

# Primary 1 Science Syllabus



## PRIMARY ONE

### SECTION 1

#### DIVERSITY OF MATTER

*General Objectives :* The pupil will:

1. recognise the great variety of living and non-living things and their interconnectedness in nature.
2. show awareness that materials as well as organisms can be grouped based on their properties or characteristics
3. classify living things into broad groups according to common observable characteristics based on similarities and differences.
4. appreciate the importance of measurement in everyday life.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1  LIVING AND NON-LIVING THINGS	<p>The pupils will be able to:</p> <p>1.1.1 group materials into living and non-living things.</p> <p>1.1.2 state the characteristics of living things.</p>	<p>Living and Non-living things</p> <p>Characteristics of living things:</p> <ul style="list-style-type: none"> <li>➤ Need air, water, light and food to survive</li> <li>➤ Grow, move by themselves,</li> </ul>	<p>Let pupils:</p> <p>Go round the school compound (Nature Walk) and collect different materials and bring them to class. Group the materials into living and non-living things.</p> <p><b>Note:</b> Real objects or cut-out pictures can be used for the grouping.</p> <p>Discuss the characteristics of living</p>	<p>Sort pictures of the following into living and non-living things: branch, lizard, road, pebbles, beads, glass, plastic cups</p> <p>discuss the differences between</p>



# Zim Primary Rme Syllabus

**NATIONAL CURRICULUM  
DEVELOPMENT COUNCIL.**



## **Zim Primary Rme Syllabus:**

**Teacher in Zimbabwe** ,2014      **Education and Development in Zimbabwe** Edward Shizha,Michael T.

Kariwo,2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe It challenges scholars to think about the role of education its funding and the egalitarian approach to widening access to education The nexus between education democracy and policy change is a complex one The book provides an illuminating account of the constantly evolving notions of national identity language and citizenship from the Zimbabwean experience The book discusses educational successes and challenges by examining the ideological effects of social political and economic considerations on Zimbabwe s colonial and postcolonial education Currently literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe This book is likely to be one of the first on the impact of social political and economic meltdown on education The book is targeted at local and international academics and scholars of history of education and comparative education scholars of international education and development undergraduate and graduate students and professors who are interested in educational development in Africa particularly Zimbabwe Notwithstanding the book is a valuable resource to policy makers educational administrators and researchers and the wider community Shizha and Kariwo s book is an important and illuminating addition on the effects of social political and economic trajectories on education and development in Zimbabwe It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries Rosemary Gordon Senior Lecturer in Educational Foundations University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching this text provides a comprehensive wide ranging and yet carefully detailed account of education in Zimbabwe This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe s education specifically but more widely to all who are interested in how the sociopolitical shapes education how ideology policy international pressures economic factors and shifts in values collectively forge the historical and contemporary character of a country s education Handel Kashope Wright Professor of Education University of British Columbia      **The Bloomsbury Handbook of Religious Education in the Global South** Yonah Hisbon Matemba,Bruce A. Collet,2022-02-10 The Bloomsbury Handbook of Religious Education in the Global South presents new comparative perspectives on Religious Education RE across the Global South Including 23 chapters written by scholars from the Global North and South this is the first authoritative reference work on the subject The handbook is

thematically organised into seven sections The first three sections deal with provision response to changes in contemporary society and decolonizing RE The next four sections explore young people and RE perspectives on teachers RE in higher education and finally challenges and opportunities for RE The term Global South is used here primarily to signify the deep economic divide with the Global North but the concept is also examined in historical geographical political social and cultural terms including the indelible influence of religion in all four broadly defined regions Exploring RE from local cross national as well as regional and sub regional perspectives the handbook examines RE from its diverse past present realities and envisioned future revealing not only tensions contestations injustices and inequalities of power but importantly how inclusive forms of RE can help solve these problems

Student Teacher's Perceptions of the Pre-Service Mathematics Programme in a Primary Teachers' College in Zimbabwe Barnabas Muyengwa,2013-01-09 This case study investigated the perceptions of the third year student teachers of the first year pre service Mathematics programme at Seke Teachers College in Zimbabwe Student background characteristics of gender age teaching experience and Mathematics specialisation were the independent variables also investigated Data was collected from 278 third year students enrolled for the general Diploma in Education course using questionnaires with a five point Likert type 33 item rating scale and open ended items The data so collected were analysed both quantitatively and qualitatively The findings indicated that although the programme was able to provide students with a foundation in subject knowledge more could be done to improve on training in teaching methods and provision of resources From the variables investigated gender was found to have an effect on students perceptions of the programme but teaching experience was found to have no effect The possible relationship between the independent variables of age and Mathematics specialisation and the dependent variable of students perception of the programme was indicated in too few items to warrant a definite conclusion Implications for the improvement of the programme are that there is need for the college to revisit some aspects of the structure and organisation of the programme There is also need for further research involving all primary teachers colleges

South African Journal of Higher Education ,2008      **Teaching and Learning about Growing Up and Sexual Maturation** Overson Shumba,2006      **Syllabus for Primary Schools** NATIONAL CURRICULUM DEVELOPMENT COUNCIL.,1977      **Primary School Syllabus** Trinidad and Tobago. Ministry of Education. GORTT/IBRD Basic Education Project,2003      Primary Science Syllabus National Curriculum Development Centre (Lesotho),1985      *Science* Singapore. Curriculum Planning & Development Division,1998      Syllabus for General Science Transvaal (South Africa). Education Department,1978\*

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