Accelerated Learning Programme (ALP)

Subject Overviews

South Sudan

Contents

Introduction

A Broader Structure

These Subject Overviews are part of the broader structure of the new curriculum. The new curriculum sets out key aims that define what the nation wants for its young people; that they should become:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally responsible members of society

The new curriculum also puts the subjects of the curriculum into a broader context of values, principles, student competencies and the rich culture and heritage of South Sudan. It is set out in three key documents:

The Curriculum Framework sets out the key aims this broader context of the curriculum and gives guidance on how it is to be implemented in schools.

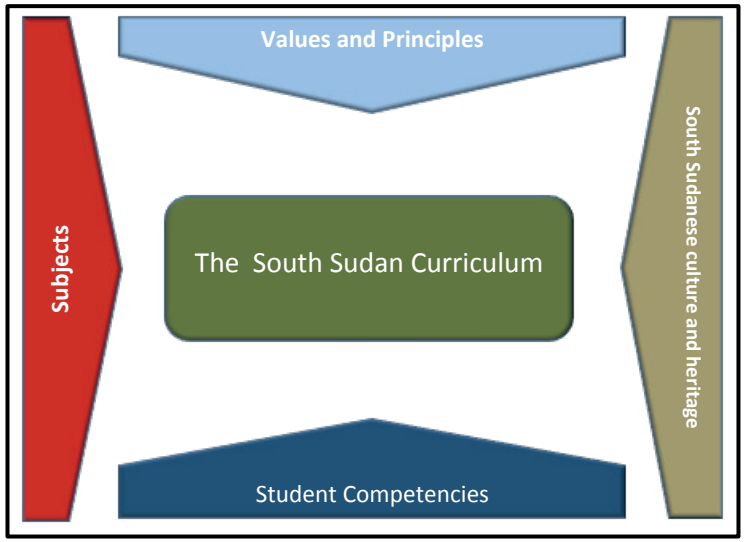
The Subject Overviews set out the key learning expected for each subject, year by year.

These Syllabus Units give the detail that supplements the overall learning expectations that are set out in the 'Subject Overviews'

The Framework of the curriculum

To face the challenges of the 21st Century, young people need to be knowledgeable and have a good understanding of the key subject areas. They also need to possess the skills and the attitudes to make good use of that knowledge and to apply it in the service of the community. The subject knowledge together with the skills and attitudes forms the competencies that will equip learners to become global citizens in the 21st Century.

Citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country. The curriculum is therefore an association of subjects and competencies, driven by aims, values and principles, and located with the rich culture and heritage of South Sudan. This is reflected in the Subject Overviews.



What are "Subject Overviews"?

The Subject Overviews set out the key learning expected for each of the curriculum subjects be the end of every year. For each subject, the Subject Overview sets out:

- The rationale for the subject
  - The purpose and scope of the subject

- The subject within the broader Framework
  - How the subject fits within the overall Curriculum Framework, and in particular how it contributes to the four Student Competences

- The teaching and learning of the subject
  - Key approaches to teaching and learning that are needed to meet the aims of the new curriculum

The Subject Overview also shows how the subject is organized. This is usually in terms of "strands" which are the component parts of the subject. For example, English is divided into the four strands of: Listening, Speaking, Reading and Writing.

The Overview sets out the key purpose of each strand.

The final section of each Subject Overview sets out the expected learning outcomes by the end of each Level for each of these strands. They should therefore be used as the basis for any end-of- Level assessments.

These learning outcomes are the basis for the more detailed Syllabus Units and for the textbooks.

Expected Learning Outcomes

The expected learning outcomes comprise three main forms of learning:

- Knowledge: the memorizing of information
- Understanding: putting knowledge into a framework of meaning
- Skills: the ability apply one's knowledge and understanding; to perform a mental or physical process

For example:

- Knowledge: remembering that Paris is the capital of France
- Understanding: understanding why Washington and not New York is the capital of the USA
- Skill: being able to find out (eg from a book, map or the internet) what is the capital of Mongolia.

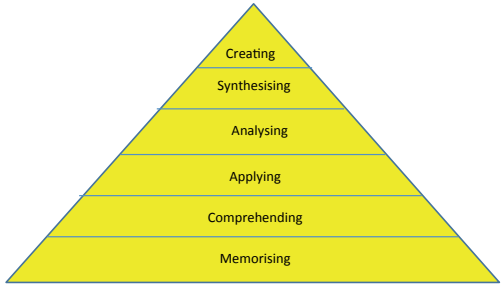
So it is important to look at the expected learning outcomes in these terms. We must ask ourselves, does this require knowledge, skills or understanding.

For example, in Level 1 Science, learners are expected to:

- "Know basic weather conditions.." *(Knowledge)*
- "Understand the use of simple machines .." *(Understanding)*
- "Investigate which objects sink .." *(Skill)*

When using these Subject Overviews for planning teaching or for assessment, it is essential to look closely at the expected learning outcomes and distinguish between knowledge, skills and understanding. Each is taught and assessed differently. The "School Based Assessment Guidance" gives more help with this.

The new curriculum takes the skills one stage further, and has been written to encourage students to develop 'Higher Order Thinking Skills'. These are illustrated in Bloom's Taxonomy which divides learning into six ascending levels. The lowest level is memorizing (which refers to knowledge) and the second is comprehending (which refers to understanding). To reach the higher levels, learners have to use a 'higher order thinking skill' to apply their learning in some way. This is illustrated in the diagram below:



Bloom's Taxonomy

It will be helpful to bear this in mind when using the Subject Overviews. The Higher Order Thinking Skills have been built into the expected learning outcomes. For example:

Level 2 Science: *"Investigate air pressure .."* (apply)

Level 2 Social Studies: *"Compare.. to a contrasting location"* (analyse)

Level 3 English: *"communicate ideas creatively ..."* (create)

Level 4 Social Studies: *"identify the key features .."* *(synthesise)*

These higher order thinking skills have also been built into the subject syllabuses.

Integrated Subjects

ICT and TVET have been integrated into the subjects. This means that they will be learned in the context of other subjects rather than as separate subjects. There are separate programmes for these (set out in Section 3) so that progress can be checked, but the elements are already in the expected learning outcomes and so do need to be added.

The separate programme for ICT will be helpful to schools that have no equipment at the moment. These schools will be able use these to run 'stand alone' catch-up programmes when they have the resources.

Cross-cutting issues

The are elements of learning that fall across all the subjects:

- Peace Education
- Life Skills
- Environment and Sustainability

Like the integrated subjects, there are separate programmes (set out in Section 4) but all these elements have already been built into the subjects, so they do not need to be added.

The Accelerated Learning Programme (ALP)

The ALP focuses on the key subjects of:

- National Language
- English
- Mathematics
- Science
- Social Studies
- Religious Education

The programme covers the eight years of the Primary school curriculum in four years and with each ALP Level covering two years of the primary curriculum:

Level 1 - Primary 1 and 2
Level 2 - Primary 3 and 4
Level 3 - Primary 5 and 6
Level 4 - Primary 7 and 8

This ALP Subject Overview covers all the content of the Primary Subject Overview, but sets it out in four Levels instead of eight years. This means that the wording is sometimes different although the content is the same.

The ALP syllabuses for each subject have been written to cover the essential learning set out in the Subject Overview in the shorter time available. They have also been written to set the learning in a context that will be accessible to an older learner.

National Languages (ALP)

The medium of education

In mainstream schools, the medium of education for P1-3 will be a national language to be selected by the school. At P4, the medium of education will change to English for all schools and learners. The Accelerated Learning programme will follow this pattern.

It is essential that learners develop good communication skills in their national language in Level so that they can transfer these skills to English in Level 2. All the evidence suggests that it is best for young learners to learn to read and write in a familiar language and then transfer this ability to English. This will be the focus of the subject in Level 1 and the first part of Level 2. ALP students will not continue to study a national language beyond Level 2.

Aims

A national language contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale

The ability to communicate is fundamental to life and to learning. Facility in speaking, listening, reading and writing enables learners to express themselves creatively and imaginatively and to communicate with others effectively. It enables learners to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction.

The emphasis in Level 1 is on communication with others, and the building of the skills that can be transferred to English by the end of Level 2. This is a practical subject with communication at its core. It is about learning to use language in communication. Learning about the theory and structure of language can come later.

National language within the framework

National Language makes an important contribution to the development of all the four framework competencies. First of these is, of course, communication which is the whole purpose of language. Facility with language also underpins the ability to think critically and creatively. Communication makes possible co-operation because working together as a team would not be possible without the ability to exchange ideas and information. The fourth competency is culture, and a national language is the gateway to a national culture. It combines a system of thought and expression with access to the stories and understandings that define a culture.

Teaching and learning a national language

Children develop their ability in any language by using it in context. The development of language ability is not a theoretical exercise, but a practical one. Speaking, listening, reading and writing all need practice, and that practice is best carried out in real situations where learners communicate with others for a purpose. Role-play and drama are very important in providing this practice.

Learners should be given as many opportunities as possible to express their ideas, ask and answer questions, explain what they are doing and join in discussions and conversations. This builds up vocabulary and the ability to manipulate language. Being able to speak with facility is an essential step towards being able to write.

Young learners should be encouraged to communicate in writing even when their early attempts may appear as 'scribble'. This can be refined into formal writing as they develop. The physical skills of writing develop with increased fine motor control and this is helped by a wide variety of activities such as drawing, painting and games that require close control.

The ability to read starts with a familiarity with books and texts and an enjoyment of talking about what they contain. The ability to distinguish letter shapes is supported by a range of activities in involving line and shapes and the ability to detect patterns.

Learners need a wide variety of purposes and audience to develop their communication skills, and need also to develop the confidence to use them.

The Strands

The subject is set out in four strands: Listing, Speaking, Reading and Writing.

Most learning experiences will involve many or all of these strands at once; they cannot be learned in isolation. Detailing the requirements under each strand separately ensures that all essential learning content is covered. As learners develop their skills, the emphasis needs to be on communication rather than on academic study. Learners must build up a good vocabulary and use appropriate grammatical structures, but need to do so in order to communicate with others. Learning should be based on real and realistic situations that call for the use of a range of language skills.

Listening	Learners listen and comprehend so that they can respond appropriately to others. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usages appropriately. Learners should have opportunities to listen to: • Stories being read • Each other • Adults giving explanations • Recordings *(eg radio and TV)*
Speaking	Learners speak clearly, fluently and confidently to different people. They express ideas and communicate information and experiences to others. They ask and answer questions, and know how to initiate and develop conversations. Learners should have opportunities to: • Tell stories • Describe events and experiences • Speak to different people • Share ideas and experiences • Talk about likes and dislikes • Make plans and investigate • Comment and report • Take part in role-play and drama
Reading	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as signs, labels, books, posters, advertisements and electronic media. They begin to recognize the intentions and techniques used by authors. Learners should have opportunities to read and listen to: • Stories and poems with predictable language *(eg with rhymes, repetitions and refrains)* • Traditional folk tales • Stories and poems from a range of cultures • ICT-based text where available

Writing	Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audience. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. Learners should have opportunities to write:
	• In a range of forms and styles including narratives, poems, notes, lists, signs, labels, captions, messages, instructions etc
	• For a range of purposes including to:
	  ○ communicate to others
	  ○ create imaginary worlds
	  ○ explore experiences
	  ○ organise and explain information
	• Using a range of media including books, paper, posters, and electronic media where available

	Level 1	Level 2
	In Level 1, students learn to read and write in their national language.	In Level 2, students make the transition to English.
Listening	• Listen carefully and respond with increasing appropriateness • Respond to patterns in language *(eg rhymes and repetitions)* • Remember specific points that interest them	• Understand the main points of what is being said • Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognized • Ask questions to clarify their understanding
Speaking	• Use a growing vocabulary to talk about matters of immediate interest • Show awareness of the listener by including relevant detail	• Adapt talk to different contexts *(eg vocabulary and form)* • Communicate more complex ideas and information • Narrate events, tell a story or relate the plot of a book or film and give opinions about it
Reading	• Use knowledge of letters and sounds to read words and establish meaning • Read simple texts with accuracy and understanding • Use more than one strategy in reading unfamiliar words *(eg phonic, graphic, context)* • Express opinions about stories, poems and non-fiction	• Read independently, using strategies appropriately to establish meaning • Read texts fluently and accurately Understand main points and express preferences in their reading
Writing	• Form letters that are clearly shaped, correctly and consistent in size oriented • Communicate meaning through simple words and phrases • Spell simple words correctly • Communicate meaning in both narrative and non-narrative forms • Develop ideas in sequences of sentences appropriately punctuated	• Write imaginatively, clearly and in an organised way • Write sequences of sentences that extend ideas logically and where grammar is correct and punctuation used appropriately • Choose words for variety and interest • Spell polysyllabic words correctly

English (ALP)

Aims

English contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale

South Sudan is a country inhabited by people of diverse linguistic background where English is an official language and medium of instruction. It is considered a neutral language and an effective tool for national unity, peace and development. English language will enable the people of South Sudan not only to effectively communicate internationally but also benefit in gaining knowledge, gaining experience of new technologies and preserving cultural heritage.

Learning and communicating in English will accelerate the progress of the Republic of South Sudan towards its goal of becoming recognised as one of the developed countries of the world.

English within the framework

English makes an important contribution to the development of all the four framework competencies

Learning English as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast English with their national, home and tribal languages. Communication is intrinsic to language learning and this requires frequent speaking and listening activities in pairs and groups of different sizes, hence co-operation is also routinely developed. The most effective language learning is founded on relevance to learners' culture and heritage. Therefore a constant focus in literature in the later years of Primary and Secondary should lay emphasis upon the culture and heritage of South Sudan and neighboring countries.

Teaching and learning English

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to English. From Primary Four (P4) onwards, English will be the medium of instruction and learners will therefore require a high level of proficiency so that they can access learning across the entire curriculum. The Accelerated Learning Programme needs to take the same approach.

English is a compulsory subject for all learners, from the start of primary up to the end of secondary school education. There is a focus on developing learners' skills in speaking, listening, reading and writing throughout their time in school.

There is a marked difference between the English curriculum in P1-3 and that of P4 onwards. The P1-3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school. From P4 onwards proficiency in English continues to be developed through learners' learning in English lessons and across the whole curriculum. In English lessons after P3, there is an increasing emphasis on literature, media, presentation, creative writing and writing for different purposes.

In P1-3 speaking and listening are developed through oral language International evidence shows that reading and writing skills are best developed through the learners' National Language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences. In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English. From P6 the focus of the Reading strand moves more to the understanding and appreciation of a range of literature.

This approach is reflected in the four Levels of the Accelerated Learning Programme that are set out below.

The Strands

The subject is set out in five strands: Speaking, Listening, Reading, Writing and Knowledge about language

Most learning experiences will involve many or all of these strands at once; they cannot be learned in isolation. Knowledge about language is not an academic study, but the basis for communication. Detailing the requirements under each strand separately ensures that all essential learning content in English is covered.

As learners develop their skills, the emphasis needs to be on communication rather than on academic study, particularly in Primary. Learners must build up a good vocabulary and use appropriate grammatical structures, but need to do so in order to communicate with others. Learning should be based on real and realistic situations that call for the use of a range of English language skills. The units of study give details to some of the real-life challenges which enable learners to deepen their proficiency and build their confidence. Appropriate cross cutting issues are mainstreamed in opportunity areas.

Learners should be introduced to a range of English literature, including prose, poetry and drama. They should also consider other media such as film and video.

Frequent opportunities to integrate cross cutting issues and make use of new technologies are built into the units of study.

Listening	Learners listen and comprehend so that they can respond appropriately to others. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usages appropriately.
Speaking	Learners speak clearly, fluently and confidently to different people. They express ideas and communicate information and experiences to others. They ask and answer questions, and know how to initiate and develop conversations
Reading	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as books, posters, advertisements and electronic media. They recognize the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.
Writing	Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audience. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.
Knowledge about language	Learners understand how language works and know how to manipulate it in order to communicate.

	Level 1	Level 2
Listening	• Understand the main points and some details from a spoken passage made up of familiar language in simple sentences	• Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognisesd
Speaking	• Speak clearly, fluently and confidently to different people in different situations	• Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures • Narrate events, tell a story or relate the plot of a book or film and give opinions about it
Reading	*In Level 1, learners should be prepared for reading English through learning to read* ***in their National Language.***	*In Level 2, learners should make the transition from their National Language to English*
	• Recognise, understand and read out familiar words in simple contexts • Use knowledge of letters and sounds to read simple words and establish meaning	• Make use of reading skills gained in National Language to develop reading in English • Read simple texts relating to familiar contexts using strategies appropriately to establish meaning
Writing	*In Level 1 learners should be prepared for writing English through learning to write* ***their National Language***	*In Level 2, learners should make the transition from their National Language to English*
	• Form letters accurately and consistent in size	• Make use of writing skills gained in National Language to develop writing in English • Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately
Knowledge about language	*In Levels 1 and 2, learners should develop their knowledge about language in both English and* ***their National Language***	
	• Know parts of speech *(nouns, pronouns, verbs adjectives and adverbs)* and use them appropriately in simple sentences • Begin to use conjunctions *(and, but*) to form compound sentences • Use of present, past and continuous tenses; punctuate sentences using capital letters, full stops, commas, speech mark quotation marks & question marks.	• Respond to and use present, past, continuous, future tenses *(using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms)* • Form simple and compound sentences; begin to use subordinators *(if, so, while and since)*

	Level 3	Level 4
Listening	• Understand the main points of an authentic spoken passage or conversation involving one or more speakers.	• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed
Speaking	• Take part in discussion giving and justifying ideas creatively and confidently. • Give a presentation effectively and confidently on a chosen theme and respond readily to questions	• Give a presentation fluently on a chosen theme and argue view points with some degree of success Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible
Reading	• Understand authentic written texts of moderate length and complexity, and produce a summary covering the majority of points. • Begin to appreciate the plot and structure of simple stories.	• Understand and be able to infer the meaning of a range of more complex texts and produce a detail report covering all essential points. • Recognise how authors can achieve effect through sentence pattern and use of figurative language. • Identify how character and setting are created in literature, and how plot is developed in literature.
Writing	• Produce formal and informal texts on familiar topics • Communicate ideas creatively and accurately in an appropriate style • Structure writing to produce a coherent text in an appropriate register for specific purposes *(e.g. An application letter for a job or an account of a visit)*	• Write coherent text in an appropriate register for different purposes *(e.g. a review, an article or a report)* • Write extended texts using a wide range of language in a variety of register covering more specialised context *(e.g. work related or in a specialised area of study)*
Knowledge about language	• Adapt sentence construction for different purposes and readers; • Develop the use of complex sentences using connectives and subordinate clauses effectively • Understand and use adverbs, adjectives, nouns prepositions and conjunction abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately • Use punctuation appropriately to create effects • Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work	• Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect. • Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts

Mathematics (ALP)

Aims
Mathematics contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale
Mathematics is a logical subject which deals with numbers and symbols and their relationships expressed in rules. It is reflected in all subjects and particularly sciences.
Mathematics equips learners with knowledge, skills and attitude in computation, constructions and model-making, enabling them to contribute to rapid technological growth and socio-economical development through their confidence in problem-solving in real life situations.

Mathematics within the Framework
Mathematics contributes to learners' development with respect to all four of the Framework competencies.

Critical thinking lies at the heart of Mathematics. Understanding of mathematical concepts and techniques requires thought processes which differ from those used in other subjects. Effective communication is essential so that problem-solving strategies and solutions can be clearly explained. Mathematics is a subject with applications across the curriculum and in life. Learners are encouraged to work co-operatively and make use of mathematics to solve real-life problems. Furthermore the subject is taught in such a way its relevance to learners is emphasised through a focus on South Sudanese culture and heritage.

Teaching and Learning Mathematics
All learners need a level of competence in Mathematics such that they can operate as effective members of society. Hence they need to be able to count, to estimate, to measure, to calculate, to handle and manage money and to understand statistics, probabilities and graphs. Those intending to study Mathematics to a higher standard or to pursue a career in finance or specialist branches of business or industry need to develop deeper learning in school. Competence in Mathematics also makes an important contribution to progress in other subjects.

Mathematics is a compulsory subject for all learners, regardless of their ambitions with respect to Mathematics, from the start of primary to the end of secondary school.

Learning is applied through the use of practical problem-solving activities with opportunities for learners to plan their own investigations and develop their confidence as Mathematicians.

In the overview below, the subject is set out in five strands: Number, Measurement, Geometry, Algebra and Statistics.

Many of the learning experiences will reflect just one of these strands but, where possible, learners should face problem-solving challenges calling for a range of Mathematics skills and knowledge from across the strands. The Units of Study detail some of these real-life challenges which enable learners to deepen their learning. Detailing the requirements under each strand separately ensures that all essential learning in Mathematics is covered.

The impact of new technologies on all aspects of life has been extraordinary in recent years and particularly so in relation to numerical data and processes. For this reason, wherever possible, learners should gain experience of a range of ICT equipment and applications.

Strands

There are five strands in Mathematics that apply to the Accelerated Learning Programme:

- Number
- Measurement
- Geometry
- Algebra
- Statistics

Mathematics is an ideal context for learners to develop ICT skills whilst studying the subject. Every opportunity should be taken for learners to use calculators, computers and other devices as part of their learning. The programme of ICT appropriate for each stage is set out in Annex 2.

Number	Know how to read, write, compare and order numbers, how to carry out basic operations involving numbers and how to solve problems involving fractions, decimals, percentages, ratios and proportions
Measurement	Estimate and measure to an appropriate degree of accuracy and express measurements with the correct units
Geometry	Explore shape, size space and relative position; represent real objects or positional relationships with scale drawings
Algebra	Use reasoning to solve problems involving unknown quantities and variables through the use of expressions, equations and formulae
Statistics	Manipulate, interpret, and represent statistical data and draw valid conclusions; understand risk by defining, interpreting and devising probabilities

	Level 1	Level 2
Number	• Sort, match and arrange groups of objects • Read, write, compare and order numbers up to 3 digits • Round off numbers to the nearest tens and hundreds • Carry out addition involving one carrying and subtraction without borrowing. • Recall multiplication and division facts up to 10x10 • Understand simple fractions (half and quarter as a part of a whole)	• Read, write, compare and order numbers up to 5 digits. • Use the four operations with confidence and accuracy • Round off numbers to the nearest thousands • Apply divisibility test (by 2, 5 and 10) • Compare simple equivalent fractions • Use multiples and factors of whole numbers • Carry out addition and subtraction of fractions with the same denominators • Compare equivalent fractions • Solve problems involving percentages and use ratio as a way of comparing quantities
Measurement	• Estimate and compare length, capacity and weights, Compare weights using a beam balance • Recognizing currency in shopping (correct balance) and activities, and solve simple problems involving money • Measure time by days of the week and months of the year • Tell time in hours, half past, quarter past, quarter to the hour	• Estimate and measure length in centimeters, meters; capacity in liters, milliliters and deciliters; weight in kgs and grams • Solve problems involving length, capacity and weight • Convert hours to minutes, seconds and vice-versa • Operations on currencies • Find the area of squares and rectangles in cm^2 and m^2, and volume by counting cubes • Estimate capacity, estimating weight, time in hours and minutes, simple calculation of money • Tell time using the 24-hour system.
Geometry	• Recognize geometrical lines, and identify simple geometrical shapes • Make patterns and models using a range of geometrical shapes • Recognise types and properties of triangles, rectangles and squares • Use patterns to recognize geometrical shapes	• Sketch and draw accurately geometrical shapes • Identify intersecting, parallel and perpendicular lines • Compare angles, drawing right angle using corners • Measure angles using degrees
Algebra		• Use and understand inequalities and symbols such as <,> • Use symbols for numbers, like and unlike terms, addition and subtraction of simple algebraic expressions
Statistics		• Interpreting simple pictograms Interpreting and making block graphs • Data collection and recording, graphs of data (bar & line graphs)

	Level 3	Level 4
Number	• Read, write, compare and order numbers up to 6 digits • Apply divisibility tests of 3,4,6,8,9 and 11 • Understand the concept of prime numbers. • Recognize HCF and LCM, and add and subtract fractions using LCM • Simplify of fractions by cancelling • Convert of fractions to decimals and vice versa • Recognise Roman numerals up to 50. • Convert of decimals and fractions into percentages and vice- versa • Understand proportion as relationship between two quantities	• Calculate squares and square roots of fractions (perfect squares) and simple decimals. • Find the cubes of number**s** • Solve problems using ratios and proportions using the unitary method • Calculate percentage increase and decrease • Multiples and factors including fractions and decimals • Finding square roots of mixed numbers involving perfect squares • Recurring decimals • Finding square roots of decimals • Expressing fractions and decimals as percentages and vice-versa
Measurement	• Use metric measures of length accurately and appropriately • Convert from one metric unit to another (*tonnes to kilos etc*), and convert acres to hectares • Calculate areas of rectangles and squares and • Know the parts of a circle and calculate the value of π • Find the area of triangles • Find the volume of cuboids (V=l x b x h) • Convert milliliters to liters and vice-versa • Solve problems involving money, profit and loss • Solve problems involving capacity and temperature in degrees Celsius	Solve problems involving: • Length, perimeter and circumference • Areas of given shapes; triangles, quadrilaterals, circles and combined shapes. • Surface area and volumes of cuboids • Converting m^3 to cm^3 and vice-versa • Capacity • Commissions and discounts, hire purchase, profit and loss, simple interest and compound interest • Speed, time and distance
Geometry	• Identify and construct parallel lines using ruler and protractor and compasses, and use a linear scale and draw lines to a given scale. Construct and bisect lines • Identify different sorts of angles *(acute, obtuse, reflex etc)* and relate this to turns. Identify vertically opposite and supplementary angles • Construct a circle of a given radius, and make cubes and cuboids. • Make conversions of scale and length, write scale in ratio form and make scale drawings.	• Identify transversal lines and angles of parallel lines. • Construct equilateral, isosceles and right-angled triangles and inscribe and circumscribe triangles of given sides and angles • Apply Pythagoras' theorem • Construct parallelogram, rhombus and trapezium • Draw, interpret and solve problems using a range of linear scales • Make curved patterns from straight lines and nets for envelopes, pyramids and prisms • Use co-ordinates
Algebra	• Solve simple equations with one unknown • Simplify of algebraic expressions with and without brackets •	• Form algebraic expression from mathematical statements • Solve problems using sets, set notation and equal and equivalent sets • Understand and produce Venn diagrams (up to 2 sets)
Statistics	• Represent and interpret collected data • Read and interpret data from tables • Recognise and interpret picture, line and circle graphs	• Draw frequency tables of grouped data • Understand and use mean (average), mode and median • Interpret and draw bar graphs, pie charts and travel graphs • Calculate possible outcomes of simple events

Science (ALP)

Aims
Science contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale
Science is relevant to the life of every human being. The context, content and the teaching and learning of Science should enable the learner to keep up with the fast pace of technological change in the global world. Scientific methods provide tools and skills for discovery and problem solving as well as enhancing motivation. Science provides utilitarian skills and attitude for coping with the current and future challenges. It must enable the learner to make good use of natural resources and guard against environmental damage and destruction. Most importantly for the Republic of South Sudan as a developing country, Science learning must encourage responsible industrialization and minimal exports of raw natural resources as opposed to finished industrial goods.

Science within the Framework
Science helps learners develop all four of the Framework competencies.

As a practical subject calling for planning of investigations, analysis of results and evaluation of evidence, Science has a particular focus on critical thinking. Group practical work provides opportunities for co-operation, and good Science depends upon effective communication through the use of questioning, debating, presentation and writing skills. The links between Science and a range of issues including, for example, agriculture, animals and plants, health, diet, natural resources, the environment and industry present considerable scope for examination of South Sudanese culture and heritage in relation to the wider world.

Teaching and Learning Science
Science incorporates the three traditional science subjects: Biology, Chemistry and Physics. Younger learners normally learn Science as an integrated subject whereas, in secondary schools, learners preparing for further study or careers in Sciences are likely to take separate Science subjects. Those not wishing to specialise in this way will continue to study Science as an integrated subject.

In the overview below, the learning is set out as three strands: Living things and life processes; Materials and their properties; Physical processes.

Some of the learning experiences will reflect just one of three strands but, where possible, learners will benefit if the learning is thematic, spanning the boundaries between strands. The Units of Study detail some of these connections and enable learners to deepen their understanding. However, detailing the requirements under each strand separately ensures that all essential learning is covered.

Opportunities to exploit the practical nature of Science can make a considerable difference to learners' motivation and learning and hence they should form a regular feature of Science lessons. Practical Science skills need to be developed in a structured manner with steady progression from year to year. The learning experiences required to achieve this are set out in the units for each strand.

In addition to experiments and the use of text books, learning experiences in Science should be rich and varied and should include, for example, field work; observations of the natural world; practical problem solving; the use of new technologies; data analysis; engagement with practitioners from agriculture, business and industry; plus opportunities to develop skills and confidence through questioning, discussion, drawing conclusions and evaluating.

There is scope for teachers to use local materials and opportunities in order to engage learners in first-hand and practical experiences. It is not always necessary to have specialist equipment to learn science.

Strands
There are three strands in Science:

- Living things and life processes
- Materials and their properties
- Physical processes

Younger learners will learn these in an integrated way with greater separation of the strands in higher grades.

Across all three strands, learners should be developing a scientific approach through investigation, forming and testing hypotheses and experimentation. They need to realise that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between cause and effect.

Science is an ideal context for learners to develop ICT skills whilst studying the subject. Every opportunity should be taken for learners to use calculators, computers and other devices as part of their learning. The programme of ICT appropriate for each stage is set out in Annex 2.

Living things and life processes	Learners learn about the variety of plants and animals, including humans, which inhabit our planet and the processes which enable them to remain alive. They also learn about the interrelationships between living things and the environment.
Materials and their properties	Learners learn about the materials which make up everything in our world, the composition and the properties of these materials. Furthermore they learn how we make use of this knowledge.
Physical processes	Learners learn about the processes resulting from the effect of energy on matter. These processes relate to mechanics, heat, light, other radiation, sound, electricity, magnetism and atomic structure.

In all strands, learners should be developing a scientific approach by:

- Asking questions that can be investigated scientifically, and deciding how to find answers
- Considering what sources of information they will use to answer questions, including first-hand experience and a range of other sources
- Forming hypotheses and thinking about what might happen
- Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use
- Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same
- Making systematic measurements and observations
- Checking measurements and observations by repeating them where appropriate

	Level 1	Level 2
Living things and life processes	Understand the importance of keeping body clean and the dangers of micro-organisms / 'germs' Understand the role of bones, joints, muscles in movement and the importance of healthy exercise Identify plants and animals in their locality and their importance. Understand similarities and differences between animals according to their habitats Identify different types of plants and their parts. Understand the role of the senses in daily life, and use them to explore our world and distinguish between substances	Care for and appreciate the importance of a clean environment, and appreciate the importance of food, exercise, washing clothes, sleep and rest for a healthy life Classify animals and plants according to their habitat, eating habits, and food chains. Distinguish between fruits and seeds and understand the structure of a seed and the process of seed germination Identify objects, symbols and gestures using the five senses Investigate living things found in water. Appreciate the importance of conservation of animals and plants
Materials and their properties	Recognise sources of water and its uses, measurement of quantities of water Understand the importance of clean water, and methods of making water clean and safe Know basic weather conditions, and understand how animals and humans respond to different weather conditions Appreciate the presence of air and its movement in air currents, and understand its importance in daily life Investigate the structure and composition of soil	Investigate the properties of water, such as its solubility, and what happens to it under different conditions. Investigate and understand why certain objects float and others sink in water Understand changes in the weather and record the changes Identify types, formation and uses of soil Investigate simple methods of separating materials *(eg sieving, winnowing, dissolving, use of magnetism)*
Physical processes	Understand sources of light & sound in the environment. Produce sound using local materials and produce sounds of different pitches & understand echoes Understand use of simple machines like wheels, and construct and use simple rollers to make work easier Understand the concept of shadow Investigate which objects float and sink in water	Understand the concept of air pressure, pressure differences and wind Identify sounds produced by different objects, changing volume and pitch; Investigate how light travels and its uses Describe the shape of the earth and discuss the concept of gravity Explore the sources of heat and its uses State sources of electricity and carry out simple activities with electricity and magnetism Construct and make use of simple machines *(eg levers, pulley and inclined plane)*

	Level 3	Level 4
Living things and life processes	Understand the relationship between germs and sanitation. Know about common human parasites, and how they are spread and controlled Understand a healthy lifestyle and the concept of health hazards, common drugs and their types. Know the food types and understand the importance of a balanced diet. Explain the causes of drug abuse and its impacts on life Understand the nature of changes occurring in humans at puberty, (*sexual relationships, sexual intercourse, conception, pregnancy, childbirth, contraception)* Understand the levels of organisation of living things: cells, tissues, organs, systems Understand structures of plants and their functions	Apply knowledge of hygiene and disease to personal and home sanitation, food preservation. Understand hygienic food preparation techniques; nutrition needs for good health and for special groups Know about some common water and air-borne diseases, describe their causes, effects and prevention Explain how reproduction takes place in flowering plants, mammals and birds. Understand effective pre- and post-natal care in humans Understand processes of respiration and photosynthesis, and describe the differences between plants and animals, explain inter-dependency between plants and animals Understand the structure and function of the nervous system, and the structures and functions of human digestive and respiratory systems
Materials and their properties	Describe the importance and uses of water in agriculture. Describe water cycle and understand the effects of weather on human activities Construct and use simple weather instruments Understand the concept and causes of wind and uses of wind energy. Describe the components of air and their properties and understand that air supports burning Describe and explain the behaviour of materials under different temperatures. Explain the states of matter and changes of state, and understand concepts of atoms, elements, mixtures and compounds. Understand the concepts of mass flow and diffusion	Outline the sources of water, methods of collection & purification; pollution and its impact. Explain the environmental concern about water and describe conservation strategies Recognise difference between mass and weight and their measurement Explain the term 'chemical reaction' and describe how reactions involve energy changes Explain the relationship between temperature, pressure and volume of air, the concept of a vacuum Describe common properties and uses of acids and bases: the uses of indicators
Physical processes	Differentiate between transparent, translucent and opaque objects. Understand concepts of reflection and refraction of light Understand the nature of sound and its uses, and how light and sound travel through different media Understand concept of heat and how it is measured Describe simple common tools and their classifications as machines e.g. first class, second etc Understand earth and space in relation to solar system; explain the impact on day and night and the seasons.	Understand forces and the different types of forces and units for measuring force Identify different forms of energy, describe energy transformations Describe components of solar system, orbits of planets and moons Understand the use gears, and multiple pulleys in making work easier Understand how sound is produced and how human ear perceives it Explain concept of constellations, galaxies, the universe Describe how heat is conserved Explain how magnets can be made from electricity and the applications of electro-magnetism.

Social Studies (ALP)

Aims
Social Studies contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale
Social Studies aims to help learners develop the skills and knowledge that enable them to comprehend ideas and think critically and logically about themselves, their families, communities, the nation and global communities. It encourages them to become active and responsible citizens.

It also helps to develop understanding about cultural heritage, and the social political, physical, environmental and economic features of different communities. It develops a culture of understanding, mutual respect and value of human dignity.

The knowledge, understanding, skills, values and attitudes acquired from social studies help the learners to understand life styles and culture of their people both within their own country and global communities for peaceful co-existence and development.

Social Studies with the Framework
Social Studies can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences.

Teaching and Learning Social Studies
Social Studies is an integrated subject, but its four strands should enable older learners to move smoothly into the study of separate history, geography or civics in S3 should they opt to do so.

Although the requirements are set out in separate strands in this overview, the teaching and learning can be thematic. There are clear connections at each grade between the requirements across the strands. These are brought out in the Units of Study. Making these connections will enable learners to gain a better understanding. Setting them out separately in this document will help ensure that essential learning is not missed.

The subject should be learned wherever possible through first-hand experiences that are rooted in learners' own locality and experience. It should also enable learners to understand the world beyond their own homes and their own country.

Social Studies is best learned through a variety of methods and materials including field studies, books, documents, photographs, oral accounts, databases and other electronic sources where possible.

Learners should be given opportunities to survey and analyse a wide range of sources and learn to form to form their own opinions and draw their own conclusions. Opportunities should be provided for learners to communicate their knowledge and understanding in a variety of ways. They should also study the work of other people in this subject domain and become familiar with the standard theories and interpretations.

Strands

There are four strands in Social Studies:

- History: how the past has produced the present
- Geography: how we live in the world around us
- Citizenship: how we live together in society
- Peace Education: how we can live together peaceably

Citizenship includes Civics, and also the more active aspects of the subject including advocacy

Younger learners will learn these in an integrated way, but as they move towards secondary school, the strands will become distinct and separate subjects.

<table>
<tr><td>History

How the past has produced the present</td><td colspan="2">Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shed our history. They recognize the impact of the past on the present.

They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.

They use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.</td></tr>
<tr><td rowspan="3">Geography

How we live in the world around us</td><td>Physical</td><td rowspan="3">Learners explore the physical world around them and recognize the impact this has on the way we live. They find out about different ways in which communities are linked and depend on each other.

They carry out field-work, and collect record and present evidence. They analyse evidence and draw conclusions. They use, make and interpret maps at different scales.

Learners recognise the possible impact of climate change and appreciate the need for sustainability.</td></tr>
<tr><td>Human, economic and environmental</td></tr>
<tr><td>Map skills</td></tr>
<tr><td rowspan="3">Citizenship

How we live together in society</td><td>Civics</td><td rowspan="3">Learners should know about some of the methods and institutions that enable communities to organise themselves and make decisions They should recognize the patterns in communities, cultures and places, and how these have changed and developed over time.

They should take part in community projects and learn first-hand how communities are run, and how decisions are made

Citizenship is more than a statutory subject. Its skills and values will enhance democratic life for us all, both rights and responsibilities , beginning in school, and radiating out.</td></tr>
<tr><td>Advocacy</td></tr>
<tr><td>Active citizenship</td></tr>
<tr><td>Peace Education and Human Rights

How we can live peaceably together</td><td colspan="2">Learners should find out about the strategies that are used to promote peace and harmony. They should know about different sorts of rights such as Constitutional and Human rights.

They should be aware of the importance of HIV/AIDS and STIs and the need to promote gender equality.

They should build their own skills of peaceful living and conflict resolution and be committed to peace and reconciliation.</td></tr>
</table>

		Level 1	Level 2
History		• Find out how their village and locality have changed over time, and begin to understand the reasons for these changes. • Look at how some familiar objects *(forms of transport etc)* have changed over time • Place events and objects in chronological order.	• Describe the way of life of African people from the distant past and their economic and cultural activities. • Understand the factors that influenced the development of early settlement and migration in South Sudan • Find out about the impact of technology on ways of life in the past and how this has shaped history, by studying some key examples *(eg the plough, gunpowder, printing, the steam engine etc)* • Begin to place events, people and changes into correct periods of time.
Geography	Physical	• Talk about the physical features found within the Payam and South Sudan (*such as hills, valleys, rivers, swamp and significant plants and crops)*)	• Identify the key physical features of the African continent and begin to understand how they were formed • Described the pattern of local weather: and seasons, and begin to understand some of the causes of weather *(winds, rain etc)* • Know about the phenomenon of climate change, and the impact on a locality • Describe the types of settlement, land use, and economic activity in the African continent including some of the principle jobs and products and how these vary in different areas. • Investigate the sources of what pollutes our environment *(eg burning, sewage, rubbish, water pollution etc)* • Describe the basis of crop farming, forestry and fishing within the state, and find out about some of the traditional industries. Contrast this economic activity in localities in other parts of the world. • Recognise and interpret the key features of Africa on a map *(rivers, mountains, major cities etc.)* • Use scales to measure and investigate distance on maps and position places using grid lines. .
	Human, economic and environ-mental	• Describe key human activities of the Payam and South Sudan including some of the principle jobs and products *(such as: crops, animals, oil, mining etc)* • Know the importance of caring for the immediate environment *(litter, dirt etc)*	
	Map Skills	• Be able to recognize the position of their own village and major cities and other features on a map of South Sudan. • Begin to recognize how the physical world can be represented on a map within the context of their own school, village and local routes.	
Citizenship	Civics Advocacy Active citizenship	• Describe the communities found in the villages, their origin and the ceremonies, rituals and festivals practiced by people in the village. • Be able to talk about their roles and responsibilities *(eg in the family and school)* • Take part in some of the everyday decisions that affect them in their school communities.	• Compare their own village or town to a contrasting location and recognize the similarities and differences. • Present their ideas to others and begin to acknowledge different responses to their ideas. • Take part in decision-making activities with others in contexts that are familiar to them.
Peace Education and Human Rights		• Co-operate within a group, appreciating different needs and roles • Know the key warning signs of the presence of landmines	• Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality • Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.

		Level 3	Level 4
History		• Find about the key pre-colonial kingdoms of South Sudan and Africa, and how they developed over time. Compare this to a country in another continent. • Understand the struggle for independence of South Sudan and name the role of the key people involved. Compare and contrast this to struggles elsewhere *(eg India, South Africa, South America)* • Place events, people and changes into correct periods of time.	• Understand the development, rise and fall of civilisations over time by making a study of at east two *(eg Mayas, Aztecs, Khymer Empire, Romans etc.)* • Understand the process and implications of the coming of Europeans into Africa. Compare this to the experiences in other continents *(eg North and South America*) • Build a chronological framework of periods and using this to place new knowledge in context.
Geography	Physical	• Understand the processes leading to the original formation of the key physical features of South Sudan and Africa • Understand the processes leading to the creation of and changes in physical features (*such as tectonic plate movement, volcanic activity, erosion, deposition, pollution, human activity etc)*	• Understand how physical features and processes impact on communication, production and trade in South Sudan and other parts of the world. • Understand the factors that produce the climate and appreciate its effects of climate on human settlement, economic activities. Understand some of the causes and impact of climate change on South Sudan and the world.
	Human, economic and environ-mental	• Understand the importance of the differing farming systems to South Sudan and Africa in general, and how these relate to climate and physical features such as geology, soil and relief. • Understand the operation of the key industries and types of trade of South Sudan and her neighbours. • Understand how the key tourist attractions can be managed to the benefit of South Sudan and compare this to other countries. • Appreciate the possible impact of climate change and the need for sustainability.	• Investigate the importance and potential of the mining sector of South Sudan, and the need for sustainable development. • Compare and contrast farming systems in South Sudan with other countries that have similar climates, and understand the need for sustainability. • Understand the need to balance protection of bio-diversity with the development of agriculture and industry.
	Map Skills	• Use maps to interpret physical features at a range of scales in Africa and other continents.	• Use maps to recognize settlement patterns, and major communication routes, and construct maps at a variety of scales.
Citizenship	Civics Advocacy Active citizenship	• Find out about the systems of governance of South Sudan and neighbouring countries. • Understand the social and political interactions between South Sudan and neighbouring countries. • Appreciate the qualities of a good leader and good citizen, • Explain the ways in which people can participate in democracy and how they can change things in communities. • Take part in debates on issues that are familiar to them.	• Understand how ideals of justice and fairness underpin the legal system. A • ppreciate the factors impacting on national unity, and understand the importance of equitable distribution of national resources and power sharing in South Sudan and elsewhere. • Identify and discuss regional cooperation, regional bodies, and the importance of regional co-operation. *(eg Organization of African Unity (AU).* • Work collaboratively to negotiate, plan and carry out an activity which will make a difference to the lives of others. • Research issues and use this to make informed contributions to debates.
Peace Education and Human Rights		• Recognise that respect for human rights and gender equality underpin peaceful co –existence *(including gender stereotypes, forced marriage etc)* • Know about the causes, effects and ways of preventing HIV/AIDS and STIs.	• Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved. • Understand some of the ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation. • Be aware of the ways of promoting gender equality in a local and national situation.

Religious Education (ALP)

Aims
Religious Education contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Application to different religions
This curriculum is written as framework of understanding and progression that can be applied to any religious tradition. There are separate syllabuses for Christian and Islamic Religious Education, but both follow this same general framework. It is important that learner should gain a good understanding of their own religion but also understand and respect other peoples' beliefs. Reference is made in the Framework to a range of the world's major religions, but within the syllabuses, the local religion will remain central.

Rationale
Religious Education will give learners a good understand and appreciation of their own religious heritage and also introduce them to the key belief of the world's major religions, and the key religions of the region. In this way RE can help build tolerance and respect for other people and their beliefs, and can help promote a cohesive society.

Religious education will also help develop learners' person sense of spirituality and help them make moral choices based on clear principles.

It offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

Religious Education within the Framework
RE can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of important aspects of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences

Teaching and Learning in Religious Education
To build religious understanding an appreciation, learners need to be given opportunities to discuss what they are learning, and to make sense of it in terms of their own lives. The subject is concerned with difficult abstract and spiritual matters, and these cannot be understood without discussion and reflection. The more examples learners are presented with, from their own and other religions, the easier it is for them to grasp the deep spiritual meanings.

Young learners will approach the subject through the key stories of their own and other major religions. Role-play and drama will help them build appreciation and understanding of these. Older learners should have reference to religious texts and interpretations, but shill still have ample time for discussion and debate.

Where possible, people from other religions should be invited to discuss their own beliefs and traditions. It is important that learners are able to see their own religious beliefs and traditions within the wider picture of global beliefs.

The subject is compulsory throughout both Primary and Secondary Education. It is set out in terms of "Spiritual Understanding" and "Range of Studies". It is important that the range is used to illustrate the Spiritual Understanding..

Spiritual Understanding and the Range of Studies

The Religious Education curriculum is set out differently from other subjects to take account of its different nature. The key element is learners' spiritual understanding which is the basis of their spiritual development. Spiritual understanding can be built in may ways and through many faiths, so the curriculum specifies the range of studies that would be necessary to build this spiritual understanding within a particular faith. The two elements always come together and cannot be taught or learned separately.

Spiritual Understanding	Learners appreciate the key messages, values and meanings of religion. They understand the meaning this has for their lives and the way they live. They appreciate the value of meanings beyond the functional and beyond the physical world. They develop a moral sense of what is right and wrong based on clear principles and beliefs. They appreciate their own religion and beliefs and are also understanding and tolerant of other beliefs.
Range of Studies	Learners study the key teachings and texts of their own religion. They be come familiar with the key rituals and practices. They also find out about the key beliefs of other major religions, so that they can grow in understanding and tolerance.

OVERVIEW FOR RELIGIOUS EDUCATION in ALP

	Level 1	Level 2	Level 3	Level 4
Spiritual understanding	Become familiar with, and appreciate the importance of some of the key stories from the major religions.	Comprehend and appreciate the significance of places of worship, holy places and religious observances in the major religions. Understand and appreciate the key values, meanings and origins of religious festivals and how these relate to the Holy Books	Understand and appreciate beliefs about the deities, and understand the contribution of the founders of the major Religions. Recognize and appreciate the names, values and beliefs concerning their relationship to God humanity in the Environment.	Understand and appreciate the values, meaning, origins, use and structure of the key Holy Books. Understand and appreciate biography, role and the importance of key prophets
Range of studies	Key stories from the major religions that are accessible to young children and which relate to their lives and levels of understanding	• Church, Mosque, Temple etc • Jerusalem, Mecca, Rome etc • Services, baptisms, weddings, bar mitzvah etc • Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko) /(Othurac Lokoya)/kigoyo Olubo)/Ikanga, Lopit/(Awak,Dinka) • Torah, Bible, Quran, Vedas, Tipitaka	• God/Allah/Hindu deities • Jesus Christ, Mohammad (Ibn Abdulah), Gautama Buddha, Guru Nanak, Ngundeng/Ngun etc • Religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,(alam Lotuko) /(Othurac Lokoya)/kigoyo Olubo)/Ikanga, Lopit/(Awak,Dinka in December),(Balanda, \muru),Anyuak,Pojulu, Kakwa, Madi (harvest feast in August) (Moro, Jaliya)	• **Holy Books:** Torah, Bible, Quran, Vedas, Tipitaka • **Key Prophets:** **Christianity ,** Isaiah, Jeremiah ,Ezekiel, Jonah, Amos, Daniel **Islam,** Ibrahim, Ishmael, Musa, Yunus, Ayoub,Josue Harun, Isa,Muhammad **Judaism,** Abraham, Moses, Job, Joshua, Aaron, Jonah, Samuel, Solomon, Ezekiel and Elisha **Sikh:** Guru Nanak, Guru Angad

Integrated subjects

ICT elements integrated into the curriculum

P1	P2	P3	P4	P5	P6
Recognise and use common devices and icons *e.g. radio. TV, mobile phones, computers* Gather information from a variety of sources e.g. books, radio, mobile phones, computers Manipulate simple electronic devices to manipulate text, graphics and images Enter save and retrieve information from electronic devices *e.g. mobile phones, computers*	Use and basic formatting of text, tables and images e.g. mobile phones, computers Select from and add information they have stored Present information in a variety of forms *e.g. text, images, tables, sounds*	Plan and give instructions for e.g. switching on mobile phones, tuning radio and TV, computers, simple programmable toys Create, name and retrieve files	Create files; combining simple ideas & elements from different sources, copying, modifying and deleting Creating products with text & pictures; *eg mobile phones, digital cameras and computers; editing to correct errors* *Storage of files* Write and send an email & locate a website via search engines selecting from given keywords	Use internet to access information, and a search engines to find information Locate websites by following instructions Use basic editing to create formatted products & identify minor improvements Manipulate simple graphics within text Sequence simple ideas & modify files for different situations Create a product for an audience in collaboration with others	Organising ideas, manipulating e.g. Venn diagrams & sequence charts, modifying for different situations; annotating to explain uses Creation of a product for an audience and save into individually created folder Create folders for emails; locate websites via search engines selecting from collaboratively derived keywords

P7	P8	S1	S2	S3	S4
Manipulate and edit with familiar software to present information appropriately in graphic organisers Organise and analyse data using unfamiliar software *e.g. Word, PowerPoint*. Create a portfolio of saved nominated files, formatting features and design tools to create products. Add keywords to narrow website listing; upload & save folders and files	Create graphic organisers for new learning situations with a variety of data types e.g. images, text & numbers *i.e. using PowerPoint, Paint* Creating portfolio adding files selected by given criteria; show understanding of appropriate use of formatting features; Refine keywords in a search string Use nominated communications methods to acquire/ share information with peers and known experts	Use application software to manipulate data *e.g. Word Processing, Spreadsheets, Graphic Design* Use advanced search engines and search strings *e.g. AltaVista, Google, Bing, Wikipedia* Use the correct procedures to troubleshoot simple computer problems Apply access control in use of computers *i.e. passwords on phones and computers*	Communicate using Computers and Networks *e.g. Microsoft Outlook, Use of Intranets and file sharing* Use spreadsheets to create a data document Use social networks to create and access information *e.g. Facebook, Twitter, YouTube, Instagram*	Create a personal/simple website e.*g. blogs* Create personal profiles using social media *e.g. LinkedIn,* Designing a simple program e.*g. Hello World, Quadratic Equations Ethical Conduct in Computer Usage*	Manage data using database software *e.g. Microsoft Access* Use advanced formatting techniques to edit documents *i.e. Word, PowerPoint* Design and manage a website using basic software

TVET Elements integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Be aware of the sort of jobs people do and the roles they play in the immediate community	Be aware of the sorts of work people need to do to provide for our immediate needs	Be aware of how things are bought and sold Be aware of different economic roles and employment opportunities outside of their immediate environment	Begin to understand the distinctions between public and private sector and how this applies to the national economy.	Explore the range of careers and employment that are available and how these relate to need and demand. Be able to understand the importance of education and training for the economic development of the country and for individuals Understand the process of trading and how to achieve economic independence	Be able to identify economic sectors and discuss on economic growth Understand the need for a competent and hands-on workforce for economic growth of the country Be able to identify and map occupations needed for economic sectors *(Agriculture, health, infrastructure, manufacturing, hotel and tourism, mining, urban development and construction etc.)*	Understand what are the different sectors of the national economy, how these impact on employment and the sorts of skills people need in order to perform these roles Be able to discuss on economic independence, growth and development Understand how a business enterprise can be set up *(business plans, marketability, perceived need etc)* Explore in depth one sector of employment	Be able to plan how to establish micro and small scale enterprises Be able to understand how micro and small scale enterprises grow up to the middle and big enterprises Be able to understand occupational competency (KSA) in some occupations *(eg construction, Auto mechanics, etc)* Explore the range of TVET options available to them in secondary education

Cross-cutting Issues

Cross-cutting Issue: Peace Education

Elements to be integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Engage in common activities that bring pupils together. Share and take turns	Co-operate within a group, appreciating different needs and roles Be aware of the signs of landmines	Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality Understand and explain risks of mines and unexploded ordinance	Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.	Recognise that respect for human rights and gender equality underpins peaceful co –existence *(including gender stereotypes)* Be aware of ways of the dangers and consequences of the spread of HIV/AIDS and STIs	Recognise the importance of promoting human rights and the systems that protect them *(including forced marriage etc)* Know about the causes, effects and ways of preventing HIV/AIDS and STIs.	Be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in a local and national situation.	Understand ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.

S1	S2	S3	S4
• Be aware of the theory of peace conflict resolution • Understand the importance of service delivers in conflict resolution.	• Recognise key areas of conflict *(eg power, identity, religion, natural resources)* • Know about key advocates for non-violence in South Sudan and the world.	• Recognise the links between conservation of environment and peace • Understand how civic leadership can work together to promote peace making and conflict resolution	• Understand the basis of holistic peacemaking and conflict resolution. • Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution.

Cross-cutting Issue: Life Skills

Elements to be integrated into the curriculum

	P1	P2	P3	P4	P5	P6	P7	P8
Already in subjects	Talk about where they come from, *(home, parents, siblings and friends, place of worship)*	Discuss healthy living issues including appropriate hygiene practices *(e.g. hand washing*)	Discuss attributes of self-including interests, gifts and talents	Discuss different roles and images of boys and girls and relate it to social pressure	Discuss body changes and how they affect their personal development Discuss peer pressure and how it affects choices they make in life	Discuss gender differences and stereotypes and rites of passage Discuss forced and early marriages and its effects on personal development	Be aware of the harmful effects of drugs and substance abuse	Discuss different forms of showing respect for human rights and responsibility
To be included in school personal programmes	Talk about interests (self-awareness) Demonstrate basic hygiene practices	Discuss what they like or dislike Talk about different emotions, negative and positive Demonstrate ways of expressing empathy and compassion to others Tell good touches from bad ones Demonstrate and practice good etiquette *(e.g. excuse me, sorry, may I, please)*	Demonstrate ways of communicating ideas and emotions Demonstrate ways of reaching out to others – compassion and empathy Show emotional awareness focusing on sharing difficult emotions Discuss different kinds of relationships and acceptable ways of relating with others	Increase the attributes of self (attitudes, perceptions, gifts and talents) Learn ways of studying and improving their performance in school Identify some key core values in life *e.g. honesty, trust, respect* Discuss different prevention coping skills (*negotiation, refusal, assertiveness)*	Discuss self-esteem, self-confidence and self-concept Discuss ways of making decisions and consequences	Describe personal strengths and weaknesses and link them to personal development Discuss common drug and substance abuse and their effects in their lives Discuss body image and how they relate it to personal development Participate in clubs and school community linkage	Understand/appreciate positive self-concept, self-esteem, confidence building Discuss different causes & effects of emotions and how they affect relationships Discuss stress – what it is and how to manage it Discuss their ambitions for life Discuss body image and its relationship with self-concept	Discuss core spiritual values and relate them to daily personal life Discuss the link between personal awareness and career decision making *(interests, subjects and possible careers)* Demonstrate concept of assertiveness and other refusal skills

Cross-cutting Issue: Environment and sustainability

Elements to be integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Identify things in our surroundings *e.g. plants, animals, air, other objects and their importance*	Know the importance of caring for the immediate environment *eg litter, dirt etc*	Investigate the sources of what pollutes our environment: *eg burning, water pollution, rubbish, sewage etc*	Be aware of the impact of a polluted environment *(Health, degradation of soil etc)* Know about the phenomenon of climate change	Recognise natural resources in the locality and how these need to be used sustainably. *(Forest, wildlife, soil, water, minerals, oil etc)]* Appreciate the possible impact of climate change	Know how best sustainable use can be made of natural resources *(land, forests, wildlife water, air, mineral)* Appreciate the possible impact of climate change and the need for sustainability	Understand the need to balance protection of bio-diversity with the development of agriculture and industry	Understand how sustainability can be achieved in land-use practices in South Sudan and elsewhere

S1	S2	S3	S4
Understand the interdependence between humans and the environment	Identify the factors to sustain the economy in the transition from rural to urban economies in Africa.	Find about the possible causes of climate change and evaluate the evidence for these. Explore the possible consequences and what can be done to ameliorate these.	Know how the impact of natural disasters can be managed

Subject Overviews

South Sudan