading</li> </ul>	<ul style="list-style-type: none"> <li>- Illustrations and demonstrations</li> <li>- Phonic method</li> <li>- Jolly phonics approach</li> <li>- Association/ Cooperative learning, picture reading, reading aloud</li> <li>- Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>- Relevant charts, pictures and flashcards</li> <li>- Language games</li> <li>- radio, tapes, CD-ROMs, rhymes, songs, telephone</li> <li>- Story books</li> </ul>
<b>Word Recognition (reading aloud)</b>	<ul style="list-style-type: none"> <li>- Read simple words and short sentences aloud</li> <li>- Read numbers from 0 – 50</li> <li>- Read in the right order (left to right)</li> <li>- Hold reading materials correctly</li> </ul>	<b>Word Recognition (reading aloud)</b>	<ul style="list-style-type: none"> <li>- Read simple words and short sentences</li> <li>- Read numbers from 51 – 100</li> <li>- Read short texts</li> <li>- Show willingness to pronounce words and read correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Explanations, questions and answers, role play, team work, illustrations, demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects, charts, pictures and flashcards</li> <li>- Letter cards</li> <li>- Radio, tapes, CD-ROMs, rhymes, songs, telephone</li> <li>- Story books</li> </ul>

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<b>Reading Com- prehension (silent reading)</b> - Pictures - Short texts	- Interpret pictures - Read texts silently and answer questions - Demonstrate a reading culture	<b>Reading Com- prehension (silent reading)</b> - Pictures - Short texts	- Interpret pictures - Read texts silently and answer questions - Demonstrate a reading culture	- Explanations - Questions and answers - Teamwork	- Relevant charts - Picture stories - Cartoon strips - Big books
<b>Writing</b>					
<b>Handwriting</b> - Strokes, curves zigzag and waves - Letters of the alphabet- Names - Digits from 0 to 50	- Produce letters - Copy names - Write numbers from 0 to 50 - Follow the correct writing direction (left to right)	<b>Handwriting</b> - Names - Sentences - Digits from 1-100	- Copy their names and the same sentences several times - Show the enthusiasm to write	- Explanations - Demonstration - Drilling - Copying - Teamwork	- Pencils, chalk - Arm boards, flannel board - Pictures, charts - Sand trays, saw dust, writing exercise books
<b>Composition</b>	- Build words with jumbled letters - Show willingness to build words	<b>Composition</b>	- Build short sentences with jumbled words - Show willingness to build words	- Drilling - Teamwork - Explanations - Questions and answers	- Pencils, chalk - Armboards, flannel board - Pictures, chart.
<b>Writing</b> - Names - Sentences	- Write their names correctly - Write short sentences (SVO) - Write following the correct direction (left to right)	<b>Writing</b> - Names - Sentences	- Write their names correctly - Write short texts - Write following the correct direction (left to right)	- Drilling - Teamwork - Illustrations - Demonstrations	- Pencils, chalk - Arm boards, flannel board, - Pictures, charts - Writing exercise books

<b>CLASS 2</b>				<b>Suggested Methodology and Didactic Materials</b>	
<b>CLASS 1</b>		<b>CLASS 2</b>		<b>Suggested Methodology and Didactic Materials</b>	
<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/ Learning Strategies</b>	<b>Didactic Materials</b>
<b>Grammar, vocabulary and pronunciation</b>					
To build a language, you need building materials that are called “Parts of Speech”. They are eight in number, namely: verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions and interjections. Every word in English fits into at least one of these eight categories; the key to understanding and using the English language. As concerns vocabulary, learners will acquire new words and expressions naturally through listening, speaking, reading and writing activities. However, teachers are required to plan and systematically teach vocabulary in context.					
<b>Verbs</b> -Regular verbs (conjugation) - Simple present - Simple past - Simple future	- Use the simple present past and future tenses -Appreciate present, past and future events	<b>Verbs</b> (conjugation)--- Regular verbs - Introduction to irregular verbs - Helping verbs	- Use regular verbs and some irregular and helping verbs -Manipulate verbs and appreciate present, past and future events	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Verb list and puzzles
<b>Nouns</b> Kinds of nouns - Common and proper - Plural formation (s)	-Identify and use common and proper nouns -Use the plurals of countable nouns - Use nouns in simple sentences -Show interest in using nouns	<b>Nouns</b> Kinds of nouns - Common and proper - Plural formation (s, es)	-Identify and use common and proper nouns -Use the plurals of countable nouns - Use nouns in simple sentences -Show interest in using nouns	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Noun list and puzzles
<b>Adjectives</b> - Common adjectives	-Use common adjectives -Show interest in using common forms of adjectives	Adjectives - Common adjectives	-Use common adjectives following the teacher’s directives -Show interest in using common forms adjectives	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Adjective list and puzzles
<b>Adverbs</b> - Place - Time	- Identify and use adverbs of place and of time - Show interest in following instructions	<b>Adverbs</b> - Place - Time	- Identify and use adverbs of place and of time - Show interest in following instructions	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Adverb list and puzzles

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<b>Prepositions</b> - Location	- Identify and use prepositions of location - Show interest in locating the position of objects	<b>Prepositions</b> - Location - Time	- Identify and use prepositions of location - Show interest in locating the position of objects	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Preposition list and puzzles
<b>Pronouns</b> - Personal pronouns	- Use personal pronouns to talk about self and others - Show interest in using pronouns	<b>Pronouns</b> - Personal pronouns - Possessive - Reflexive	- Use personal pronouns to talk about self and others - Show interest in using pronouns	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Pronoun list and puzzles
<b>Conjunctions</b> (Coordinating)	- Link words, phrases and sentences with connecting words - Express the desire to use conjunctions	<b>Conjunctions</b> (Coordinating)	- Link words, phrases and sentences with connecting words - Express the desire to use conjunctions	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts - Conjunction list and puzzles
<b>Interjections</b> - Hi ! - Hello !	Use hi and hello in appropriate contexts	<b>Interjections</b> - Hi ! - Hello !	Use hi and hello in appropriate contexts	- Explanations - Teamwork - Demonstrations	- Flashcards - Real objects - Drawings - Charts - Interjection list and puzzles
<b>Vocabulary</b> - Opposites	- Follow instructions - Show willingness to use new words	<b>Vocabulary</b> - Opposites	- Follow instructions - Show willingness to use new words	- Explanations - Teamwork - Demonstrations	- Flashcards - Real objects - Wordlist

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
<b>The sentence</b> Simple sentences	- Construct simple sentences - Follow instructions	<b>The sentence</b> Simple sentences	- Construct simple sentences - Follow instructions	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts and puzzles
<b>Spelling and pronunciation</b> Sound and word building	- Build one, two and three syllable words - Manipulate letter-sounds to build words - Show willingness to spell and pronounce words correctly	<b>Spelling and pronunciation</b> Sound and word building	- Build one, two and three syllable words - Manipulate letter-sounds to build words - Show willingness to spell and pronounce words correctly	- Phonic method - Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Charts and puzzles

## Contents of Mathematics

**Table 21: Mathematics contents, expected learning outcomes, suggested methodology and didactic materials**

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Sets and Logic					
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/ Learning Strategies	Didactic Materials
- Objects - Sets	- Identify sets - Differentiate objects by their attributes - Arrange things in an attractive and neat manner	- Objects - Sets - Venn diagrams - Set symbols ( $\phi$ , $0$ , $\mathcal{E}$ , $n$ u )	- Classify objects using at least three attributes - Represent sets using venn diagrams - Arrange belongings in an attractive and neat manner	- Cooperative learning - Role-play - Matching - Demonstration - Illustration	- Real objects pebbles, number cards, legos - Audio- visual aids - Pictures and charts - Instructional games - Abacus
Numbers and Operations					
-Numbers: 0 - 100 -Symbols in operations -The four mathematical operations -Place value (tens and units) -Fractions	-Associate numbers and symbols to quantities -Build bonds -Write numbers in figures and words -Use mathematical operations to solve problems -Build multiplication tables -Place numbers under Tens and Units - Share items objectively	-Numbers: 100 - 200 -Mathematical operations (Addition Subtraction, Multiplication and Division) -Place value (Hundreds, tens and units) -Fractions	-Count and read numbers -Associate numbers, symbols and quantities -Build bonds -Write numbers in figures and words - Use mathematical operations to solve problems -Place numbers under H, T and U - State the value of a number in a figure -Share items objectively	-Cooperative learning - Role play - Matching - Demonstration - Illustration	-Real objects pebbles, number cards, legos -Audio- visual aids -Pictures and charts -Instructional games -Abacus

<b>CLASS 1</b>		<b>CLASS 2</b>		<b>Suggested Methodology and Didactic Materials</b>	
<b>Measurement and Size</b>					
<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units and Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/ Learning Strategies</b>	<b>Didactic Materials</b>
-The calendar -Time -Money	-Identify the days of the week and months of the year -Relate the different days of the week to specific events -Associate specific activities to different periods of the day -Manage money up to 100frs -Respect schedules	-Natural units and indicators -Metric system -Calendar -Time -Money	-Compare objects according to size, length, width, height and capacity -Estimate length, width, height and capacity of objects -Relate the various months of the year to specific events -Read the clock -Identify currency units up to 200frs - Manage money up to 200frs	-Problem solving -Laboratory method -Cooperative learning -Individualized instruction -Task oriented approach -Role-play -Instructional games	- Clock faces - Rulers - Tape - Plastic bottles - Money - Calendars - Watch
<b>Geometry and Space</b>					
- Patterns with 2D shapes (triangles, squares and circles) - Curves and lines.	- Complete patterns using 2D shapes - Manipulate objects, shapes, letters and figures - Construct shapes, curves and lines. - Locate points on a number line up to 20	- Patterns with 2D shapes (triangles, rectangles, squares) - Curves and lines	- Manipulate patterns using 2D shapes - Construct various shapes - Differentiate between different patterns of curves and lines - Locate points on a number line up to 50	-Problem solving -Cooperative learning -Individualized instruction -Task oriented approach -Role-play - Instructional games	- Real objects - Geo-boards - Triangles - Cardboards - Cartons

<b>CLASS 1</b>		<b>CLASS 2</b>		<b>Suggested Methodology and Didactic Materials</b>
<b>Graphs and Statistics</b>				
<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units and Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/ Learning Strategies</b>
<ul style="list-style-type: none"> <li>- Data</li> <li>- Ranking</li> <li>-Tallying</li> <li>-Graphs</li> </ul>	<ul style="list-style-type: none"> <li>- Represent data using graphs</li> <li>- Arrange numbers in ascending and descending order of magnitude</li> <li>- Tally in 2s and 3s</li> <li>- Present data orally</li> <li>- Show interest in keeping belongings in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>- Data</li> <li>- Ranking</li> <li>-Tallying</li> <li>- Graphs</li> </ul>	<ul style="list-style-type: none"> <li>- Represent data on graphs</li> <li>- Arrange numbers in ascending and descending order of magnitude (100-200)</li> <li>- Tally in 4s and 5s</li> <li>- Represent data on graphs</li> <li>- Show interest in keeping belongings in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>- Discovery method</li> <li>-Laboratory method</li> <li>-Cooperative learning</li> <li>-Individualized instruction</li> <li>-Task oriented approach</li> <li>- Role-play</li> <li>- Instructional games</li> </ul>
				<ul style="list-style-type: none"> <li>-Real objects</li> <li>-Audio-visual aids</li> <li>-Pictures</li> <li>-Charts</li> <li>-Counting materials</li> </ul>

## Coontents of Science and Technology

**Table 22: Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials**

Health Education			
CLASS 1		CLASS 2	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes
Suggested Methodology and Didactic Materials		Teaching and Learning strategies	` Didactic Materials
<b>Human body</b> - Parts of the body - Personal hygiene	-Differentiate parts of the body - Keep the body clean on daily bases	<b>Human body</b> -Parts of the body and functions - Care for the parts of the body	- Associate body parts to their functions - Clean the different parts of the body with different items on daily bases
<b>The Senses</b> - The five senses and their organs	- Relate sense organs to their functions - Discriminate good from bad	<b>The Senses</b> - The five senses and their organs - Care of sense organs	-Relate the senses to their organs - Care for the sense organs - Discriminate good from bad
<b>Reproductive Health, STIs and HIV/AIDS</b> - Human reproductive organs - HIV/AIDS (causes and prevention)	-Differentiate a male from a female - Demonstrate awareness of the existence of HIV/AIDS and preventive measures - Show love for living a healthy life	<b>Reproductive health, STIs and HIV/AIDS</b> - HIV/AIDS (causes, symptoms, prevention, mode of transmission -Human reproductive organs	-Differentiate a male from a female -Demonstrate the awareness that HIV/AIDS is transmitted through blood - Stay away from soiled objects - Show love for living a healthy life
			-Charts, soap, sponge, clean water, buckets, towels, face towel , body lotion, clean clothes/under wears, comb, shoes, foot brush  - Charts, pictures, colours, masks, headscarf, sweets, various fruits, bitter-leaf, VCDs/DVDs TV, telephone - Posters, medicines  - Charts, pictures, knives, nails, blade, needles, pins syringes, medicines, sketches, gloves, masks, lab coat

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching and Learning strategies`	Didactic Materials
<b>Diseases</b> - Common diseases of the area - Symptoms - Prevention	- Identify common diseases of the locality - Discuss about causes and symptoms of some diseases - Stay away from dirty environments - Accept sleeping under a mosquito nets	<b>Diseases</b> -Common diseases of the area (malaria, cholera, common cold, chicken pox) -Symptoms -Prevention	- Relate diseases to symptoms - Explain some preventive measures - Stay away from dirty environments - Accept sleeping under a mosquito nets	- Demonstration/ discussion - Visits/ Teamwork - Role-play and simulation - Educative talks	- Relevant charts and pictures, nails -Syringes, lab coats, , audio-visual aids, posters, empty medicine packs - Mosquito nets
<b>Toilets</b> - Types of Toilets	- Locate the school toilet -Identify different types of toilets -Use toilets responsibly - Wash hands at all times after using the toilet	<b>Toilets</b> -Types of toilets -Use of the toilets	- Identify types of toilets - Use toilets properly - Wash hands at all times after using the toilet	- Demonstration/ discussion - Outdoor lessons - Role-play and simulation - Health talks - Teamwork	-Tissue paper, disinfectants, water, soaps - Illustrative charts
<b>Health habits</b> Good health habits	- Identify healthy habits - Wash hands at all times before eating	<b>Health habits</b> - Good health habits	- Distinguish good health habits from bad ones - Wash hands at all times before eating	- Demonstration/ discussion - Outdoor lessons - Role-play/simulation - Teamwork	-Pictures, posters, fruits, drinking water, clean water, bowl, clean plastic bottles
<b>Minor accidents and first aid</b> -Types of minor accidents -First aid box and contents -First aid administration	-Associate items in a first aid box to the treatment of specific minor accidents - Demonstrate ways of preventing minor accidents - Stay away from harmful objects and places	<b>Minor accidents and first aid</b> - Types of minor accidents - First aid box contents - First aid administration	-Use the items in a first aid box to treat victims of specific minor accidents -Demonstrate ways of preventing minor accidents -Show a positive attitude towards victims of minor accidents	- Demonstration/ discussion - Outdoor lessons - Role-play and simulation - Educative talks - Teamwork	-Sketches, cotton, spirit, scissors, bandages, betadine, plaster, iodine, exercise book
<b>Public health</b> - Vaccinations - Health hazards - Epidemics and pandemics	-Explain some common health hazards and vaccines - Show love for taking required vaccines	<b>Public health</b> -Health hazards -Vaccination -Some common vaccines	- Explain common health hazards and their effects -Discuss the importance of vaccines - Show love for taking required vaccines	- Demonstration/discussion. - Flipped classroom - Health talks - Role-play/simulation - Teamwork	- Vaccination cards - Syringes - Cotton

Environmental Science				
CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	
<b>Immediate environments</b> - Home environment - School environment - Care of home and school environments	- Identify the components of the home and the school environments - Care for the home and school environments - Care for plants	<b>Immediate environments</b> - Home environment - School environment - Care of home and school environment	- Describe the components of the home and the school environments - Care for the home and the school environments - Appreciate their immediate environment - Care for plants	Real objects, pictures, drawings, videos, cuttings, seeds, hoes, diggers, cutlasses, seedlings, posters
<b>Animals</b> - Domestic and wild animals. - Habitat and care	- Identify domestic animals - Recognise the different habitats of domestic animals - Stay away from danger	<b>Animals</b> - Domestic animals - Wild animals - Habitat and care	- Describe the different habitats of animals - Care for animals - Stay away from danger	Cage, water, soap, gloves, pictures, drawings, videos, posters
<b>Birds</b> - Domestic and wild birds - Habitats and care	- Recognize domestic and wild birds in their locality	<b>Birds</b> - Domestic birds - Wild birds - Habitats of birds and care	- Describe the different habitats of birds	Cage, water, soap, gloves, pictures, drawings, videos, posters, nest
<b>Insects</b> - Types of insects - Useful and harmful insects	- Describe the various types of insects in the locality - Protect insects	<b>Insects</b> - Types of insects - Useful and harmful insects	- Classify insects - Protect insects	Pictures, drawings, videos, insect box

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<b>Plants</b> -Types of plants -Types of flowers - Care for plants	-Identify different types of plants and flowers - Plant trees and flowers - Care for plants and flowers	<b>Plants</b> - Types of plants - Flowers - Uses of flowers	- Describe plants and flowers according to their characteristic - Plant trees and flowers - Care for plants and flowers	- Demonstration -Excursions - Discussion - Flipped classroom	Seeds, seedlings, cuttings, hoes, diggers, machetes, manure, used tyres, bags, plastics, buckets
<b>Matter</b> - Water - Sources of water - Care of water sources	-Identify the different sources of water -Protect sources of water	<b>Matter</b> - Water -Good sources and bad sources - Care of the sources of water	- Describe the different states of matter -Distinguish the sources of water Protect the sources of water	- Demonstration . Excursion - Discussion - Cooperative learning	Real Objects, pictures, drawings, videos, models, posters
<b>Pollution and waste management</b> - Pollution -Waste management	- Identify types of pollution Demonstrate ways of preventing pollution - Use dustbins correctly	<b>Pollution and waste management</b> - Types of pollution - Prevention - Waste management	-Differentiate types of pollution -Describe ways of preventing pollution - Use dustbins correctly	- Demonstration - Excursion - Discussion - Outdoor lessons to enable learners observe	Real Objects, pictures, drawings, videos, models, posters
<b>Environmental hazards</b> - Environmental hazards - Environmental care	- Identify environmental hazards - Identify strategies to protect the environment - Use clean water to wash hands - Drink only clean water	<b>Environmental hazards</b> - Hazards in the locality	- Describe how environmental hazards can be prevented - Protect the environment - Use clean water to wash hands - Question sources of water	- Role-play/simulation - Educative talks - Teamwork	Pictures, drawings, videos, cuttings, seeds, seedlings, hoes, machetes, watering cans, water, bottles, masks, gloves

Technology and Engineering				
CLASS 1		CLASS 2		
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Methodology/learning strategies
<b>Mechanisms and machines</b> - Types of machines	- Identify different types of tools and machines in the locality - Carry out tasks willingly	<b>Mechanisms and machines</b> - Types of machines in the locality	- Describe various types of tools and machines in the locality - Explain uses of different machines in their locality - Carry out tasks willingly	- Demonstration - Excursion/ discussion - Role-play/simulation - Exploit resource persons - Teamwork
<b>Materials</b> - Types of materials - Choice and handling of materials	- Identify common materials in the environment - Show great interest in recycling materials	<b>Materials</b> - Types of materials - Choice and handling of materials	- Recognize common materials in the environment - Use materials to construct desired shapes/objects	- Projects - Demonstration - Excursion/ discussion - Role-play/simulation - Teamwork
<b>Construction</b> - Building construction - Manufacturing	- Classify materials used for building houses - Use materials to construct miniature houses and other objects - Show love for manual work	<b>Construction</b> - Building construction - Manufacturing	- Classify materials used for construction - Construct a miniature bridge - Use materials to construct miniature houses and other objects - Show love for manual work	- Trial and error - Demonstration - Imitation - Teamwork - Practice sessions
<b>Electricity</b> - Electrical devices - Dangers of electricity	- Identify some electrical devices - Recognise the dangers of wrong use of electrical devices - Ask for help from adults to use any electrical device	<b>Electricity</b> - Electrical devices - Dangers of electricity	- Describe electrical devices - Discuss the dangers of electricity - Ask for help from adults to use any electrical device	- Project/demonstration - Excursion/ discussion - Role-play, and simulation - Teamwork
				- Real objects pictures, models, posters - Charts, pictures, videos, models, posters - Real objects pictures, drawings, videos, sketches, models, posters, recyclable materials - Building blocks/ Legos sand, soil, clay, mud, sticks, stones, cartons, plantain leaves, bamboo, palm fronds, old plastic shoes, containers, rounded scissors, tyres, illustrative charts - Real objects, gloves, boots, masks, glasses, overalls, helmets, bulbs, cables, pictures, drawings, videos, models, posters, sketches

**Tableau 23: les contenus du Français, les résultats attendus, la méthodologie et le matériel didactique**

Compréhension et expression orales			
CLASS 1		CLASS 2	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus
Méthodologie		Méthodologie	
Suggestions de stratégies d'enseignement/ apprentissage		Suggestions de stratégies d'enseignement/ apprentissage	
Suggestions de matériels didactiques		Suggestions de matériels didactiques	
<p><b>Les sons du français:</b> Sons du français (36), bruits, onomatopées</p> <p><b>Salutations:</b> Bonjour, bonsoir, Salut, au revoir, à demain, à bientôt, merci</p>	<p>Ecouter et distinguer les sons du français.</p> <p>-Saluer poliment et prendre congé; -Manifester le désir de suivre une conversation.</p>	<p><b>Les sons du français:</b> Sons du français (36), bruits, onomatopées</p> <p><b>Salutations:</b> Bonjour, bonsoir, salut, au revoir, à demain, à bientôt, merci</p>	<p>Ecouter et distinguer les sons du français.</p> <p>Saluer en utilisant des formules de politesse.</p>
<p><b>Présentations:</b> Voici/voilà, noms propres, s'appeler, ...</p>	<p>Se présenter (dire son nom, son âge).</p>	<p><b>Présentations:</b> Il/elle s'appelle, il/elle a ..., il habite à..., il aime/ n'aime pas</p>	<p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes approche communicative, actionnelle</p> <p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes approche communicative, actionnelle</p>
<p><b>Demande polie d'informations:</b> Est-ce que je peux... ? Je voudrais s'il vous plaît, merci, excuse-moi, ...</p>	<p>Demander et donner des informations personnelles.</p>	<p><b>Demande polie d'informations:</b> Qu'est-ce que c'est? Est-ce que ... ; je voudrais savoir, ...</p>	<p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes, approche communicative, actionnelle</p> <p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes, approche communicative, actionnelle</p>
<p><b>Les instructions de base:</b> Lève-toi, assieds-toi, réveille-toi, Brosse-toi les dents, bois ton lait</p>	<p>Ecouter attentivement et Répondre à des instructions.</p>	<p><b>Les instructions de base:</b> Lève-toi, assieds-toi, réveille-toi, brosse-toi les dents, bois ton lait.</p>	<p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes, approche communicative, actionnelle</p> <p>Jeu de rôles, illustration ; démonstrations ; comptines marionnettes, approche communicative, actionnelle</p>

CLASS 1		CLASS 2		Méthodologie	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage	Suggestions de matériels didactiques
<b>Poèmes, comptines, chants en français</b>	Dire de mémoire des comptines et chanter en français.	<b>Poèmes, comptines, chants en français</b>	Dire de mémoire des comptines et chanter en français.	Jeu de rôles, illustration; démonstrations; comptines, marionnettes, approche communicative, actionnelle	Images, posters, supports audio-visuels, realia, enregistrements, ...
<b>Expression des sentiments:</b> J'aime, je n'aime pas, ça me plaît!	Exprimer ses sentiments.	<b>Expression des sentiments:</b> J'ai faim, j'ai soif, j'ai froid, j'ai peur, je suis triste, je suis content	Exprimer ses sensations.	Jeu de rôles, illustration; démonstrations; comptines, marionnettes, approche communicative, actionnelle	Images, posters, supports audio-visuels, realia, enregistrements, ...
<b>Localisation dans le temps:</b> Indications de temps: Aujourd'hui/ demain/ hier, c'est... (jours de la semaine)	Se situer dans le temps.	<b>Localisation dans le temps:</b> Indications de temps: Aujourd'hui/ demain/ hier, c'est... (mois, année)	Se situer dans le temps.	Jeu de rôles, illustration; démonstrations; comptines, marionnettes, approche communicative, actionnelle	Images, posters, supports audio-visuels, realia, enregistrements, ...
<b>Localisation dans l'espace:</b> devant, derrière, sur, sous, ...	Se situer dans l'espace.	<b>Localisation dans l'espace:</b> A côté de, à gauche, à droite, ...	Se situer dans l'espace.	Jeu de rôles, illustration; démonstrations; comptines, marionnettes, approche communicative, actionnelle	Images, posters, supports audio-visuels, realia, enregistrements, ...
<b>Nombres:</b> Nombres: de 1 à 20 Objets: Combien y a-t-il de ... ?	Compter de 1 à 20.	<b>Nombres:</b> Nombres: de 1 à 50 Objets: Combien y a-t-il de ... ? Quel est le prix ?	Compter de 20 à 50.	Jeu de rôles, illustration; démonstrations; comptines, marionnettes, approche communicative, actionnelle	Images, posters, supports audio-visuels, realia, enregistrements, ...
<b>Activités quotidiennes:</b> Qu'est-ce que tu fais? je dors, je me lève, ...	Dire sans hésitation ce qu'on fait.	<b>Indications de fréquence:</b> Chaque jour/tous les samedis, je...	Dire ce qu'on fait régulièrement.		

Compréhension écrite (lecture)				
CLASS 1		CLASS 2		
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage
<p><b>Supports de lecture:</b> Divers types de supports écrits: livres, album jeune, étiquettes,...</p>	<p>- Identifier les différents supports écrits; - Lire des images</p>	<p><b>Divers types de supports écrits:</b> livres, album jeune, étiquettes, mode d'emploi, programmes, radio/TV, affiches, panneaux, ...</p>	<p>Identifier des informations dans différents supports.</p>	<p>- Illustrations - Démonstrations - Illustrations; - Lecture phonique - Jeux de lecture; - Identification des sons dans les mots (initial, final); - Remise en ordre des lettres/ sons des mots.</p>
<p><b>Les voyelles:</b> Aa, Oo, Ii, Uu, Ee.</p>	<p>- Lire les lettres et mots en français contenant les sons.</p>	<p><b>Les voyelles du français:</b> Les voyelles Èè, Éé, Êê.</p>	<p>Lire les lettres et mots en français contenant des sons.</p>	<p>- Illustrations - Démonstrations - Illustrations; - Lecture phonique - Jeux de lecture; - Identification des sons dans les mots (initial, final); - Remise en ordre des lettres/ sons des mots.</p>
<p>Les consonnes: l, m, n, p, t, r, v, d, b, s, k, ç, j, f</p>	<p>Lire les mots contenant les consonnes du français.</p>	<p><b>Diagrammes et graphèmes complexes:</b> Ou – oi – ai – ei – in – im – ain – ein – en – an – am – em – on – om – un – um – oin – ion</p>	<p>Lire les mots contenant les consonnes du français.</p>	<p>- Illustrations - Démonstrations - Illustrations; - Lecture phonique - Jeux de lecture; - Identification des sons dans les mots (initial, final); - Remise en ordre des lettres/ sons des mots.</p>
				<p>Albums, livres, étiquettes, affiches, ...</p>
				<p>Albums, livres, étiquettes, affiches, ...</p>
				<p>Alphabet, posters, images...</p>

CLASS 1		CLASS 2		Méthodologie	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage	Suggestions de matériels didactiques
<b>Mots usuels:</b> il, nous, et, le, la, ....	Lire sans difficulté des mots usuels.	<b>Mots usuels:</b> il, nous, et, très, trop, ....	Lire sans difficulté des mots usuels.	-Illustrations; -Jeux de lecture; -Procédés mnémotechniques	Posters, images,
Formation des syllabes	Former des syllabes et lire des mots avec des voyelles simples.	<b>Diagrammes:</b> on –en – am – em — ou	Former des syllabes et lire des mots avec des diagrammes.	-Illustrations; -Jeux de lecture.	Posters, images, albums,
<b>Lecture des instructions simples:</b> exercices, jeux,	Lire de simples instructions et y réagir.	<b>Lecture des instructions simples:</b> jeux, mode d'emploi, ...	Lire de simples instructions et y réagir.	-Illustrations; -Jeux de lecture.	Posters, images, albums
<b>Noms et mots:</b> Lettres de l'alphabet français	Epeler des noms et prénoms.	Lettres de l'alphabet français	Epeler des noms et des noms de lieux.	Jeux d'épellation	Cartes, images, alphabet.
<b>Lecture de phrases</b>	-Lire à haute voix -Répondre aux questions textuelles; -Développer le goût de la lecture.	Lecture de courts textes (2 à 3 phrases)	- Lire à haute voix; -Répondre aux questions; textuelles; -Développer le goût de la lecture.	Activités de pré-lecture, lecture globale, lecture sélective, activités de post-lecture	<b>Textes:</b> textes illustrés, albums enfant, page internet

Production d'écrits (écrire)					
CLASS 1		CLASS 2		Méthodologie	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage	Suggestions de matériels didactiques
<b>Ecriture des lettres</b>	- Tenir le crayon, le stylo de façon appropriée; - Tracer des lettres.	<b>Mots et illustrations</b>	- Recopier des mots sous des images; - Compléter des lettres manquantes dans des mots.	Illustrations, démonstrations, exercices à trous, dictée à l'adulte	L'alphabet, jeux de lettres, crayon, ardoise
<b>Ecriture des mots et des phrases (lisibilité)</b>	Reconstituer des phrases à partir des mots.	Ecriture des mots et phrases	Ecrire des mots et phrases simples.	Illustrations, démonstrations, exercices à trous, dictée à l'adulte	Images, posters, albums, divers supports visuels
<b>Ecriture de courts textes: Majuscule, point</b>	Identifier les signes de ponctuation de base.	<b>Signes de ponctuation:</b> Point, virgule, majuscule	Utiliser les signes de ponctuation de base.	Illustrations, exercices à trous	Images, posters, albums, divers supports visuels
<b>Textes narratifs, descriptifs relatifs aux centres d'intérêt</b>	Produire de courts textes de 1 à 2 phrases à partir d'un support.	Textes narratifs, descriptifs, informatifs relatifs aux centres d'intérêt	Produire de courts textes de 2 à 3 phrases à partir d'un support.	- Production du premier jet - production du deuxième jet – correction – auto-évaluation à partir des critères	Images, posters, albums, divers supports visuels
Grammaire, conjugaison et vocabulaire					
<b>Noms: noms communs</b>	Identifier les noms communs.	<b>Noms:</b> -noms communs -noms propres	Identifier les noms communs et les noms propres.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Noms: genre et nombre</b>	Identifier le genre et le nombre des noms.	<b>Noms:</b> genre et nombre	Identifier le genre et le nombre des noms.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Pronoms personnels (je, tu, il, elle)</b>	Identifier les pronoms usuels.	<b>Pronoms personnels:</b> (je, tu, il, elle, nous, vous, ils/elles)	Utiliser les pronoms personnels.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels

CLASS 1		CLASS 2		Méthodologie	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage	Suggestions de matériels didactiques
<b>Déterminants:</b> articles et adjectifs possessifs	Identifier et utiliser les articles et les adjectifs possessifs.	<b>Déterminants:</b> articles et adjectifs démonstratifs	Identifier et utiliser les adjectifs démonstratifs.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Prépositions de lieu:</b> Sous/sur ; dans/à gauche/à droite, ...	Identifier et utiliser les indicateurs spatiaux de base.	<b>Prépositions de lieu:</b> -sous/sur ; dans/à gauche/à droite, ...	Identifier et utiliser les indicateurs spatiaux de base.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Temps simples:</b> Présent, futur.	Utiliser les verbes usuels aux temps simples de l'indicatif: présent, futur simple.	<b>Temps simples:</b> Présent, futur simple, passé composé	Utiliser les verbes usuels aux temps de l'indicatif: présent, futur simple et passé composé.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Accords simples:</b> - Nom +adjectif; - Nom +verbe	Faire des accords simples.	<b>Accords simples:</b> -Nom +adjectif; - Nom +verbe	Faire des accords simples.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Phrases simples:</b> Phrases affirmatives, négatives, déclaratives, et interrogatives	Distinguer les types de phrases.	<b>Phrases simples:</b> -Phrases, affirmatives, négatives, déclaratives, et interrogatives. -Le présent des verbes usuels.	- Distinguer les types de phrases; - Utiliser correctement les verbes conjugués au présent.	Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels
<b>Vocabulaire usuel relatif aux centres d'intérêt</b>	Utiliser le vocabulaire usuel: les contraires (chaud-froid, sur-sous, content-fâché, long-court, ...).	<b>Vocabulaire usuel relatif aux centres d'intérêt</b>	<b>Utiliser le vocabulaire usuel:</b> Les bases morphologiques (école-écolier, prendre-reprendre,...).	Observation, découverte, classement, exercices de closure, devinette, mots croisés, jeux	Cartes, images, posters, albums

CLASS 1		CLASS 2		Méthodologie	
Unités et contenus d'apprentissage	Résultats attendus	Unités et contenus d'apprentissage	Résultats attendus	Suggestions de stratégies d'enseignement/apprentissage	Suggestions de matériels didactiques
<b>Orthographe</b>					
<b>Homophones usuels:</b> leur/leurs; son/sont ; et/ est ; la/là/; a/as/à ; ce/se ; ou/où.	Reconnaître des homophones usuels.	<b>Homophones usuels:</b> leur/leurs; son/sont; la/ là/l'a/l'as; ou/où; peu/peut/ peux; a/à/as; sa/ça, ce/se; ces/c'est ; et/est ; ...	Reconnaître des homophones usuels.	- Observation - Découverte - Systématisation - Classement - Procédés mnémotechniques.	Images, posters, albums, divers supports visuels
<b>Les graphies des phonèmes français</b>	Identifier quelques graphies des phonèmes du français.	<b>Les graphies des phonèmes français</b>	Identifier les différentes graphies des phonèmes du français.	Illustrations, Observation, découverte, systématisation, classement, test de closure	Images, posters, albums, divers supports visuels

## Contents of Citizenship

**Table 24: Citizenship contents, expected learning outcomes, suggested methodology and didactic materials**

Civics			
CLASS 1		CLASS 2	
Units/ Contents	Expected Learning Outcomes	Units/ Contents	Expected Learning Outcomes
<b>National Emblems</b> -Flag -National Anthem -Motto	-Identify national emblems -Sing the National Anthem - Display respect when singing the National Anthem or during the hoisting of the flag	<b>National Emblems</b> -Flag -National Anthem -Motto	-Describe national emblems -Sing the National Anthem -Display respect when singing the National Anthem or during the hoisting of the flag
<b>Personalities</b> - School authorities - Local authorities - Political figures - Religious authorities	-Identify various personalities in their communities - Respect authorities and others	<b>State Personalities</b> - School authorities -Authorities in their localities -Political figures	-Identify the minister in charge of Basic Education -Recognize the President of the Republic - Respect authority and others
<b>Rules and Regulations</b> -Home -School -Community	- Discuss school rules and home regulations -Apply rules and regulations in daily life	<b>Rules and Regulation</b> -Home -School -Community	-Explain school and community rules and home regulations -Respect rules and regulations at all times
<b>Universal values</b> -Respect -Obedience -Love -Tolerance -Honesty/sharing	- Comply with universal values - Display love and respect for others	<b>Universal values</b> -Respect -Obedience -Love/ Peace -Tolerance -Honesty/sharing	- Explain ethical values - Comply with universal values - Display love and respect for others
			<b>Suggested Methodology and Didactic Materials</b>
			<b>Learning/Teaching Strategies</b> -Awareness campaigns -Field activity -Role-play/simulations - Singing
			<b>Didactic Materials</b> Cameroon flag, colour pencils, audio- visual aids, pictures, charts
			- Pictures/Charts - Relevant newspapers and textbooks - Audio-visual aids
			- Pictures/Charts - Relevant textbooks - Audio-visual aids
			- Case studies - Awareness campaign - Role-play - Simulations
			- Food items and fruits - Audio-visual aids - Relevant pictures - Illustrative charts

<b>Moral Education</b>			
<b>CLASS 1</b>		<b>CLASS 2</b>	
<b>Units/ Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/ Contents</b>	<b>Expected Learning Outcomes</b>
<b>Commandments of God</b>	<ul style="list-style-type: none"> <li>- Identify the commandments of God</li> <li>- Follow God's commandments</li> </ul>	<b>Commandments of God</b>	<ul style="list-style-type: none"> <li>- Explain the commandments of God</li> <li>- Follow the commandments of God</li> </ul>
			<ul style="list-style-type: none"> <li>- Case study</li> <li>- Interviews</li> <li>- Role-play/simulations</li> <li>- Teamwork</li> </ul>
			<ul style="list-style-type: none"> <li>- Print documents</li> <li>- Audio video tapes</li> <li>- Pictures</li> <li>- Charts</li> <li>- Bible</li> <li>- Koran</li> </ul>
<b>Human Rights Education</b>			
<b>Rights of the child</b>	<ul style="list-style-type: none"> <li>- Identify their rights and their duties</li> <li>- Cooperate with others</li> </ul>	<b>Rights of the child</b>	<ul style="list-style-type: none"> <li>- Explain the rights and responsibilities of the child</li> <li>- Cooperate with others</li> </ul>
			<ul style="list-style-type: none"> <li>- Case study</li> <li>- Awareness campaign</li> <li>- Interviews</li> <li>- Role-play/simulations</li> <li>- Teamwork</li> </ul>
			<ul style="list-style-type: none"> <li>- Audio-visual aids</li> <li>- Pictures</li> <li>- Charts</li> </ul>
<b>Peace and Security Education</b>			
<b>Practice of peace</b>	<ul style="list-style-type: none"> <li>- Explain notions of peace and security</li> <li>- Identify people and institutions that promote peace and security</li> <li>- Report all suspected acts and objects</li> <li>- Stay away from strange people and suspected objects</li> </ul>	<b>Peace and security</b>	<ul style="list-style-type: none"> <li>- Explain notions of peace and security</li> <li>- Identify people and institutions that promote peace and security.</li> <li>- Report all suspected acts and objects</li> <li>- Stay away from strange people and suspected objects</li> </ul>
			<ul style="list-style-type: none"> <li>- Interactive teaching</li> <li>- Experimental learning</li> <li>- Case study</li> <li>- Awareness campaigns</li> <li>- Role-play/simulations</li> </ul>
			<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Audio-visual aids</li> <li>- Pictures/Charts</li> <li>- Slogans</li> <li>- Relevant emoticons</li> </ul>

## Contents of Vocational Studies

**Table 25: Vocational Studies contents, expected learning outcomes, suggested methodology and didactic materials**

Arts and Crafts					
CLASS 1		CLASS 2		Suggested Methodology and Didactic Material And Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching Learning Strategies	Didactic Materials
<b>Materials used for arts/crafts</b> <ul style="list-style-type: none"> <li>- Natural materials</li> <li>- Found materials</li> <li>- Recyclable materials</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the different types of materials used for arts /crafts</li> <li>- Follow good environmental rules</li> </ul>	<b>Materials used for arts/crafts</b> <ul style="list-style-type: none"> <li>- Natural materials</li> <li>- Found materials</li> <li>- Recyclable materials</li> </ul>	<ul style="list-style-type: none"> <li>- Use different materials for given activities</li> <li>- Produce articles</li> <li>- Follow environmental rules</li> </ul>	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Projects</li> <li>- Outdoor lessons</li> <li>- Use of resource persons</li> <li>- Visits to exhibition centres and workshops</li> </ul>	Stones, sticks, leaves, paper, pith, grass, feathers, shells, scales, grains, beads, strings, thread, cloth, newspapers; clay, dough, rounded needles, corks, rounded head scissors
<b>A craftsman's tools</b> <ul style="list-style-type: none"> <li>- Workshop tools</li> </ul>	<ul style="list-style-type: none"> <li>- Identify a craftsman's tools</li> <li>- Demonstrate the use of the tools</li> <li>- Show interest in craftsmanship</li> </ul>	<b>A tool box</b> <ul style="list-style-type: none"> <li>- Hammer, nails, pincers</li> </ul> <b>Tools</b> <ul style="list-style-type: none"> <li>- Occupations and tools used</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the use of a craftsman's tools</li> <li>- Produce articles using craftsman's tools</li> <li>- Show interest in craftsmanship</li> </ul>	<ul style="list-style-type: none"> <li>- Teamwork, projects, outdoor lessons</li> <li>- Use of resource persons</li> <li>- Visits to exhibition centres and workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Hammer, nails, pincers</li> <li>- Ropes, mould, rounded-head scissors</li> <li>- Leather bags or small box</li> </ul>
<b>Folding</b> <ul style="list-style-type: none"> <li>- Objects, fan, kite, plane, caps, canoes, envelopes</li> </ul>	<ul style="list-style-type: none"> <li>- Identify plane shapes</li> <li>- Produce envelopes using plane shapes</li> <li>- Fold paper and leaves to produce various items</li> <li>- Show interest in arts and crafts</li> </ul>	<b>Folding</b> <ul style="list-style-type: none"> <li>- Objects, fan, kite, plane, canoe, envelopes</li> </ul>	<ul style="list-style-type: none"> <li>- Fold paper and leaves to produce various items</li> <li>- Cut different plane shapes</li> <li>- Produce objects using plane shapes</li> <li>- Show interest in arts and crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Teamwork, projects</li> <li>- Outdoor lessons</li> <li>- Use of resource persons</li> <li>- Visits to exhibition centres and workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Assorted papers, rounded-head scissors, glue, thread, rounded-head needle, ropes, twine, rubber rope, leaves</li> </ul>

CLASS 1		CLASS 2		Suggested Methodology and Didactic Material And Didactic Materials	Teaching Learning Strategies	Didactic Materials
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes			
<b>Some practice sessions</b> - Ropes - Balls - Brooms - Blinds	- Show interest in arts and crafts - Ropes - Balls - Brooms - Blinds	<b>Practice sessions</b> - Ropes - Balls - Brooms - Blinds	- Produce various objects - Show interest in arts and crafts	Assorted papers, rounded-head scissors, gum, thread, rounded-head needle, ropes, twine, rubber rope	- Teamwork, projects - Outdoor lessons - Use of resource persons - Visits to exhibition centres and workshops.	
<b>Threading</b> Beads, chain	- Thread with pith, paper, beads to produce various designs	<b>Threading</b> - Threaded designs	- Thread with pith, paper, beads to produce various designs	Real objects, thread, beads, pith, needles, paper, scissors, soles of plastic slippers	- Teamwork, projects - Outdoor lessons - Use of resource persons - Visits to exhibition centres and workshops	
<b>Moulding</b> Models, pots, cups, bowls	- Mix different dough - Use dough to produce different objects and shapes	<b>Moulding</b> Models, pots, cups, bowls	- Mix different dough - Use dough to produce different objects and shapes	Clay, paper mache, plasticine, dough	- Teamwork, projects - Outdoor lessons - Use of resource persons - Visits to exhibition centres and workshops	
<b>Structures</b> - Shapes, pavements, houses	- Construct various structures - Show interest in architecture	<b>Structures</b> - Shapes, pavements, houses	- Construct different structures - Show interest in architecture	Buckets, flowers, containers, brushes, water, gloves, mouth and nose masks	- Teamwork, projects - Outdoor lessons - Use of resource persons - Visits to exhibition centres and workshops	

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching Learning Strategies	Didactic Materials
<b>Colours</b> - Primary colours - Secondary colours	- Produce colours - Combine colours to obtain other colours - Colour objects - Show love for aesthetics	<b>Colours</b> - Primary colours - Secondary colours	- Produce colours - Combine colours to obtain other colours - Colour objects - Show love for aesthetics	- Teamwork, PBL - Outdoor lessons - Use of resource persons	Real objects, audio video tape, pictures, charts, flowers, avocado seeds
<b>Decoration</b> Papers, flowers, ropes	- Produce decoration items using material from the environment - Decorate the classroom	<b>Decoration</b> - Tables, chairs, walls, bottles	- Produce decoration items using material from the environment - Decorate the classroom	- Teamwork, PBL - Outdoor lessons - Use of resource persons	Ropes, straw, cane, palms fronts, leaves, papers, thread, cardboards, ribbons, scraps from tailor's shop
<b>Weaving</b> - Mat, ropes, caps	- Weave different objects	<b>Weaving</b> - Mat, ropes, caps	- Weave different objects	- Teamwork, PBL - Outdoor lessons - Use of resource persons - Visits to exhibition centres and workshops	Seeds, saw dust, textile, cardboard, plywood, glue, water, ropes, fibre, raffia
<b>Pasting</b> - Designs: curves, circles, triangles, tables	- Paste different designs using a variety of materials	<b>Pasting</b> - Car, house, tables, pots, balls	- Paste and produce different designs using a variety of materials	- Teamwork - Visits to exhibition centres and workshops - Pasting	Buckets, flowers, containers, brushes, water, gloves, glue, paper mache, mouth and nose masks

Agro Pastoral Farming			
CLASS 1		CLASS 2	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes
<b>Agricultural tools</b>	<ul style="list-style-type: none"> <li>- Use appropriate tools to do gardening</li> <li>- Protect self from injury at all times</li> </ul>	<b>Agricultural tools</b>	<ul style="list-style-type: none"> <li>- Use appropriate tools to do gardening</li> <li>- Protect self from injury at all times</li> </ul>
<b>Gardening/farming</b>	<ul style="list-style-type: none"> <li>- Select seeds that are good for planting</li> <li>- Care for plants in the garden</li> </ul>	<b>Gardening/farming</b>	<ul style="list-style-type: none"> <li>- Plant seeds</li> <li>- Care for plants in the garden</li> </ul>
<b>Soil enrichment</b>	<ul style="list-style-type: none"> <li>- Identify different types of manures</li> <li>- Use manure to improve the soil</li> <li>- Show love for agriculture</li> </ul>	<b>Soil enrichment</b>	<ul style="list-style-type: none"> <li>- Identify different types of manures</li> <li>- Use manure to improve the soil</li> <li>- Show love for agriculture</li> </ul>
<b>Livestock farming</b>	<ul style="list-style-type: none"> <li>- Feed domestic animals</li> <li>- Produce animal feed</li> <li>- Care for animals</li> <li>- Show love for animals</li> </ul>	<b>Livestock farming</b>	<ul style="list-style-type: none"> <li>- Feed domestic animals</li> <li>- Produce animal feed</li> <li>- Care for animals</li> <li>- Show love for animals</li> </ul>
<b>Animal care</b>	<ul style="list-style-type: none"> <li>- Feeding and protection of animals</li> <li>- Poultry/Piggery</li> <li>- Sheep, goat &amp; cattle rearing</li> <li>- Snails, rabbit, fish farming</li> </ul>	<b>Animal care</b>	<ul style="list-style-type: none"> <li>- Animal feed: fowls, pigs, dogs, cats</li> <li>- Sheep, goat</li> <li>- Snails, rabbit, cows</li> </ul>
<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Teamwork, PBL</li> <li>- Outdoor lessons</li> <li>- Role-play/simulation</li> </ul>	<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Teamwork, PBL</li> <li>- Outdoor lessons</li> <li>- Manual work</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>- Teamwork, PBL</li> <li>- Outdoor lessons</li> <li>- Role-play/simulation</li> </ul>	<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>- Teamwork, PBL</li> <li>- Outdoor lessons</li> <li>- Manual work</li> </ul>
<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Cutlass, hoe, spade, digger, rake, watering can, pictures, illustrative charts</li> </ul>	<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Corn, groundnuts, beans, melons, pictures, charts, water, watering cans, sticks, ropes, jars, plastic bottles, gloves</li> </ul>
<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Food waste, dung, gloves</li> </ul>	<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Food waste, dung, gloves</li> </ul>
<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Corn, soy beans, crayfish, dried fish remains, vegetable stems, bags, cage, mortar and pestle</li> </ul>	<b>Didactic Materials</b>	<ul style="list-style-type: none"> <li>- Corn, soy beans, crayfish, dried fish remains, vegetable stems, bags, cage, mortar and pestle</li> </ul>

## Contents of Arts

**Table 26: Arts contents, expected learning outcomes, suggested methodology and didactic materials**

Visual Arts				
CLASS 1		CLASS 2		Suggested Methodology And Didactic Materials
Units /Contents	Expected Learning Outcomes	Units /Contents	Expected Learning Outcomes	Teaching / Learning Strategies
<b>Drawing and colouring</b> Drawing Colouring	- Draw plain shapes and other objects - Colour objects using appropriate colours - Develop their fine/small motor skills	<b>Drawing and colouring</b> Drawing Colouring	- Draw plain shapes and other objects - Colour objects using appropriate colours - Show dexterity in handling drawing materials	- Demonstration - Trial and error - Teamwork - Outdoor work
<b>Painting</b> - Materials - Free and coordinated painting	- Identify painting materials - Produce paint from local materials - Use painting materials to paint objects/surfaces - Show love for beauty and colour coordination	<b>Painting</b> - Coordinated painting	- Produce paint from local materials - Use more than one colour to paint an object - Interpret their work of art - Show love for beauty and colour coordination	- Demonstration - Trial and error - Teamwork - outdoor work - Flipped classroom
<b>Performing Arts</b>				
<b>Music</b> - Sol-fa notations - Songs - Musical instruments	- Identify different traditional musical instruments - Sing respecting musical notes - Play musical instruments - Treasure working with joy	<b>Music</b> - Sol-fa notations - Songs	- Identify musical notes - Sing respecting musical notes - Play musical instruments - Treasure working with joy	- Use of sol-fa notations - Singing - Conducting - Humming
<b>Rhythm/beats</b>	- Identify different beats - Respect rhythm	<b>Rhythm/beats</b>	- Identify different beats - Produce beats of their choice - Respect rhythm	- Syllabification (pronounce words in the song clearly in syllables) - Demonstrations
<b>Dance</b> -Dance steps	- Identify various dance steps - Practise different dance steps - Dance gracefully	<b>Dance</b> -Dance steps	- Practise different dance steps - Dance gracefully	- Demonstrations -Cooperative learning - Guided tour - Use of resource persons - Chanting and dancing - Pairing
				Pencils, rulers, felt pens, paper, cardboard, slates, coloured pencils, charts/pictures, stencils  Avocado seeds, cola nuts, flowers, coloured pencils, chalk, felt pens, cardboard paper, school field, bucket, brush, water, apron, gloves, mouth mask

## Contents of Physical Education and Sports

**Table 27: Physical Education and Sports contents, expected learning outcomes, suggested methodology and didactic materials**

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Unit/ Contents	Expected Learning Outcomes	Unit/ Contents	Expected Learning Outcomes	Teaching and Learning Strategies	Didactic Materials
<b>Movement (Rhythmic Activities)</b> - Walking, balancing - Skipping - Matching - Galloping - Hop scotch - Dodging	- Display different rhythmic movements - Perform keep-fit exercises	<b>Movement (Rhythmic Activities)</b> - Walking, balancing - Skipping, - Matching - Galloping - Hop scotch - Dodging	- Display different rhythmic movements - Perform keep-fit exercises	- Demonstrations - Illustrations. - Explanation	Whistles, ropes, chalk, clay soil, wood ash, balls, sportswear, clappers, towel, bucket, water
<b>Relays</b> - Touch and run - Line picking - Tunnel - Zigzag - Shuttle	- Demonstrate the sense of staying attentive - Treasure helping others	Touch and run - Line picking - Tunnel - Zigzag - Shuttle	- Demonstrate the sense of staying attentive - Treasure helping others	- Demonstrations - Illustrations - Explanation - Listening, observation and imitation	Balls, cylinders, sticks, ropes wood ash, towel bucket, water
<b>Sprints</b> - 20 meters - 50 meters	- Run fast over a given distance	- 50 meters - 60 meters	- Run fast over a given distance	- Demonstrations - Illustrations - Explanation	Clappers, whistles, wood ash, water, towel, bucket
<b>Jumps</b> - Rope jump - High jump - Long Jump	- Run and cross over an obstacle - Push off the legs with hands	<b>Jumps</b> - Rope jump - High jump - Long Jump	- Run and cross over an obstacle - Push off the legs with hands	- Demonstrations - Illustrations. - Explanation	Clappers, whistles, wood ash, water, towel, bucket

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Unit/ Contents	Expected Learning Outcomes	Unit/ Contents	Expected Learning Outcomes	Teaching and Learning Strategies	Didactic Materials
<b>Throws</b> - Shot put - Javelin	- Combine actions to manipulate and project objects - Handle familiar objects of different weights - Throw objects using good posture	<b>Throws</b> - Shot put - Javelin	- Combine actions to manipulate and project objects - Handle familiar objects of different weights - Throw objects using good posture	- Demonstrations - Illustrations. - Explanation	Clappers, whistles, wood ash, water, towel, bucket
<b>Team Sports</b> - Football/Handball - Volleyball - Basketball - Table tennis - Lawn tennis	- Identify the basic rules of at least one team sport - Play with mates	<b>Team Sports</b> - Football/Handball - Volleyball - Basketball - Table tennis - Lawn tennis	- Identify the basic rules of at least one team sport - Identify the roles of each player on the field - Play with others	- Demonstrations - Illustrations. - Explanation	Balls, whistles, basket, nets, bats, tables, cuts, taps, pecks, paint, water, buckets, towel
<b>Gymnastics</b> - Cart wheel - Forward roll - Backward roll - Head balance	- Use different postures to keep stability - Move in different ways using hands and feet	<b>Gymnastics</b> - Cart wheel - Forward roll - Backward roll - Head balance	- Use different postures to keep stability - Move in different ways using hands and feet	- Demonstrations - Illustrations - Explanation	Whistles, sports-wear, taps, pecks, paint, water, buckets, towel

## Contents of National Languages and Cultures

**Table 28: National Language and Cultures contents, expected learning outcomes, suggested methodology and didactic materials**

Listening and Speaking			
CLASS 1		CLASS 2	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes
<b>Generalities on NLC</b> - My language - Other languages in the community - Cultural aspects	- Name their languages - Identify other languages in the community - Name elements of their culture	<b>Generalities on NLC</b> - My language - Other languages in the community - Cultural aspects	- Name their languages - Identify other languages in the community - Name elements of their culture
<b>Greetings</b> - Morning - Afternoon - Evening Night	- Greet people and respond to greetings at the different periods of the day appropriately - Develop enthusiasm to greet people	<b>Greetings</b> - Morning - Afternoon - Evening Night	- Greet people and respond to greetings appropriately - Develop enthusiasm to greet people
<b>Polite forms</b> - Responses	Use appropriate polite responses	<b>Polite forms</b> - Responses	Use appropriate polite responses
<b>Introduction</b> - Introducing self and others	Introduce self and others appropriately	<b>Introduction</b> - Introducing self and others	Introduce self and others appropriately
			<b>Teaching/Learning Strategies</b> - Discussion - Demonstration - Illustration - Conservation and dialogue - Research and assignments
			<b>Didactic Materials</b> - Real objects - Charts/pictures - Video and audio clips
			<b>Teaching/Learning Strategies</b> - Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustrations - Dialogue - Simulation/role-play
			<b>Didactic Materials</b> - Real objects - Charts/pictures - Print documents - Video and audio clips
			<b>Teaching/Learning Strategies</b> - Cooperative learning - Demonstrations - Illustrations - Dialogue - Simulation/role-play
			<b>Didactic Materials</b> - Real objects - Charts/pictures - Print documents - Video and audio clips
			<b>Teaching/Learning Strategies</b> - Cooperative learning - Flipped classroom - Demonstrations - Dialogue - Simulation/role-play
			<b>Didactic Materials</b> - Real objects - Charts/pictures - Print documents - Video and audio clips

CLASS 1		CLASS 2		Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Descriptions</b> - Traditional Games - Traditional occupations - Traditional meals/drinks in the locality	- Use appropriate words to describe traditional games, occupations and meals - Play some collective traditional games - Draw lessons from the games - Show love for culture	<b>Descriptions</b> - Traditional Games - Traditional occupations - Traditional meals/drinks in the locality	- Use appropriate words to describe traditional games, occupations and meals - Play some collective traditional games - Draw lessons from the games - Show love for culture	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustrations - Dialogue - Excursions - Simulation/role-play	- Real objects - Charts/pictures - Print documents - Video and audio clips
<b>Sketches</b> - Sounds of animals and insects and birds - Children lullabies	- Perform the role of lulling a baby - Act sketches on various themes - Show love for acting	<b>Sketches</b> - Sounds of animals and insects and birds - Techniques to carry a baby	- Perform the role of lulling a baby - Act sketches on various themes - Show love for acting	- Flipped classroom - Discussions - Demonstrations - Simulation/role-play	- Real objects - Charts/pictures - Video and audio clips
<b>The family</b> - Nuclear family	- Identify and name members of a nuclear family	<b>The family</b> - Extended family	- Identify and name members of an extended family	- Flipped classroom - Discussions - Demonstrations - Illustrations - Simulation/role-play	- Real objects - Charts/pictures - Print documents - Video and audio clips
<b>Oral traditions</b> - Stories - Folktales - Songs - Recitations	- Recount short stories - Sing songs - Narrate tales - Develop the art of oration	<b>Oral tradition</b> - Stories - Folktales - Songs - Sketches	- Recount short stories - Sing songs - Narrate tales - Entertain people using oral traditions - Develop the art of eloquence	- Cooperative learning - Flipped classroom - Demonstrations - Illustrations - Dialogue - Simulation/role-play	- Real objects - Charts/pictures - Video and audio clips

Reading			
CLASS 1		CLASS 2	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes
<b>Reading aloud</b> - Vowels sounds (a.e.i.o.u) - Consonants (p, b, t, d, k, g, n) - Picture reading Simple words with one syllable	- Read vowels - Read consonants - Use appropriate words to describe pictures Read simple, one-syllable words correctly	- The General Alphabet for Cameroonian Languages(GACL) - Picture reading Simple words with one syllable	- Read vowels and consonants of the GACL - Use appropriate words to describe pictures Read simple, one-syllable words correctly
Numbers from 1-10	Read numbers 1-10	Numbers from 1-10	Read numbers 1-10
<b>Writing</b>			
- Vowels sounds (a.e.i.o.u) - Consonants (p, b, t, d, k, g, n) - Picture reading Simple words with one syllable	- Write vowels - Read consonants - Use appropriate words to describe pictures Write simple, one-syllable words correctly	- The General Alphabet for Cameroonian Languages (GACL) - Picture reading Simple words with one syllable	- Write vowels and consonants of the GACL - Use appropriate words to describe pictures Write simple, one-syllable words correctly
Numbers from 1-10	Read numbers 1-10	Numbers from 1-10	Read numbers 1-10
<b>Suggested Methodology and Didactic Materials</b>			
	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustrations - Simulation/role-play	- Real objects - Video and audio clips - The GACL flip chart - Letter and word cards Puzzles	- Real objects - Charts/pictures - Print documents - The GACL flip chart - Letter and word cards
	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - number cards and Puzzles	- Real objects - Charts/pictures - Video and audio clips - The GACL flip chart - Letter and word cards
	- Write vowels and consonants of the GACL - Use appropriate words to describe pictures Write simple, one-syllable words correctly	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration/role-play	- Real objects - Charts/pictures - Video and audio clips - The GACL flip chart - Letter and word cards
	- Write vowels and consonants of the GACL - Use appropriate words to describe pictures Write simple, one-syllable words correctly	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Print documents - Word cards - Puzzles

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
Numbers 1-10	Write numbers from 1 to 10	Numbers 1-10	Write numbers from 1 to 10	- Cooperative learning - Flipped classroom - Demonstrations - Illustration - Simulation/role-play	- Real objects - Charts/pictures - Number cards - Puzzles
<b>Grammar</b>					
Double vowels/consonants (depth...) gb – nt – ts – nd – kp	- Read letter sounds correctly - Show interest in reading	Double vowels/consonants (depth...) gb – nt – ts – nd – kp	- Read letter sounds correctly - Show interest in reading	- Cooperative learning - Discussions - Demonstrations - Illustration	- Real objects - Charts - Print documents - GACL flip chart - Letter and word cards
<b>Nouns</b> Countable and uncountable nouns	- Identify and name objects, places and persons	<b>Nouns</b> Singular and plural of countable nouns	- Associate nouns to their plurals	- Cooperative learning - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Number cards - Puzzles
<b>Tenses</b> - Present tense - Present continuous tense	- Describe habitual activities - Describe ongoing actions	Simple sentences (subject/ verb, object)	Construct simple SVO sentences	- Cooperative learning - Flipped classroom - Discussions - Demonstrations	- Real objects - Charts/pictures - GACL flip chart - Letter and word cards
<b>Sound recognition</b> Double vowels/consonants ( gb – nt – ts – nd – kp - th – )	- Read letter sounds correctly - Show interest in reading	<b>Simple sounds</b> - th – tm – tb - Symbols of phonemes (GACL)	- Read letter sounds correctly - Show interest in reading	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - and Puzzles - GACL flip chart
<b>Vocabulary</b> Simple words drawn from the various ILT	- Use new words in a conversation - Show love for learning new words and languages	<b>Vocabulary</b> - Days of the week Simple words drawn from the various ILT	- List the days of the week - Use new words in a conversation - Show love for learning new words and languages	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustrations	- Real objects - Charts/pictures - Print documents - Letter and word cards

## Contents of Information and Communication Technologies

**Table 29: ICT contents, expected learning outcomes, suggested methodology and didactic materials**

Basic Knowledge of the Computer System and ICT Tools					
CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Unit/Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching and Learning Strategies	
<b>The computer system</b> - System unit - Key board - Mouse - Monitor - Printer - Scanner	- Identify the main components of a computer system - Describe the main components a computer	<b>Components of a computer system</b> - Input devices - Output devices - Storage devices	- Describe the different components of the computer. - Explain the uses of the components of the computer	- Demonstration (may be through the presentation of the physical or pictures of the different components of a computer to pupils) - Discussions may focus on hands – on activities - Questions and answers	Computer equipment: Monitor; Keyboard; Mouse; System unit; Printer; Connections Charts Locally fabricated materials (models) Related textbooks
<b>ICT devices</b> - The computer Radio/Television sets	- Identify common ICT devices in school and beyond - Describe how these devices transmit information - Respect other people’s privacy	<b>The use of common ICT devices</b> - Computer system - Radio/Television sets - Mobile/fix phones - Photo camera etc.	- Use common ICT devices in school - Explain how ICT devices boost production - Respect other people’s privacy	- Demonstration - Discussions	ICT devices in the Contents Camera Charts Locally fabricated materials Related textbooks
<b>Traditional and modern tools for communication</b> - Traditional tools - Modern tools	- Identify traditional and modern tools for communication - Describe how they are used to ease communication	<b>The use of traditional and modern communication tools</b> - Traditional tools - Modern ICT tools	- Use traditional and modern communication tools for specific purposes	- Demonstration - Discussions	Traditional and modern tools (in the contents) Camera Charts/pictures Related textbooks

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Unit/Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching and Learning Strategies	Suggested Didactic Materials
<b>The keypad of a communication device</b> - Mobile phones - Communication with the devices	- Simulate the use of the keypad of a communication device - Use devices to make distance communication - Handle a mobile/fix phone or walkie-talkie device	<b>The keypad of communication devices</b> - Telephones - Remote controls	- Use the keypad of a communication device to dial and answer a call - Handle a telephone conversation - Communicate respectfully	Demonstration (pupils may play with mobile devices to see how they handle the tools, pupils simulate a communication scene)	Mobile/fix telephones/walkie-talkie Charts Locally fabricated materials Related textbooks
<b>Remote control of devices</b> - Remote control of ICT devices (radio, television, audio/video player,)	- Describe the use of a remote control device.	<b>Remote control</b> - Remote control of ICT devices (radio, television , audio/video player)	- Use a remote control device - Watch appropriate channels	- Demonstration - Discussions (may focus on hands-on activities)	Remote control, television, DVD, radio set, charts containing pictures of the different ICT devices Locally fabricated materials Related textbooks
<b>Keyboard and mouse of a computer</b> -The keyboard of a computer -The mouse of a computer	- Play with the keyboard and the mouse of a computer -Differentiate a keyboard from a mouse - Use ICT devices responsibly	<b>Keyboard and mouse of a computer</b> -The keyboard of a computer -The mouse of a computer	- Identify the different parts of a keyboard and a mouse - Use a mouse to navigate information on a computer - Use a keyboard to type texts - Describe a keyboard and the mouse of a computer - Use ICT devices responsibly	- Demonstration - Discussions - Simulations - Guided visits - Questions and answers	Computer mouse and keyboard Charts containing pictures of the keyboards and mouse Locally fabricated materials Related textbooks

CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials	
Unit/Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching and Learning Strategies	Didactic Materials
<b>Power buttons of ICT devices</b> -The power buttons of a computer -Other ICT devices	- Identify the Power buttons of common ICT devices - Booth a computer - Turn off a computer - Use ICT devices with caution	<b>Power buttons of ICT devices</b> - The power buttons of computers , radio, DVD	- Describe the Power buttons of common ICT devices - Explain the importance of ICT power buttons - Use ICT devices with caution	- Demonstration (pupils practise to power “on” and “off” available ICT devices) - Discussions - Questions and answers	Mobile phones, TVs, DVD player Charts containing pictures of the different devices Related textbooks
<b>Internet and Communication</b>					
<b>Sources of information</b> - Information from letters, films, teaching, announcements	- Identify sources of information - Explain the importance of sources of information - Recognize the importance of appropriate communication	<b>Sources of information</b> - Tools for sending and receiving information	- Describe tools for sending and receiving information - Explain the use of specific tools - Use tools to send and receive information - Recognize the importance of appropriate communication	- Demonstration (display real or pictures of various sources of information for pupils to identify) - Discussions (may focus on letting pupils share their ideas about sources of information) - Observation (pupils may watch a news item on TV, a film and try to distinguish them)	TV set, DVD player, Radio Charts containing pictures of the different sources of information Locally fabricated materials Related textbooks

ICT contents, expected learning outcomes, suggested methodology and didactic materials

Health, Safety and Ethics				
CLASS 1		CLASS 2		Suggested Methodology and Didactic Materials
Unit/Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching and Learning Strategies
<b>ICT devices and safety measures</b> - Cables connected to electricity - Sitting distance - A telephone	- Identify basic safety measures to be observed while using a computer and other ICT devices - Respect safety measures	<b>ICT devices and safety measures</b> - Cables connected to electricity - Sitting distance - A telephone	- Describe the appropriate sitting position in front a computer - Identify basic safety measures to be observed while using a computer and other ICT devices - Respect safety measures and sitting positions	- Demonstration (pupils practise how to handle electricity cables appropriately) - Discussions on safety measures - Observation of sitting positions - Questions and answers
<b>Environmental conditions and security</b> - Rules in a computer room - Ventilation - Security measures	- Discuss the basic environmental conditions and security measures in a computer room - Respect the rules of the computer room	<b>Environmental conditions and security</b> - Rules in a computer room - Ventilation - Security measures	- Explain the basic environmental conditions and security measures in a computer room - Apply the security measures and rules in a computer room - Respect ICT rules	- Discussions (may focus on the importance of environmental conditions and security in a computer room, letting pupil share their views about the hazards they have observed in people using computers) - Questions and answers
<b>ICT devices and hygienic measures</b>	- Describe hygienic conditions to be respected while using a computer and other ICT devices - Respect hygienic rules while using ICT devices	<b>ICT devices and hygienic measures</b>	- Discuss basic hygiene rules while using ICT tools - Apply hygienic rules to prolong the life span of ICT tools and other objects	- Charts containing pictures related to the contents - Related textbooks - ICT hygienic rules

Basic Notions of Computational Thinking					
CLASS 1			CLASS 2		
Unit/Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching and Learning Strategies	Didactic Materials
<b>Basic notions of Abstraction</b>	<ul style="list-style-type: none"> <li>- Identify common objects found around their environment</li> <li>- Recognise that computers can sort out objects (cars, bicycles ) or items without details</li> </ul>	<b>The differences in objects</b> (cars, trucks, bicycle, house) around the environment/ community	<ul style="list-style-type: none"> <li>- Recognise that objects are made for a purpose</li> <li>- Recognise that the function of each object is needed to make use of it and so computers need information to perform a task</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Observation</li> </ul>	Charts containing pictures of the different objects around the school and beyond Related text-books
<b>Basic concepts of Algorithm</b>	<ul style="list-style-type: none"> <li>- Identify steps required to carry out a task as an algorithm</li> <li>- Recognise that computers go through a step by step process to resolve a problem</li> </ul>	<b>Processes:</b> <ul style="list-style-type: none"> <li>- Preparing tea for breakfast</li> <li>- Preparing for classes</li> <li>- Washing cloths</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple algorithm, individually and collaboratively, without using computers to complete a task</li> <li>- Recognise that to resolve a problem, we need to know what to do and so too, are computers</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Observation</li> </ul>	Charts containing the pictures of different activities and the steps to be covered to execute them Related text-books
<b>Basic notions of Programming</b>	<ul style="list-style-type: none"> <li>- Recognise that computers require instructions to execute a programme</li> <li>- Recognise that computers require a series of instructions to execute a task</li> </ul>	<b>The computer programme</b> <ul style="list-style-type: none"> <li>- Basic task and instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that computers have programmes created by people to perform a task</li> <li>- Recognise that computers function based on sets of sequential instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Observation</li> </ul>	Charts containing the pictures of different activities and the steps to be covered to execute them Related textbooks

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## Glossary

**Assessment:** It is the process of objectively understanding learners' conditions through observations and measurements in order to provide feedback to parents, learners and to some extent, pedagogic supervisors. The measurement process is meant to improve on learning outcomes. Assessment focuses more on the entire learning process rather than on the final package.

**Broad-based competences:** As the name implies, these are a series of competences that cut across all learning areas.

**Competence:** A competence is the combination of Knowledge, Skills and Attitudes (KSA) that enable learners not only to perform tasks but to behave suitably in society. These include basic KSAs needed by all primary school leavers for personal fulfilment and development, active citizenship for social inclusion and employment.

**Contents:** These are learning materials that make up the unit as expressed in column one of the tables that show the structure of the subjects.

**Core competences to be developed:** These competences are drawn from the seven core competences identified in the *National Core Skills Document* built by ministries in charge of education in Cameroon in 2012 following instructions from the Prime Minister.

**Domain:** The five major teaching-learning areas in the primary school. Subjects have been carved out to constitute domains. The role of the five domains is to help in the development of the seven national core skills and the four broad based competences outlined by the State in the Cameroon National Core Skills Framework.

**Evaluation Criteria.** These are verifiable elements in quantity and quality that make up awaited evidence or behavioural/attitudinal change to show proof of the possession of the competences developed.

**Expected Learning Outcomes:** (ELOs) These are behavioural and attitudinal changes to be manifested by learners in the teaching/learning process. These changes culminate in the development of competences and the learning contents are built on them.

**Integrated Learning Themes:** Integrated Learning Themes refer to familiar themes that guide learning. They are used to make learning real as they connect learning to real world experiences and make pupils to examine issues through different lenses. They are carefully selected from the child's physical, economic and socio cultural milieu. These themes bring about logical thinking and collaboration in the teaching-learning process wherein, all the activities are seen as a whole rather than as separate chunks.

**Knowledge, Skills and Attitudes (KSAs):** This is a concept where learning is viewed as the acquisition of knowledge, the application of the acquired knowledge into skills and the integration of knowledge and skills to build attitudes. These three, when built within a particular time frame, develop competences in the learners.

**Knowledge:** Discipline specific contents. This elicits lower level thinking skills like recall and understanding.

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**Skills:** This entails the application of knowledge. They involve hands-on/practical tasks. When these are done over and over, they create connections in the brain and allow for things to be done automatically. They involve higher level skills like application, analysis and synthesis.

**Attitudes:** Attitudes refer to good behaviour and “common sense” and involve acceptable behaviour in the society. In more concrete terms, attitudes have to do with proper interactions with the outer world. They also bring about personal judgment of what is common good following societal norms. Attitude culminates in character.

**Profile of the learner.** The profile of the learner includes all end- of-course outcomes expressed as a description of the kind of learner envisaged at the end of the primary cycle in terms of their moral, physical, social, cultural and intellectual development. It has been expressed through the seven national core skills and the four broad-based competences.

**Project-based learning (PBL):** This is investigative and research-based learning. Learners gain knowledge, skills and attitudes by working for an extended period of time. It is a hands-on approach to the teaching-learning process where learners are put at the centre of their own learning. They investigate and respond to authentic, engaging and complex questions, problems or challenges around them. PBL promotes critical thinking, problem-solving, communication, collaboration, self-management/self-esteem, curiosity, creativity, accountability and a sense of responsible behaviour.

**Teaching learning strategies:** These include the various forms of content organisation, classroom management, settings and opportunities that will be offered pupils whether as individuals or in groups to enhance learning.

**Terminal learning outcomes:** These are statements that describe significant and essential KSAs that learners will acquire and can be reliably demonstrated at the end of the level.

**Unit:** This is a major content area in a given subject. It is defined either by natural bonding or closeness of related elements. In the case of National Languages and Cultures, the units are defined following the integrated learning themes.

**Weighting:** This is the allocation of teaching-learning time in percentages to the different domains following their vastness and coverage in terms of needed subjects and contents.

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