



REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGNS

ENVIRONMENTAL ACTIVITIES

FOR

LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contain the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

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INTRODUCTION

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognizance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.

The Curriculum Designs for Lower Primary are in four volumes:

Volume One

- Kiswahili Activities
- Literacy
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

Volume Four

- Movement and Creative Activities

LEARNING AREAS TIME ALLOCATION

	Learning Area	Lessons Per Week
1	Literacy Activities	5
2	Kiswahili Language Activities/Kenya Sign Language	3
3	English Language Activities	3
4	Mathematical Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities	3
8	Movement and Creative Activities	8(*** 5 for PE)
9	Pastoral Programme of Instruction	1
	Total Lesson Per Week	35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the Learners with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the Learners with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture, as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.

7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

Preamble

This syllabus has been adapted to suit the needs of learners with physical impairments. Learners with physical impairments are heterogeneous in terms of the type and degree of disability which calls for consideration of their inter and /or intra individual differences. The adaptation targets learners with:

- Neurological impairments such as; cerebral palsy, spinal injuries, spina bifida, epilepsy.
- Muscular-skeletal impairments such as; Muscular Dystrophy, Amputation, poliomyelitis, Oteogenesis imperfect condition.
- Other health impairments such as; asthma, sickle-cell anemia and multiple disabilities..

Unlike learners without disabilities, learners with physical impairment experience motor difficulties that affect their posture, balance, Speech, ability to move, sit, write and manipulate learning materials. Therefore, adaptations have been made to enable the learner access curriculum for meaningful learning.

These learners require special services, training, equipment, materials, tools and facilities to achieve their educational and life. In addition, they will require assistance in the learning process especially in the practical oriented activities. The suggested physical assistance, relevant adaptations and more time will be required in actual learning experiences and in examinations where applicable and should be individualized. Physical assistance may include performing an activity with the learner's

instructions, manipulation of various learning equipment, tools materials, and facilitating mobility, grasping, and stabilizing the learners' body or parts of the body. Relevant adaptations means making of resources usable to the learner, for example, adapting drawing and writing equipment, page turners and head pointers for easier use. It also means changing the environment to suit the needs of the learner such as provision of modified tables and chairs, spacious classroom for easy of mobility, particularly for those on wheelchairs, provision of ramps for easier access to rooms and fitting of wide doors to allow for entry wheel chair users and those with mobility difficulties

This curriculum is intended for use in special and inclusive schools. The suggested activities in this adapted curriculum are intended to guide the teacher. The adaptation focuses on: Specific learning outcomes, suggested learning experiences, suggested community service, suggested resources, time, suggested learning resources and Assessment rubric.

The instructions should be adapted to facilitate effective performance and mastery of the intended skill. Learners with physical impairment being a diverse group, the teacher will be expected to ensure that specialized assessment is done on each learner in every class before deciding on the desired skill and competence levels to be achieved.

Learners with conditions such brittle bones, muscular dystrophy, heart conditions, spinal cord injuries among others could be exempted from certain activities such as gymnastics.

The teacher is however expected to come up with appropriate and relevant activities for such learners when teaching the whole class.

ENVIRONMENTAL ACTIVITIES

Essence Statement

This is an integrated Learning area comprising of Science, Social and Agricultural Activities. The learner will acquire knowledge, skills, values and attitudes leading to competency that will enable exploration of the environment for enjoyment, learning and problem solving. The competences will form basis for concepts to be acquired at higher levels of learning for sustainable development.

General Learning Outcomes

By the end of Early Years Education, the learner should be able to:

- a) practice proper sanitation and safety precautions to limit risks to self, others and the environment
- b) demonstrate appropriate values, attitudes and practices for sustainable interactions
- c) explore the immediate environment for learning and enjoyment
- d) apply acquired competences in solving environmental challenges for sustainable development
- e) appreciate the country's rich, diverse environmental resources and cultural heritage for harmonious living
- f) develop appropriate organizational, practical and technological skills for problem solving in conserving the environment
- g) communicate environmental friendly messages through technological, verbal and non-verbal modes for conservation, improvement and protection of the environment
- h) participate in community service learning to promote the environmental and social well being.

GRADE ONE

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather and Sky(10 lessons) 1.1.1 Observing the Sky	By the end of the sub-strand, the learner should be able to: a) describe the appearance of the sky during the day and at night; b) observe differences in appearance of the sky during the day and at night; c) develop curiosity in observing appearance of the sky for enjoyment.	<ul style="list-style-type: none"> • Learners to observe the sky (the sun, moon, stars and clouds) during the day and share their observations with others. Learners with speech difficulties could use communication boards or write. • With the help of parents or guardians learners to observe the appearance of the sky at night and report back. House parents in special 	1) What do we see when look at the sky during the day and during the night? 2) What differences do we observe in the day and night sky?

			<p>boarding schools could assist.</p> <ul style="list-style-type: none"> • Use stimuli materials to show appearance of the sky during the day and at night • Learners to play educative computer games on the Sun, moon, clouds and stars. Learners with difficulties challenges could use assistive devices like head pointers, pen grips/universal cuffs. • Learners to draw and colour the sun, moon, clouds and stars. Learners with manipulative difficulties could use assistive devices like head pointers, pen grips among others. 	
	1.1.2 Exploring weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify weather conditions of the day; b) make reasonable forecast of the day 	<ul style="list-style-type: none"> • Learners to explore weather conditions as an outdoor activity (<i>windy, cloudy, rainy and sunny</i>) Learner with mobility difficulties could be assisted by teacher, teacher aide or peers. 	How is the weather today?

		<p>from weather observations;</p> <p>c) appreciate weather conditions at different times of the day.</p>	<ul style="list-style-type: none"> • In purposive groups, learners to observe weather conditions of the day in the immediate environment. • Learners to share experiences about daily weather conditions • Learners to identify various weather conditions of a day using age appropriate stimuli materials which cater for individual needs of a learner. Learners with speech difficulties to mime various weather conditions for enjoyment • Learners to find out more about the sky during the day and at night from parents or guardians or house parents in boarding schools. • Learners to draw and colour a poster on weather. Learners with manipulative difficulties could use assistive devices with or without assistance. 	
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Core Competences to be developed: Communication and collaboration: As learners work In purposive groups. Imagination and creativity: A learner perform an outdoor activity ,Critical thinking and problem solving: As learners perform given activities. Digital literacy: As learners play educative computer games.	
Link to PCIs : ESD: Environmental Education	Link to values: Unity and respect when working together
Links to other learning activity areas: Religious Education on God’s creation Movement and Creative Arts: drawing and colouring	Suggested Community Service Learning activities: learners are guided by parents or guardians or house parents to observe the sky at night.
Suggested non formal activity to support learning: Learners to develop and colour a poster on weather.	Suggested assessment: observation as they draw and colour the poster, oral questions on weather.
Suggested resources: Multipurpose communication boards, computer (with appropriate software), head pointers universal cuffs, pencil grips, clip boards, book holders, rubber bands	

Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
<ul style="list-style-type: none"> Learner consistently and accurately identifies the sun, moon, stars and clouds Learner appreciates different weather conditions. 	<ul style="list-style-type: none"> Learner accurately identifies the sun, moon, stars and clouds Learner appreciates different weather conditions. 	<ul style="list-style-type: none"> Learner identifies the sun, moon, stars and clouds Sometimes appreciates different weather conditions. 	Learner identifies and appreciates weather conditions with prompts

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
	<p>1.3 Water (10 lessons) 1.3.1 Sources of water</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify different sources of water in the immediate environment;</p> <p>b) observe different sources of water in the immediate environment;</p> <p>c) appreciate different sources of water in the immediate environment.</p>	<ul style="list-style-type: none"> • Learners to brainstorm on sources of water .Learners with speech difficulties could use communication boards • Learners observe a variety of stimuli materials on sources of water. • In purposive groups, learners share ideas on different sources of water in the immediate environment. Learners with speech difficulties could use communication boards or flash cards. • With the support of the teacher, learners model sources of water in the class learning space/corner as a project. 	<p>What are the sources of water in our immediate environment ?</p>
	<p>1.3.2 Uses of water</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify different uses of water in the home and school;</p> <p>b) demonstrate careful use of water in the home and school</p>	<ul style="list-style-type: none"> • Learners to identify different uses of water using varied stimuli materials. • In purposive groups, learners identify different uses of water in the home and school from the stimuli materials • Learners to discuss careful uses of water in the home and school. 	<p>How do we use water responsibly in the home and school?</p>

		c) appreciate careful use of water in the home and school.	Learners with speech difficulties could use communication boards or write Learners create and share with others a scrapbook on careful use of water either in the home or at school as part of a personal experience and to bring out the value of careful use of water Learners with manipulative difficulties could be assisted in making a scrapbook.	
Core-competence to be developed: Communication and collaboration while working in purposive groups; Digital literacy; Creativity: ability to think critically and creatively in making the scrapbook				
Links to PCI's: Personal hygiene			Links to values: Moral values of cleanliness	
Link to other learning activity areas : Religious Education: Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness			Suggested Community Service Learning activities: Learners to find out more about sources and uses of water from their parents or guardians.	
Suggested non-formal activity to support learning through application Make a display of the scrapbook for other learners to appreciate.			Suggested assessment: Use a checklist to assess the scrapbook, Observation on group work, written and oral questions.	
Suggested Resources: Communication boards, flash cards, clay or plasticine, paints, picture cut-outs, glue, and newspapers, computer, photographs (sources of water), charts (use of water)				

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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Learner consistently and correctly identifies many sources and uses of water and demonstrates careful uses of water.	Learner correctly identifies sources and uses of water. Appreciates and demonstrates careful uses of water.	Learner to some extent, correctly identifies sources and uses of water. May appreciate and demonstrate careful uses of water.	Learner identifies and appreciates sources and uses of water with prompts.
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Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
Environment and its resources	1.4 Soil (10 lessons) 1.4.1 Playing with soil	By the end of the sub-strand, the learner should be able to: a) identify ways of playing with soil for enjoyment; b) play with soil in different ways for enjoyment; c) model different objects using soil at school; d) develop curiosity in playing with soil for enjoyment.	<ul style="list-style-type: none"> • Learners to identify ways of playing with soil • Learners to fill and empty cans with soil for fun Learners with manipulative difficulties could be assisted or fill larger cans. • Learner to model different objects using soil. Learners with manipulative difficulties could be assisted by peers or teacher aide. • Learners to draw on the soil and make different patterns using soil paints. Learners 	How could we play with soil?

			<p>with manipulative difficulties could be assisted by peers or teacher aide.</p> <ul style="list-style-type: none"> Learners to find out more from parents or guardians or house parents in boarding schools on how to play with soil. 	
<p>Core-competence to be development: creativity and imagination, communication and collaboration as learners make patterns using paints from soil while communicating.</p>				
<p>Links to PCI's: ESD: Environment and its resources</p>			<p>Links to values: Responsibility as they accomplish the task.</p>	
<p>Links to other learning activity areas : Mathematics: Emptying and filling cans Movement and Creative activities: Drawing and making patterns</p>			<p>Suggested Community Service Learning activities: Learners find out from parents or guardians how to play with soil.</p>	
<p>Suggested non-formal activity to support learning: Displaying patterns from soil paints for peers to appraise.</p>			<p>Suggested assessment: Oral questions and observation of the soil activities.</p>	
<p>Suggested Resources: Soil, water containers, cans of different sizes, brushes of different sizes, paper</p>				

Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently plays and creatively model objects, makes a variety of patterns using soil and shows curiosity in playing with soil.	Learner correctly plays, model objects, make patterns using soil and shows curiosity in playing with soil.	Learner plays, model objects, make few patterns using soil and shows little interest in playing with soil.	Learner plays, model objects or make patterns using soil with assistance.

Strand	Sub-strand	Learning outcome	Suggested Learning experience	Key Inquiry question(s)
Environment and its resources	1.5 Plants (15 Lessons) 1.5.1 Exploring plants in the immediate environment	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify plants in the immediate environment; b) Learners with mobility difficulties could be assisted to move around; c) observe plants in the immediate environment to realize the diversity in plants; d) appreciate plant diversity in the immediate environment. 	<ul style="list-style-type: none"> • Learners to take a nature walk to observe different plants in the immediate environment. Learners with mobility difficulties could be assisted to move around. • Learners to think, pair and share about plants that they saw during the nature walk. Learners with speech difficulties could use photographs from the nature walk. • Learners to draw and colour plants that they liked during the nature walk. Learners with manipulative difficulties could be assisted to draw and colour. • Learners to gather more information from parents or house parents or guardians about plants and report back. 	What plants are found in the immediate environment?

			<p>Learners with speech difficulties could write type or use communication boards or flashcards, bliss symbols.</p> <ul style="list-style-type: none"> • Learners to search for pictures on plants from digital and print resources. Learners with manipulative difficulties could be assisted to search for pictures on plants • Learners to sing songs on plants. Learners with speech difficulties could mime, hum or clap, stamp or point on pictures of mentioned plants in the song 	
<p>Core Competences to be developed: Communication and collaboration: sharing experiences In purposive groups about plants. Imagination and creativity: drawing and coloring plants. Learning to learn: gathering information through taking a nature walk.</p>				
<p>Link to PCIs: ESD: Environmental awareness</p>			<p>Link to Values: Unity inworking with others</p>	
<p>Links to other learning activity areas: Religious Activities: Appreciating plants as God’s creation. Movement and Creative Activities: Drawing and colouring plants</p>			<p>Suggested Community Service Learning activities: learners to find out names of plants from parents or guardians.</p>	
<p>Suggested non formal activity to support learning: Sing songs on plants during the school assembly.</p>			<p>Suggested assessment: Oral questions, observation and written work on Activity sheet on plants.</p>	
<p>Suggested Resources: Plants in the immediate environment, flash cards, communication boards (theme based)</p>				

Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and correctly identifies the plants in the immediate environment.	Learner correctly identifies plants in the immediate environment.	Learner sometimes identifies some plants in the immediate environment.	Learner identifies plants in the immediate environment with assistance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry Questions
1.0 Environment and its resources	1.6 Animals (15 lessons) 1.5.1 Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) identify different animals in the immediate environment; b) observe different animals in the immediate environment; c) Learners with mobility difficulties could be assisted in movement; d) appreciate diversity of animals in the immediate environment.	<ul style="list-style-type: none"> Learners to be guided safely explore animals in the immediate environment Learners with mobility difficulties could be assisted in movement. Using stimuli, learners In purposive groups observe and identify different animals. Learners to take a nature walk to observe diversity in animals. Learners with mobility difficulties could be assisted in movement 	What animals are found in the immediate environment?

			<ul style="list-style-type: none"> • Learners to share their findings on animals that they observed. Learners with speech difficulties could use flash cards or pictures or write. • Learners listen to case stories on animals for enjoyment. • Learners to gather more information on animals from parents or guardians or house parents or peers. 	
<p>Core Competence to be developed: Creativity and imagination, Learning to learn Communication and collaboration as learners take a nature walk exploring animals and share their findings.</p>				
<p>Link to PCI's: ESD: Environmental awareness. Life skills: Effective communications as learners identify animals.</p>		<p>Link to Values: Respect, kindness, care, safety: learners appreciate animals in their natural environment.</p>		
<p>Link to other learning activity areas : Religious Education: appreciating animals as God's creation. Literacy: listening to stories on animals</p>		<p>Suggested Community Service Learning activities: Learners to explore animals in the immediate environment</p>		
<p>Suggested non formal activity to support learning through application: Present a message on care of animal to other learners.</p>		<p>Suggested assessment: Oral questions on identifying animals in the immediate environment.</p>		
<p>Suggested Resource: pictures, models, flash cards, video clips, computers</p>				

Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly identifies, observes and appreciates different animals in the immediate environment.	Learner correctly identifies different animals, observes and appreciates the animals in the immediate environment.	Learner sometimes identifies different animals, observes and rarely shows appreciation of the different animals in the immediate environment.	Identifies and appreciate different animals in the immediate environment with cues.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy (10 Lessons) 1.7.1 Producing sounds	By the end of the sub-strand, the learner should be able to: a) recognize sounds in the immediate environment; b) identify ways of producing sounds from different objects; c) create sounds from a variety of sources for enjoyment; d) develop curiosity in producing sounds from different objects.	<ul style="list-style-type: none"> Learners take a sound walk in the immediate environment. Learners with mobility difficulties could be assisted to move around by peers, teacher aid using mobility devices Learners think pair and share the sounds they heard. Learners with speech difficulties could use flash cards or gestures 	<ol style="list-style-type: none"> What produces sounds in the immediate environment? How could we produce sounds?

			<ul style="list-style-type: none"> • Learners imitate sounds from humans, animals, machines or that which is natural thunder. Learners with speech difficulties could mime or tap. • Learner's identity ways of creating sound using the body, objects and voice (plucking, hitting, blowing, shaking snapping, tapping and clicking). Learners to be allowed to produce sounds according to their ability. • Learners to listen to different sounds from common instruments. 	
	1.7.2 Sounds that alert us on dangers	By the end of the sub-strand, the learner should be able to: a) identify sounds that alert us on dangers in	<ul style="list-style-type: none"> • Learners to come up with different sounds that alert us on dangers. • Learner to identify sounds used to alert 	<ol style="list-style-type: none"> 1. What sounds alert on danger? 2. How could we respond appropriately to various sounds?

		<p>the immediate environment;</p> <p>b) discriminate sounds that alert us on dangers for appropriate response;</p> <p>c) appreciate different sounds that alerts on dangers.</p>	<p>us on dangerous situations</p> <ul style="list-style-type: none"> • In purposive groups, learners to match different sound alerts with correct danger <p>Organize learners to practice appropriate response to sounds that alert us on dangers (Safety precautions to be observed).</p> <ul style="list-style-type: none"> • Learners to ask parents or guardians or house parents how to appropriately respond to sounds that alert people on dangers in the community. 	
	1.7.3 Dangers of loud sounds	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify sources of loud sounds in the immediate environment;</p> <p>b) recognize harmful effects of loud sound to health and safety;</p>	<ul style="list-style-type: none"> • Learners to explore sources of loud sound in the immediate environment. Learners with mobility difficulties could be assisted by teacher, teacher aide or peers explore. 	<ol style="list-style-type: none"> 1. What are the sources loud sounds? 2. How could loud sound affect us? 3. How could we avoid loud sound?

		<p>c) observe practices that protect us from loud sounds;</p> <p>d) demonstrate willingness to limit dangers from loud sounds to self and others.</p>	<ul style="list-style-type: none"> • Learners to be aware of effects of loud sounds on their wellbeing • Learners to identify ways of avoiding loud sound. • Learners to recite a poem on dangers of loud sounds. Learners with speech difficulties could be encouraged mime or hum or use gestures. Use their residual speech. 	
<p>Core-competence to be development: Creativity and imagination when creating sound, dancing and singing Self-efficacy – discussing on how to avoid practices that brings about loud sound</p>				
<p>Links to PCI's: ESD: Environment and its Resources Life skills: Effective communication, learners produce sounds in different ways Citizenship: Social cohesion, learners sing and dance to different sounds</p>			<p>Link to values: Responsibility as learners accomplish the task of producing sounds.</p>	
<p>Links to other learning activity areas (s): Language: Reciting poems Nutrition and Health: Loss of hearing Movement and creative Arts: Singing and dancing</p>			<p>Suggested Community Service Learning activity: Display messages that warn on harmful effects of loud sounds.</p>	
<p>Suggested non-formal activity to support learning through application Communicate messages of avoiding loud sounds through clubs movements and societies.</p>			<p>Suggested assessment: Sound quiz, written questions.</p>	
<p>Suggested Resources: Pictures showing sources of sounds such as ambulance siren, objects producing sounds e.g. bells, drums, stringed instruments, radio, shakers, whistles.</p>				

Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Producing sounds	Learner correctly and consistently identifies sources of sounds and creatively creates sound.	Learner correctly identifies sources of sounds and creates sounds.	Learner identifies some sources of sounds and creates some sounds.	Learner identifies sources of sounds or creates sounds with assistance.
Sounds that alert us on dangers	Learner correctly and consistently make sounds, identifies and discriminates sounds that alert on dangers.	Learner correctly identifies and discriminate sounds that alert on dangers.	Learner sometimes identifies and discriminate some sounds that alert on dangers.	Learner identifies and discriminate some sounds that alert on dangers with cues.
Dangers of loud sounds	Learner correctly and consistently observe and appreciates practices that protect self and others from loud sounds.	Learner correctly observe and appreciates practices that protect self and others from loud sounds.	A learner sometimes observe and appreciates practices that protect self and others from loud sounds.	Learner observes practices that protect one from loud sounds with prompts.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<p>2.0 Social environment</p>	<p>Home Environment (20 lessons) 2.1.1 Caring for things found in the home</p>	<p>a) name various things found in the home; b) care for things found in the home; c) develop positive attitude towards caring for things in the home.</p>	<ul style="list-style-type: none"> • Learners to identify and name things found in the home (utensils and furniture). • Learners with speech difficulties could use flash cards or communication boards or draw. • Learners to identify ways of caring for things found in the home (washing and dusting).Learners with manipulative difficulties could be assisted by peers, teacher aide or be given alternative activities. • Learners to demonstrate ways of caring for things found in the home. Learners with motor difficulties could be encouraged to use alternative functional parts of the body or be assisted by 	<ol style="list-style-type: none"> 1. What things are found in the home? 2. How could we care for things found in the home?

			peers, teacher aide or house parents.	
	2.1.2 Keeping home environment clean	By the end of the sub-strand, the learner should be able to: a) name things that make the home environment dirty; b) Participate actively in making the home environment clean c) demonstrate willingness to keep the home environment clean.	<ul style="list-style-type: none"> • Learners to name things that make the home environment dirty. Learners with speech difficulties could draw or point • Learners to demonstrate cleaning of home environment using relevant cleaning activities • Learners with motor difficulties could be encouraged to perform activities according to their best ability or be assisted by peers, teacher/aides. • Learners to visit a nearby home, if possible of an elderly person, and clean the home environment. Learners with mobility and manipulative difficulties could be encouraged to perform activities according to their ability or be 	<ol style="list-style-type: none"> 1. What makes our home environment dirty? 2. How could we keep our home environment clean?

			assisted by peers, teacher or teacher aide.	
	2.1.3 Keeping safe and secure in the home	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) recognize common risks at home;</p> <p>b) observe safety and security in the home environment to avoid risk to self and others;</p> <p>c) demonstrate responsibility towards own safety and security in the home environment.</p>	<ul style="list-style-type: none"> • Learners to listen to case story on possible risks in the home • Learners to recognize common risks in the home. • Using supporting stimuli, learners demonstrate ways of keeping safe and secure in the home. Learners with motor difficulties could be encouraged to demonstrate or be assisted in demonstrating ways of keeping safe and secure. • Learners to talk with parents or guardians or house parents and report back on keeping safe and secure in the home. Learners with speech difficulties could use flash cards and communication devices. 	<ol style="list-style-type: none"> 1. What are some of the possible risks in the home? 2. How could we keep safe and secure in the home?

	<p>2.1.4 Child Rights and responsibilities in the family.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify rights of a child in the family; demonstrate responsibilities of a child in the family; develop a sense of responsibility for family social cohesion. 	<ul style="list-style-type: none"> Using stimuli materials, learners to identify child rights in the family (right to a name, nutrition, shelter, schooling and play). Using stimuli materials, learners to identify responsibilities of a child in the family. In purposive groups, learners to complete a postcard on responsibilities of a child in the family. 	<ol style="list-style-type: none"> What are the rights of a child in the family? What are the responsibilities of a child in the family?
	<p>2.1.5 Meeting family needs.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Recognize basic needs in the family identify ways in which parents or guardians meets basic family needs appreciate the efforts of parents or guardians in meeting family needs. 	<ul style="list-style-type: none"> Using probing questions learners to state or draw or point some of the basic family needs (food, water and shelter). Learners to fill printable age appropriate forms on basic family needs. Learners with manipulative difficulties could be assisted by peers or teachers or teacher aide. 	<ol style="list-style-type: none"> What are basic family needs? How could parents or guardians meet basic family needs?

			<ul style="list-style-type: none"> Using age appropriate stimuli materials, learners to identify how parents or guardians meet basic family needs (farming, employment and business) Learners to sing songs and recite poems or rhymes on how parents or guardians meet basic family needs. Learners with speech difficulties could be encouraged to participate according to their ability or ham or mime or tap. 	
Core Competence: Citizenship (Child Rights and family values), Self-efficacy: able to make social decisions.				
PCIs: ESD: Safety and Security Life skills: Moral education and self-awareness; Citizenship: Family responsibilities.			Link to values: Respecting family members, responsibility in meeting family needs, love, care	
Link to other learning activity areas : Religious Education: Moral values and responsibilities			Suggested Community Service Learning activities: Learners to be guided to find out from parents or guardians how they meet family needs.	
Suggested non formal activity to support learning: Learners to sing and recite poems on how parents or guardians meet family needs during a parents' day.			Suggested assessment: Oral questions, observations written questions	
Suggested Resources: Flash, cards, computers with adapted keyboards, communication boards				

Assessment Rubric

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Caring for things in the home	Learner consistently and correctly names various things found in the home, cares for things found in the home.	Learner correctly names various things found in the home, cares for things found in the home.	Learner occasionally correctly names some things found in the home, cares for some things found in the home.	Learner names and care for things found in the home with prompts.
Keeping the home environment clean	Learner consistently and effectively participates in making the home environment clean and appreciate keeping the home environment clean.	Learner correctly participates in making the home environment clean and appreciate keeping the home environment clean.	Learner occasionally participates and appreciates in making the home environment clean and appreciate keeping the home environment clean.	Learner participates in making the home environment clean with assistance.
Keeping the home safe and secure	Learner consistently identifies risks and effectively keeps safe and secure	Learner correctly identifies risks and keeps safe and secure	Learner occasionally identifies risks and keeps safe and secure	Learner to identify risks and keep safe and secure with prompts.
Child rights and responsibility in the family	Learner consistently identifies rights and responsibilities in the family and effectively exercises rights and responsibilities	Learner correctly identifies rights and responsibilities in the family.	Learner occasionally identifies rights and responsibilities in the family.	Learner identifies rights and responsibilities in the family with cues.
Meeting Family Needs	Learner consistently recognizes family needs and responsibilities and always appreciates the efforts of	Learner correctly recognizes family needs and responsibilities and always appreciates the efforts of parents or	Learner occasionally recognizes family needs and responsibilities and appreciates the efforts of	Learner recognizes family needs, responsibilities the efforts of

	parents or guardians in meeting family needs.	guardians in meeting family needs.	parents or guardians in meeting family needs.	parents or guardians in meeting family needs.
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Strand	Sub –strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Social environment	2.2 Enterprise projects (30 lessons) 2.2.1 Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a) identify ways of making money rightfully in the family; b) demonstrate awareness of rightful ways of making money to promote good citizenship; c) appreciate genuine ways of making money as good citizens.	<ul style="list-style-type: none"> • Learners are guided through probing questions to identify how families make money. • In purposive groups, learners to discuss rightful ways of making money. (Purposive grouping). • Using case stories, learners to identify various ways of making money rightfully. • Learners to find out more from parents or guardians or house parents on rightful ways of earning money. 	How could we make money rightfully?
	2.2.2 Exploring the environment for appropriate income generating activities.	By the end of the sub-strand, the learner should be able to: a) identify income generating activities for the family; b) suggest possible income generating activities for the family; c) demonstrate interest in the income generating activities at home.	<ul style="list-style-type: none"> • Learners to suggest draw/write/type an income generating activity at home. • Learners to use varied stimuli materials to explore income generating activities that could be carried out in the family • Learners to think, pair and share on income generating activities that could be undertaken by the family. Learners with speech difficulties could be encouraged 	What activities could generate income for the family?

			<p>to use flash cards or communication boards.</p> <ul style="list-style-type: none"> • Learners to share suggestions on income generating activities with guardians or parents or house parents. Learners with speech difficulties. could be encouraged to use flash cards or communication boards • Learners to visit an ongoing income generating project for kids.Learners with mobility difficulties could be assisted in movement 	
<p>Core Competences to be developed: Communication and collaboration: As learners communicate In purposive pairs. Imagination and creativity: As learners suggest possible income generating activities. Critical thinking and problem solving: As they suggest possible income generating activities.</p>				
<p>Link to PCIs and Values: ESD Environmental Education and its resources: environment and its resources. Financial literacy: income generating activities</p> <p>Life skills : Effective communication</p>			<p>Link to values: Honesty, integrity,</p>	
<p>Links to other learning activity areas: Literacy, Religious Education</p>			<p>Suggested Community Service Learning activities: discussion with parents or guardians on income generating projects.</p>	
<p>Suggested non formal Activity to support learning Visit an ongoing income generating project for kids</p>			<p>Suggested assessment: Observation as they perform the poem or sing. Oral Question on weather</p>	
<p>Suggested Resources: Computer, communication board, flash cards, charts on income-generating activities.</p>				

Suggested Assessment Rubric

	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Ways of Making money	Learner consistently and creatively identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Learner identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Learner sometimes identifies ways of making money, may demonstrate and appreciates rightful ways of making money.	Learner identifies ways of making money with cues.
Exploring the environment for appropriate income generating activities	Learner creatively and consistently identifies and suggests various possible income generating activities for the family.	Learner identifies and suggests possible income generating activities for the family.	Learner sometimes identify possible income generating activities for the family.	Learner identifies possible income generating activities for the family with prompts.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.1 Caring for plants (5 lessons) 3.1.1 Watering flower beds at school.	By the end of the sub-strand, the learner should be able to: a) point out when flowers should be watered at school; b) water flower beds appropriately within the school environment; c) demonstrate willingness to take responsibility in watering flowers at school.	<ul style="list-style-type: none"> • Learners to suggest or write, point, draw reasons for watering flowers. • In purposive groups, learners to identify things used for watering flowers (<i>watering can, sprinklers, hose pipe, bucket, improvised watering cans</i>) (Purposive grouping). • Learners are guided to watch age appropriate media on watering of flower beds. • Learners to practice correct procedure of watering flower beds. Learners with manipulative difficulties could be encouraged to perform activities according to their ability or be assisted. • Learners to take turns in watering flower beds. Learners with manipulative difficulties could be encouraged to perform activities 	<ol style="list-style-type: none"> 1. When do we water flower beds? 2. How could we water flower beds?

			<p>according to their ability or be assisted.</p> <ul style="list-style-type: none"> Learners to participate in planting flowers to beautify the school compound. Learners with manipulative difficulties could be encouraged to perform activities according to their ability or be assisted. 	
<p>Core Competences to be developed: Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans.</p>				
<p>Link to PCIs and Values: Environmental Education: Caring for plants Life skills: Cooperating while taking turns in watering flowers.</p>			<p>Link to values: Responsibility as learners take turns in watering flowers at school</p>	
<p>Links to other learning activity areas: Religious Education Activities: Respect plants as God’s creation.</p>			<p>Suggested Community Service Learning activities: Participate in watering flowers in school</p>	
<p>Suggested non formal Activity to support Beautify the school compound through clubs.</p>			<p>Suggested assessment: Observing the procedure of watering flowers.</p>	
<p>Suggested Resources: Reaka, watering cans, house - pipes, containers of different sizes, pictures, communication boards, flash cards</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Learner correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Learner sometimes point out when flower beds should be watered at school, waters flower beds appropriately within the school environment and sometimes takes responsibility in watering flowers at school with prompts.	Learner points out when flower beds should be watered at school and may water flower beds appropriately within the school environment with assistance.

Strand	Sub-strand	Specific learning outcome	Suggested Learning Experiences	Key Inquiry Question(s)
Caring for the environment	3.2 Caring for animals (5 lessons) 3.2.1 Feeding and watering animals	By the end of the sub-strand, the learner should be able to: a) identify common feeds for various animals at home; b) identify common equipment for watering and feeding animals at home; c) clean the equipment for watering and feeding animals at home; d) appreciate the need to feed and water animals at home.	<ul style="list-style-type: none"> • Learners to identify common feeds, feeding and watering equipment for animals at home. • In purposive groups, learners share experiences on feeding and watering animals (chicken, cow, cat and dog) (purposive grouping). • Learners to visit a farm or agricultural show to identify animal feeds and watering equipment. Learners with mobility difficulties could be assisted in movement by teacher/aides, peers, house parents. • Learners to practice feeding and watering animals at home. Learners with mobility difficulties could be assisted in movement by teacher aide, peers, house parents. 	<ol style="list-style-type: none"> 1. What do animals at home eat? 2. What equipment do we use in watering and feeding animals at home? 3. How could we keep watering and feeding equipment clean?
Core-competence to be development: Collaboration and communication : learners working In purposive groups				
Links to PCI's and values: Animal Welfare Education– Freedom for animals			Links values: Respect and care for animals	
Links to other learning activity areas: Nutrition and Hygiene: cleanliness Religious Education: Respect of God's creation			Suggested Community Service Learning activities: Learners are guided to find out from a farm some of the common animal feeds and watering equipment.	
Suggested non-formal activity to support learning through application: Visit a farm or attend agricultural shows to learn more on animals.			Suggested assessment: Oral questions, observation as learners practice feeding and watering animals.	
Suggested Resources: Watering equipment, feeding equipment, water, animal feeds, Resource person, Pictures of feeds/feeding and watering equipment.				

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner correctly and consistently identifies animal feeds and watering equipment for domestic animals, is able to feed, water and clean the watering equipment appropriately.	Learner correctly identifies common animal feeds and is able to feed and water animals appropriately.	Learner sometimes identifies common animal feeds and is able to feed and water animals appropriately.	Learner identifies common animal feeds and is able to feed and water animals appropriately with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste responsibly (10 lessons) 3.3.1 Exploring types of waste in the classroom	By the end of the sub-strand, the learner should be able to: a) identify types of waste in the classroom; b) safely sort out waste in the in the classroom for appropriate disposal; c) dispose of waste responsibly to limit risks to self, others and environment; d) appreciate a clean classroom environment for good health.	<ul style="list-style-type: none"> • Learners to brainstorm types of waste from the classroom (Plastic and non-plastics). • Learners to record types of waste (by writing or drawing) or pointing. • Learners to safely sort out waste from the classroom. Learners with motor difficulties could be assisted by peers, teacher aide. • Learners to make a plan to reduce and effectively dispose of waste from the classroom. 	<ol style="list-style-type: none"> 1. What types of waste are found in the classroom? 2. How could we dispose of classroom waste responsibly?
	3.3.2 Safety in handling waste in the home	By the end of the sub-strand, the learner should be able to: a) identify types of wastes found in the home;	<ul style="list-style-type: none"> • Learners to identify types of waste found in the home • Learners to watch video clips on safe handling of wastes 	<ol style="list-style-type: none"> 1. What wastes are found at home? 2. How could we safely dispose

		<p>b) sort out waste for safe and effective disposal in the home;</p> <p>c) appreciate the need for safety when handling waste at home to limit risk to self and others.</p>	<ul style="list-style-type: none"> • Learners to identify safe ways of handling wastes in the home • In purposive groups, learners to simulate safety in handling different types of waste in the home (purposive grouping) • Learners to discuss with parents or guardians about safe ways of handling wastes in the home. Learners with speech difficulties could use communication devices. • Learners to participate in making sign posts and place them at appropriate places to guide disposal of waste. Learners with manipulative difficulties could be encouraged to work at their own ability. 	of waste at home?
<p>Core Competences to be Developed: Communication and collaboration, critical thinking and problem solving practice safe handling of different types of waste; learning to learn: gathering information on waste disposal.</p>				
<p>Link to PCIs: ESD: Care of the environment</p> <p>Life skills: Cooperating with others while working In purposive groups.</p>			<p>Link to values: Responsibility: As learners accomplish the task given.</p>	
<p>Links to other learning activity areas: Hygiene and Nutrition: Waste disposal</p>			<p>Suggested Community Service Learning activity: Ask parents or guardians about ways of handling waste</p>	
<p>Suggested non formal activity to support learning through application: Engage clubs to create sign posts and place them at appropriate places to guide disposal of waste.</p>			<p>Suggested assessment: Observation, written assignment</p>	
<p>Suggested Resources: Gloves, dust pins, brooms, shovels, mappers, water, disposal bags, incinerator, rubbish pit</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and correctly identifies and disposes home and classroom wastes effectively and efficiently.	Learner correctly identifies and disposes home and classroom wastes effectively.	Learner sometimes identifies and disposes home and classroom wastes effectively.	Learner identifies and disposes home and classroom wastes effectively with assistance.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Care for the environment	3.4 Caring for water (5 lessons) 3.4.1 Using water sparingly	By the end of the sub-strand, the learner should be able to: a) recognize ways in which water is wasted at home and school; b) identify ways of using water sparingly to reduce wastage; c) use water sparingly at home and school; d) demonstrate willingness to use water sparingly.	<ul style="list-style-type: none"> • Learners to identify ways of using water sparingly at home and school • Learners to use age appropriate stimuli materials’ showing various ways in which water is used sparingly. • In purposive groups, learners to demonstrate the different practices of careful use of water (purposive grouping). • Learners to identify common practices that lead to wastage of water at home and school. • In purposive pairs, learners to discuss ways of using water sparingly (purposive pairing). • Organize learners to participate in school water day to share experiences on careful use of water. • Learners to assist each other. 	<ol style="list-style-type: none"> 1. How is water wasted at home and school? 2. How could we reduce water wastage at home and school?
Core-competence to be development: Critical thinking and problem solving – learner practicing use of water sparingly, Communication and collaboration – learners In purposive groups carrying out simple activities involving use of water sparingly.				
Links to PCI’s: ESD: Water conservation			Links to values: Using water sparingly	

Links to other learning activity areas (s): Hygiene and nutrition: use of water	Suggested Community Service Learning activity Learners to find out from their parents or guardians on how water is used sparingly at home and school.
Suggested non-formal activity to support learning through application: Organize an event on school water day to share careful use of water.	Suggested assessment: Oral interviews on water use and direct observation of group work.
Suggested Resources: Basins, cups, bottles, water containers, taps, showers, pictures/charts, slides, videos	

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner consistently and correctly uses water sparingly.	Learner correctly uses water sparingly.	Learner sometimes uses water sparingly.	Learner uses water sparingly with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5 Conserving Light Energy at Home and School (5 lessons)	By the end of the sub-strand, the learner should be able to: a) state correct ways of using light energy at home and school; b) demonstrate correct ways of using light energy at home and school; c) use light energy sparingly and responsibly at home and school to conserve energy. d) Appreciate use of light at home and school.	<ul style="list-style-type: none"> • Learners to discuss ways of saving light energy in the home and school. Learners with speech difficulties could use communication devices. • Using stimuli materials, learners to discuss ways of saving light energy. • Learners to make rules on conserving light energy at home and school. • Learners to colour designed stickers and display them. The stickers to contain messages on conserving light energy at home and school. Learners with manipulative difficulties are encouraged to work at their own ability or be assisted 	How could we save light energy at home and school?
Core Competences to be developed: Communication and collaboration: displaying stickers on conserving energy. Critical thinking and problem solving: when developing rules on conserving light energy at home and school.				
Link to PCIs: ESD: Environmental education; Social environment			Link to values: Responsibility in conserving light	

Life skills – Responsibility	
Links to other learning activity areas: Movement and Creative Arts: designing stickers	Suggested Community Service Learning activity: Learners to share information with parents or guardians on light saving and report back
Suggested non formal Activity to support learning through application: Track the use of light energy at home or school to determine if there is a positive change towards conserving energy.	Suggested assessment: assessing the colouring of stickers, observing, check-lists.
Suggested Resources: switches, bulbs, stickers, crayons, coloured pencils, brushes, paints, masking tapes, glue	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and responsibly demonstrate ways of saving light energy at home and school.	Learner responsibly demonstrates ways of saving light energy at home and school.	Learner sometimes demonstrate saving of light energy at home and school.	Learner demonstrate saving of light energy at home and school with assistance.

GRADE TWO

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather (15 Lessons) 1.1.1 Responding to different weather conditions.	By the end of the topic, the learner should be able to: a) state different weather conditions; b) state ways of responding to different weather conditions; c) Respond appropriately to different weather conditions to limit risks to self, others and the environment d) Appreciate differences in weather conditions.	<ul style="list-style-type: none"> • Learners to observe and discuss prevailing weather conditions, as an outdoor activity. Learners with mobility difficulties could be assisted by peers, teacher or teacher aide to move around • Learners to think, pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy). Learners with speech difficulties could give opinion in writing or drawing or typesetting • Using pictures, video clips, learners identify ways of responding to various weather conditions. Learners with epilepsy could have ICT gadgets with reduced light intensity. • Learners to perform a skit on ways of responding to various weather conditions. • Learners read or listen to stories about responding appropriately to adverse weather conditions. Learners with mobility speech and 	<ol style="list-style-type: none"> 1. What are the different weather conditions? 2. How could we respond to different weather conditions?

			<p>manipulative difficulties could be encouraged to perform to their best ability or be assisted by peers, teacher or teacher aide.</p> <ul style="list-style-type: none"> • Learners to find out from parents, guardians or house parents or community members on how to respond to different weather conditions and report back. 	
	1.1.2 Recording weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Describe/draw weather conditions at different times of the day; Draw/say/point weather symbols to represent different weather conditions; create a weather record using symbols for a period of one week with assistance from peers; teacher or teacher aide develop interest in recording weather conditions. 	<ul style="list-style-type: none"> • Learners to observe the weather at different times of the day as an outdoor activity. Learners with mobility difficulties could be assisted by peers, teacher or teacher aide. • Learners to describe different weather conditions (sunny, windy, cloudy, calm, rainy). Learners with speech difficulties could point or draw. • Learners identify weather symbols from charts and other learning resources. • Learners to practice drawing weather symbols using free hand and electronic devices. Learners with manipulative difficulties or missing limbs could use head pointers or universal cuffs. 	<ol style="list-style-type: none"> How is the weather today? What symbols are used to record different weather conditions? How could we record weather conditions?

			<ul style="list-style-type: none"> • Learners to observe and record weather conditions of the day using symbols. Learners with manipulative difficulties could use multipurpose stamp. • Learners to play relevant and educative computer games on weather conditions. Learners with manipulative difficulties or missing limbs could use head pointers or universal cuffs. • In purposive groups, learners observe and record weather conditions over a period of one week and share the chart with others. Learners with manipulative difficulties could use multipurpose stamp. 	
	1.1.3 Interpreting weather messages	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) interpret different weather chart messages to deduce correct meanings with assistance; b) communicate weather chart messages accurately to peers using flashcards and multipurpose communication board; 	<ul style="list-style-type: none"> • Learners to use weather charts to interpret different weather symbols with assistance. • In purposive pairs, learners practice using weather symbols to interpret weather messages (Purposive passing). • In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording. Learners with speech 	<ol style="list-style-type: none"> 1. How could we use symbols to communicate weather messages 2. How could we communicate weather messages to others?

		c) develop interest in interpreting and communicating weather messages using weather symbols.	difficulties could draw, point or use communication boards • Learners to gather more information on weather from parents, house parents or guardians.	
Core Competences to be developed: Communication and collaboration, imagination and creativity, critical thinking and problem solving, digital literacy.				
Link to PCIs: ESD: Disaster Risk Reduction on weather calamities Service learning: parental engagement.		Links to values: Responsibility, unity and respect.		
Links to other learning activity areas: Environmental activities creation.		Suggested Community Service Learning activities: sourcing information on weather from parents or guardians.		
Suggested non formal activity to support learning: track and record weather in their diaries or journals		Suggested assessment: Oral questions, observations of the charts or weather messages, observation of participation in the contest		
Suggested Resource: Theme based flash cards, communication board, weather chart, drawing pencils, crayons, manilla paper, book holders, scissors, universal cuffs, multipurpose stamp, glue/cello tape.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
Responding to various weather conditions	Learner appropriately and effectively states and responds to various weather conditions.	Learner appropriately responds to weather conditions.	Learner occasionally responds to weather conditions with prompts.	Learner responds to weather conditions with assistance.
Recording weather	Learner accurately and creatively draws symbols and records weather conditions.	Learner accurately draws symbols and records weather conditions.	Learner sometimes draws some symbols and records weather conditions.	Learner draws symbols and records weather conditions with assistance.
Interpreting weather messages	Consistently and correctly interprets weather messages and suggests possible weather conditions for the day.	Correctly interprets weather messages.	Sometimes interprets weather messages with prompts.	Interprets weather messages with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 Environment and its resources	1.2 Water (10 Lessons) 1.2.1 Storing water	By the end of the sub-strand, the learner should be able to: a) state the importance of storing water at home and school; b) Learners with speech could use communication board; c) identify ways of storing water at home and school; d) store water appropriately at home and school; e) Learners with motor difficulties could be encouraged to perform according to their ability or be assisted by teacher, teacher aide or peer; f) appreciate safe water storage to prevent health risks to self and others.	<ul style="list-style-type: none"> • Learners to explore and observe various ways of storing water at home and in the school. • Learners with mobility difficulties could be assisted by peers, teacher or teacher aide. • In purposive groups, learners to share their experiences on why water is stored at homes and school (purposive grouping). • In purposive groups, learners to share their experiences on how water is stored at homes and school (purposive grouping). • Learners to use video clips, pictures and photographs to identify appropriate ways of storing water at home and school. • Learners to gather more information on ways of storing water in the community and report back .Learners with speech difficulties could draw or use communication board. 	<ol style="list-style-type: none"> 1. Why do we store water at home and school? 2. How could we store water at home and school?
	1.2.2 Transporting Water	By the end of the sub-strand, the learner should be able to: a) identify different ways of transporting water at home and school; b) demonstrate suitable ways of carrying small quantities	<ul style="list-style-type: none"> • In purposive groups, learners share experiences on various ways in which water is transported at home and school (purposive grouping). • Using pictures and video clips, learners to identify ways of transporting water. 	How is water transported at home and school?

		<p>of water at home and school;</p> <p>c) Learners with motor difficulties could be encouraged to perform activities according to their ability or be assisted by peers, teacher or teacher aide;</p> <p>d) appreciate different means of transporting water at home and school.</p> <p>NB: Safety precautions be observed to safe guard learner who has epilepsy.</p>	<ul style="list-style-type: none"> • Learners read, tell, or listen to stories about transporting water. • Using age-appropriate containers, learners to carry and store water for personal use (safety measures should be taken for learners with brittle bones). • Learners to find out how water is transported and stored at home and school. 	
<p>Core-competence to be development: Communication and collaboration: Work In purposive groups. critical thinking and problem solving : Identify ways of transporting water g, digital literacy-.Watch video clips</p>				
<p>Links to PCI's: ESD: Personal safety in transporting water.</p>		<p>Links values: Responsibility</p>		
<p>Links to other learning activity areas (s): Hygiene and Nutrition: use of clean water</p>		<p>Suggested Community Service Learning activities: Learners to find out from parents how they transport water.</p>		
<p>Suggested non-formal activity to support learning: Learners to be guided to carry and store water for their personal use using age-appropriate containers.</p>		<p>Suggested assessment: Oral questions and observations on storing and transporting water.</p>		
<p>Suggested Resources: Containers of different sizes, water, pictures showing water transportation and storage, pieces/pictures of pipes, tanks, pictures of water pumps video clips on water storage and transportation, communication board, computer (adapted)</p>				

Suggested Assessment Rubric

Sub- strands	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Storing water	Correctly and consistently states importance and identifies suitable ways of storing water.	Correctly states importance and identifies suitable ways of storing water.	Sometimes states importance and identifies suitable ways of storing water.	Rarely states importance and identifies suitable ways of storing water.
Transporting water	Appropriately and consistently transports water for personal use and utilizes the water sparingly.	Appropriately transports water for personal use.	Sometimes transports water for personal use.	Rarely transports water for personal use.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Environment and its resources	1.3 Soil (15 Lessons) 1.3.1 Exploring soil	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) model objects with different types of soil; b) determine the soil that makes long smooth ribbons; c) appreciate different types of soil in the immediate environment. <p>NB: Safety measures should be observed to safe guard learners who have Asthma</p>	<ul style="list-style-type: none"> • model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand) Learners with manipulative difficulties could be assisted by teacher, teacher aide or peers. • In purposive groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). (Use purposive grouping of learners). • Learners to observe to find out which soil samples make smooth long ribbons. • Learners to observe how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from the different soil samples break up. Learners with mobility and manipulative difficulties could be assisted by peers, teacher or teacher aide. 	<ol style="list-style-type: none"> 1. What objects could we make with soil? 2. Which type of soil make good ribbons?

			<ul style="list-style-type: none"> Learners to visit the nearby community to observe uses of different types of soils (sand for construction, clay for modeling, loam for agriculture). Learners with mobility difficulties could be assisted to move around. 	
Core-competence to be developed: Creativity and imagination: Model soil ribbons using the soil samples communication and collaboration: In group work				
Links to PCIs: ESD: Environmental awareness			Links to values: Responsibility and unity when working with groups.	
Links to other learning activity areas (s): Movement and Creative Activities in making ribbons			Suggested community Service Learning activity: Visiting community to observe uses of different types of soils.	
Non-formal activity to support learning: Explore the school neighbourhood to observe uses of different types of soils.			Suggested assessment: Oral questions and observations.	
Suggested Resources: Sample of different soils, containers, water, boards on which to roll clay, pictures showing different uses of soil, communication boards				

Suggested Assessment Rubric

Exceed expectations	Meet expectations	Approaching expectations	Below expectations
Learner creatively and consistently models different objects using provided soil samples and associates the balls to characteristics to the various soil samples.	Learner models different objects using provided soil samples.	Learner models some objects using provided soil samples with prompts.	Learner models objects with assistance using provided soil samples.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>1.0 Environment and its resources</p>	<p>1. 4 Plants (15 Lessons) 1.4.1 Exploring parts plants</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify parts of plants found in the immediate environment;</p> <p>b) draw different parts of a plant from the immediate environment;</p> <p>c) show interest in parts of a plant for learning and enjoyment.</p>	<ul style="list-style-type: none"> • In a nature walk, learners explore different plants in the immediate environment. Learners with mobility difficulties could be assisted to move around by teacher aide or peers. • Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants. • Using video clip, pictures and photographs learners to identify different parts of a plant. Learners with epilepsy should use ICT gadget of reduced light intensity. • In purposive groups, learners talk about parts of a plant. Learners with speech difficulties should use communication boards or have peers or teacher aide to communicate their feelings. • Learners draw or take photographs of parts of a plant. Learners with manipulative difficulties could point or say the multipurpose stamp. • Learners are guided to display their work for further learning 	<p>1. What are the different parts of a plant?</p>

			and peer- assessment. Learners with mobility difficulties could be assisted to move around by teacher aide or peers.	
<p>Core Competences to be developed: Communication and collaboration: As they learn to communicate during group work. Imagination and creativity: learning to learn: As learners display their work for further learning.</p>				
<p>Link to PCIs: ESD: Environmental awareness.</p>			<p>Link to values: Respect: As learner interact during work and they take teacher instructions. Unity: As learners work together In purposive groups.</p>	
<p>Link to other learning activity areas : Religious Education: Appreciation of God’s creation.</p>			<p>Suggested Community Service Learning activities: Learners learn from peer about plants in different habitats.</p>	
<p>Suggested non formal activity to support learning: Through nature walk, learners are guided to observe plants in different habitats.</p>			<p>Suggested assessments: Observation, oral questions.</p>	
<p>Suggested Resources: Realia (plants), pictures of parts of plant, computer, video clips, adapted pencils or brushes, book holders, universal cuff, multipurpose stamp</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly identifies and draws parts of plants found in the environment and so associates parts of the plants to their uses.	Learner correctly identifies and draws parts of plants found in the immediate environment.	Learners with prompts identify and draws parts of plants found in the immediate environment.	A learner with assistance identifies and draws parts of plants found in the immediate environment.

Strand	Sub- strand	Specific learning outcomes	Learning experiences	Key inquiry questions
1.0 Environment and its resources	1.5 Animals (10 Lessons) 1.5.1 Categorizing animals	By the end of the sub-strand, the learner should be able to: a) recognize animals in the immediate environment; b) categorize different animals in the environment; c) appreciate different animals in the environment.	<ul style="list-style-type: none"> • In nature walk, learners to observe and identify animals in the environment. Learners with mobility difficulties could be assisted by teacher, teacher aide or peers to move around. • In purposive groups, and referring from appropriate references learners categorize animals using the provided criteria: (domestic/wild, harmful/non-harmful, large/small) (Apply purposive grouping) • In purposive groups, learners use papiermache, clay or plasticine to model different animals (purposive grouping). • Learners with manipulative difficulties could be 	<ol style="list-style-type: none"> 1. What animals are found in the immediate environment? 2. How could we categorize animals in the immediate environment?

			<p>assisted by peers, teachers or teacher aide.</p> <ul style="list-style-type: none"> Learners sing song related to different animals. Learners with speech difficulties could mime, hum, tap or gesture as others sing 	
	<p>1.6 Safety when handling animals.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify possible dangers when handling animals. practice safety measures when handling animals; appreciate importance of safety when dealing with animals to limit risk to self-others and the animal. 	<ul style="list-style-type: none"> Learners to share their experiences on handling animals. Learners with speech difficulties could use communication board and gestures In purposive groups, learners discuss possible dangers that may occur when handling animals. Learners with speech difficulties could use communication board and gestures. Learners to watch video clips, pictures or photographs of safe handling of animals. Learners with epilepsy should use ICT gadgets of reduced light intensity. 	<p>How could we protect ourselves from being harmed when handling animals?</p>

			<ul style="list-style-type: none"> • Learners to observe a demonstration from a guest speaker on safety when handling animals. • Learners practice /simulate safe ways of handling animals to avoid injuries or harm to self others and the animal. Learners with motor difficulties could be encouraged to do activities according to their ability and assisted by teacher, teacher aide or peers. 	
Core Competence to be developed: Communication and collaboration: As learners work In purposive groups. Critical thinking and problem solving, Digital literacy				
Link to PCIs: ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety. Citizenship: Social cohesion		Link to values: Responsibility. Care for animals Unity: Working In purposive groups		
Link to other learning activity areas: Religious Education: Respect for God’s creation.		Suggested Community Service Learning: Guest speaker to discuss animal welfare.		
Non-non formal activity to support learning: Organize an essay inter-class competition on handling animals		Suggested Assessment: Oral, observation and peer assessment on the essays		
Suggested Resources: Resource person, realia (animals), pictures of animals, computer, video clips, drawings/photographs of animals				

Sub-strands	Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Categorizing animals	Learner consistently and correctly categorizes animals in the environment.	Learner correctly categorizes animals in the environment.	A learner with prompts categorizes animals in the environment.	A learner with assistance categorizes animals in the environment.
Safety in animal handling	Learner consistently and correctly observes safety when handling animals.	Learner correctly observes safety when handling animals.	A learner with prompts observes safety when handling animals.	A learner with assistance observes safety when handling animals.

Strand	Sub-Strand	Learning Outcomes	Suggested learning experience	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy: Light (10 Lessons) 1.7.1 Sources of light	By the end of the sub-strand, the learner should be able to: a) identify different sources of light in the environment; b) produce light using different objects for enjoyment; c) develop interest in different sources of light energy.	<ul style="list-style-type: none"> • Learners to identify and name/draw/point sources of light • Using relevant pictures and realia, learners to identify points, mime sources of light energy (sun, stars, oil lamps, candles, fire flies, electric bulb, torch and fire) • In purposive groups, learners to discuss different sources of light used in the home (Apply purposive 	What are the sources of light?

			<p>grouping). Learners with speech difficulties could write or typeset or use communication board</p> <ul style="list-style-type: none"> • Learners to produce light using different sources. In this activity, teacher to guide and ensure safety. Learners with manipulative difficulties could be encouraged to perform tasks according to their ability or be assisted by peers, teachers or teacher aide. 	
	1.7.2 Forming shadows in light	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain how shadows are formed in presence of light b) Learners with speech difficulties could draw or gesture or use communication board to explain c) manipulate objects to form shadows in presence of lights for enjoyment. d) categorize objects into those that can form shadows and those that cannot in presence of light. 	<ul style="list-style-type: none"> • Learners observe different shadows formed by different objects in the school environment. Learners with mobility difficulties could be assisted by peers, teacher aide to move around. Learners manipulate different objects to identify shadows of different shapes and sizes. Learners with manipulative 	<ol style="list-style-type: none"> 1. How are shadows formed? 2. What objects form shadows?

			<p>difficulties could be encouraged to perform tasks according to their ability or be assisted by peers, teacher or teacher aide.</p> <ul style="list-style-type: none"> • In purposive groups, learners play with objects in presence of light to form shadows. (Apply purposeful grouping) • Use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). • Categorize object that form shadows and those that do not. Learners with manipulative difficulties could be encouraged to perform tasks according to their ability or be assisted by peers, teacher or teacher aide. 	
	1.7.3 Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) identify practices in which light energy could harm eyes	<ul style="list-style-type: none"> • Learners to identify practices in which light energy could harm the eyes (reading in dim light, looking directly at 	<ol style="list-style-type: none"> 1. How could light energy harm us? 2. How could we protect

		<p>b) take safety measure against harmful light energy to reduce risk to self and others</p> <p>c) appreciate safety precautions when using light energy.</p> <p>NB: Safety measures should be observed for learners who have epilepsy</p>	<p>bright light with bare eyes, long exposure to bright light from electronic devices).Learners with speech with speech difficulties could point or use communication board.</p> <ul style="list-style-type: none"> • In purposive groups, learners discuss safety precautions in protecting self and others from harmful light energy (purposeful grouping). • Learners create messages on awareness of harmful effects of light energy (learners with speech difficulties could draw or write or say verbally). • Learners to share messages on harmful effects of light and safety precautions. Learners with speech difficulties could gesture, point or use them based 	<p>ourselves from harmful light energy?</p>
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			communication board or flashcards.	
Core Competence to be developed: Communication and collaboration: As learners work In purposive groups. critical thinking and problem solving: As learners create messages.				
Link to PCIs: ESD: Disaster Risk Reduction: safety and security			Link to values: Responsibility, unity in group work.	
Link to other learning activity areas : Languages: Creating safety precaution messages against light energy.			Suggested Community Service Learning activities: invite a resource person to discuss about various sources of light energy and applicable safety precaution when using light energy.	
Suggested non normal activity to support learning: create and share a safety precaution message against bright light.			Suggested assessment: Oral question and observation.	
Suggest Resource: Theme based communication board, flash cards, charts, torches, bulbs, matches and boxes, candles, sunglasses opaque and transparent object				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Sources of light	Learner consistently and correctly identifies sources of light and uses objects to produces light.	Learner correctly identifies sources of light and uses objects to produces light.	Learner identifies sources of light and uses objects to produces light with prompts.	Learner identifies sources of light and uses objects to produces light.
Forming shadows	Learner consistently and correctly explain how shadows are formed, manipulates and categorizes objects to form shadows.	Learner correctly explains how shadows are formed, manipulates and categorizes objects to form shadows.	Learner explains how shadows are formed, manipulates and categorizes objects to form shadows with prompts.	Learner explains how shadows are formed, manipulates and categorizes objects to form shadows with assistance.

Precautions when using light Energy	Learner consistently and correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Learner correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Learner identifies some practices, take safety precautions and communicate precautionary messages against light energy with prompts.	Rarely identifies practices, take safety precautions or communicate precautionary messages against light energy with assistance.
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Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 Social environment	2.1 School environment and its neighbourhood (20 Lessons) 2.1.1 Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out/write/draw the main features between home and school; b) locate places using main features between home and school; c) appreciate the significance of locating places using features found between home and school.	<ul style="list-style-type: none"> Learners to discuss the main features between home and school (physical and build-up features such as rivers, hill, valleys, forest, bridges, road, railway line, buildings). Learners with speech difficulties could draw or point or write. In a nature walk, learners to point out the main features between home and school. Learners with difficulties in mobility could be assisted by peers, teacher 	<ol style="list-style-type: none"> What are the main features between your home and school? How could you locate a place using main features?

			<p>or teacher aid to move around.</p> <ul style="list-style-type: none"> • Using video clips, pictures and photographs, learners to identify/point, mime the main features between home and school. • Learners to locate main features between their homes and school (relative location). Learners with mobility difficulties could be assisted to move around by peers, siblings, teacher or teacher aid • Learners to play games on locating main features between their home and school. Learners with mobility difficulties could be assisted to move around by peers, siblings, teacher or teacher aid <p>NB: Care should be observed when working with learners with brittle bone disease. They could be given less vigorous</p> <ul style="list-style-type: none"> • Learners to practice locating in provided sketch maps. Learners with motor and 	
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			manipulative difficulties could use assistive devices or alternative functioning parts of the body.	
Core-competence to be development: Communication and collaboration as they take nature walk, critical thinking and problem solving in locating places.				
Links to PCIs: ESD: Environmental Education			Links to values: Unity: working In purposive groups.	
Links to other learning activity areas (s): Languages: naming features.			Suggested community Service Learning activities: Learners to find out more about features found between home and school other learners	
Suggested non-formal activity to support learning through application: Nature walk to familiarize with the surroundings.			Suggested assessment: Oral questions, observation, project work on modeling main features.	
Suggested Resource: Sketch maps made by teacher, main features e.g. rocks, hills, valleys bridges, rivers, buildings, photos or pictures, video clips on different locations, computers				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly identifies features, locates places using the main features between home and school and is able to give relative direction using the features.	Learner correctly identifies features, locates places using the main features between home and school and is able to give relative direction using the features.	Learner identifies features, locates places using the main features between home and school and is able to give relative direction using the features with prompts.	Learner identifies features, locate places using the main features between home and school or give relative direction using the features with assistance.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 Social Environment	2.1.2 Keeping the school environment clean	By the end of the sub-strand, the learner should be able to: a) state ways of keeping the school environment clean; b) outline the importance of a clean school environment; c) participate in keeping the school environment clean; d) appreciate a clean school environment for health and safety.	<ul style="list-style-type: none"> • Learners discuss/write/draw/point what makes the school environment dirty • Using video clips and pictures, learner’s discuss/points/write ways of keeping the school environment clean (Apply purposeful grouping). • In purposive groups learners discuss/point/write importance of keeping the school environment clean. (Apply purposeful grouping). • Learners practice keeping the school environment clean. Learners with mobility difficulties could be assisted to move around by peers, teacher or teacher aide. • Learners recite poem/sing/mime/hum/gesture/tap a song about a clean school environment. • Learners plan for future school clean-up activities. 	<ol style="list-style-type: none"> 1. How could we keep the school environment clean? 2. Why should we keep the school environment clean?
	2.1.3 Keeping Safe and Secure in School	By the end of the sub-strand, the learner should be able to: a) identify possible dangers in the school; b) Suggest/draw/point/write ways of keeping safe and secure in school; c) develop habits that will keep one safe and secure in school.	<ul style="list-style-type: none"> • Learners walk around the school compound to identify what could expose them to danger in the school. Learners with mobility difficulties could be assisted to move around by peers, teacher or teacher aide • In purposive groups, learners identify possible dangers in the school.(by drawing or writing/pointing) (Apply purposeful grouping of learner). Learners with manipulation difficulties could use assistive device. 	<ol style="list-style-type: none"> 1. What are the possible dangers in the school? 2. How could we keep safe and secure in school?

			<ul style="list-style-type: none"> • Using video clips, photographs and pictures, learners identify how to keep safe and secure in school. Learners with speech difficulties could point/write/draw or use theme based communication board/flash. • Learners share ways of keeping safe and secure in school (purposeful grouping). Learners with speech difficulties could point/write/draw or use theme based communication board/flash. • Learners to observe demonstrations and discussions on how to keep safe and secure in school from a resource person. Learners with speech difficulties could point/write/draw or use theme based communication board/flash. • In purposive groups, learners to discuss the importance of keeping safe and secure in school. Learners with speech difficulties could point/write/draw or use theme based communication board/flash. • Learners develop rules on keeping safe and secure in the school. Learners with speech difficulties could point/write/draw or use theme based communication board/flash. • Learners to find out more on keeping safe and secure in school from parents/house parents and guardians. Learners with speech difficulties could 	
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			point/write/draw or use theme based communication board/flash.	
Core-competence to be developed: Citizenship: Social cohesion as they work together. Critical thinking and Problem solving: As learners identify possible changes. Digital literacy: As learners use video clips.				
Links to PCI's: ESD: Environmental Education, disaster risk reduction Citizenship: Participating in school clean ups			Links to values: Responsibility and unity as they work In purposive groups.	
Links to other learning activity areas: Hygiene and Nutrition and Religious Education Activities: keeping the environment clean			Suggested Community Service Learning: find out from parents or guardians how to keep safe in school.	
Non-formal activity to support: Learners participate in school environmental audit specifically on cleanliness, safety and security			Suggested assessment: oral, observation	
Suggested Resources; Multipurpose communication board, flash cards, video clips on safety in school, resource person, manilla papers, theme based songs and poems				

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Keeping school environment clean	Learner consistently and correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Learner correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Learner outlines importance of keeping school environment clean, actively participated in keeping the environment clean with prompts.	Learner outlines importance of keeping school environment clean, actively participated in keeping the environment clean with assistance.
Keeping safe and secure in school	Learner consistently and correctly identifies areas of danger, suggest safety activities and develops safe habits.	Learner correctly identifies areas of danger, suggest safety activities and develops safe habits.	Learner identifies some areas of danger, suggest some safety activities and may develop safe habits with prompts.	Learner identifies some areas of danger and may suggest some safety activities with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 Social environment	2.1.4 The National flag of Kenya	By the end of the sub-strand, the learner should be able to: a) identify colours of the Kenya National flag as a National symbol; b) demonstrate respect for the Kenya national flag as a National symbol; c) appreciate the National flag as a national symbol for National unity.	<ul style="list-style-type: none"> • Using the Kenya National flag, learners to identify its colours. Learners with speech difficulties could point, write or type or use theme based communication board to communicate. • Learners to observe and describe the expected behaviour (stand at attention and show respect) when raising and lowering the National Flag. Learners with motor difficulties could be allowed to position themselves in the most comfortable way. • Learners to draw and colour the National Flag. Learners with fine motor difficulties could be assisted by peers, teacher aide or be encouraged to perform to their ability levels. • Learners to find out from parents or guardians/house parents the importance of the National flag of Kenya. 	<ol style="list-style-type: none"> 1. What are the colours of the Kenya National flag? 2. How do we demonstrate respect for the Kenya National flag?
	2.1.5 The National Anthem of Kenya	By the end of the sub-strand, the learner should be able to: a) identify school occasions when the Kenya National Anthem is sung; b) practice etiquette when singing the Kenya National Anthem.	<ul style="list-style-type: none"> • In purposive groups, learners to sing the National Anthem. (Purposeful grouping). Learners with speech difficulties could hum, mime, tap or gesture. • Learners to demonstrate the expected conduct when singing 	On what occasions do we sing the Kenya National Anthem?

		c) appreciate the importance of National Anthem as a symbol of unity.	<p>the Kenya National Anthem. Learners with motor difficulties could be allowed to position themselves in the most comfortable way.</p> <ul style="list-style-type: none"> • Using audio recording and pictures, learners to identify occasions when the Kenya National Anthem is sung. • Learners to find out from parents or guardians/ house parents on the importance of National Anthem of Kenya. 	
Core-competence to be development: Citizenship: appreciating the National flag and the National anthem. Digital literacy: use of audio devices.				
Links to PCIs: Citizenship: patriotism and social cohesion when singing the National Anthem.			Links to values: Respect, unity and patriotism.	
Links to other learning activity areas (s): Languages: Terms used in national anthem activities. Movement and creative activities: As they sing.			Suggested community Service Learning: Finding out from parents or guardians on the importance of National flag.	
Suggested non-formal activity to support learning: Interacting with members of the scouting movement to find out more about the National flag and the National anthem.			Suggested assessment: observation and oral questions.	
Suggested Resources: Theme based songs/poems, national flag, crayons/coloured pencils, manila papers, book holders, resource person, audio recorded piece, audio visual recorders, chart on national anthem, theme based communication board				

Suggested Assessment Rubric

Sub- Strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
The Kenya National flag	Learner consistently and correctly states colours, show respect and appreciates the flag as a National symbol.	Learner correctly states colours, show respect and appreciates the flag as a National symbol.	Learner states colours, show respect and appreciates the flag as a National symbol with prompts.	Learner states colours, show respect or appreciates the flag as a National symbol with assistance.
The Kenya National anthem	Learner consistently and correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Learner correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Learner identifies occasions when the National Anthem and demonstrate etiquette when singing it with prompts.	Learner identifies occasions when the National Anthem and demonstrate etiquette when singing it with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.6 Child Rights and responsibilities	By the end of the sub-strand, the learner should be able to: a) outline Child Rights and responsibilities in the school; b) outline responsibilities of a child in school; c) demonstrate responsibilities of a child in school; d) appreciate child rights and responsibilities for attainment of social justice.	<ul style="list-style-type: none"> Learners identify Child Rights and responsibilities using age appropriate stories (parental care, health care, protection from exploitation and cruelty). Learners with speech difficulties could point, write, type or use theme based communication boards to give their opinion Learners discuss some of the responsibilities of children in school. Learners with speech difficulties could point, write, type or use 	<ol style="list-style-type: none"> What are the basic Child Rights? What are the responsibilities of a child in school?

			<p>theme based communication boards to give their opinion</p> <ul style="list-style-type: none"> • In purposive pairs, learners simulate responsibilities of children in school. Apply purposeful painting. Care should be taken to safeguard learners who have brittle bones • Learners to use media resources on responsibilities of children in school. 	
	2.1.7 School rules	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline the rules that guide conduct in school; b) state the importance of school rules; c) participate in making school rules; d) appreciate the importance of obeying school rules for harmonious living. 	<ul style="list-style-type: none"> • Using question learners discuss the importance of school rules. Learners with speech difficulties could point, write, type or use theme based communication boards to give their opinion • Learners to participate in making school rules. Learners with speech difficulties could point, write, type or use theme based communication boards to give their opinion. • Learners to think, pair and share their experiences on what happen when school rules are not observed. Learners with speech difficulties could point, write, type or use theme 	<ol style="list-style-type: none"> 1. What are the school rules? 2. What is the importance of school rules?

			<p>based communication boards to give their opinion.</p> <ul style="list-style-type: none"> • Learners to be guided to debate on importance of school rules and develop a poster for the school rules. Learners with speech difficulties could write or type or print or use theme based communication board or flashcards while those with motor difficulties could be assisted by peers or teacher aide • Learners to share the school rules with their parents/house parents and guardians. Learners with speech difficulties could write or type or print or use theme based communication board or flashcards while those with motor difficulties could be assisted by peers or teacher aide. 	
Core-competence to be development: Citizenship: developing school rules; communication and collaboration as they debate.				
Links to PCIs: Citizenship: qualities of a good citizen.			Links to values: Responsibility, peace and social justice.	
Links to other learning activity areas (s): Religious Education activities, languages. on making and obeying school rules.			Suggested community Service Learning activity: Learners to share the school rules with their parents and guardians.	
Non-formal activity to support learning: Displaying children’s rights, school rules at strategic points in school.			Suggested assessment: Oral questions, observation.	
Suggested Resource: Theme based communication boards, flashcards, manila paper, adapted pencils and coloured pencils, chart on school rules.				

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Children’s Rights and responsibilities	Learner consistently and correctly outlines and exercises rights, identifies and carries acts responsibly.	Learner correctly outlines and exercises rights, identifies and carries acts responsibly.	Learner sometimes outlines and exercises rights, identifies and carries acts responsibly with prompts.	Learner outlines and exercises rights, identifies and carries acts responsibly with assistance.
School Rules	Learner consistently and correctly outlines importance of rules. Actively participates in making and observing the rules.	Learner correctly outlines importance of rules. Actively participates in making and observing the rules.	Learner sometimes outlines importance of rules and participates in making and observing the rules with cues.	Learner outlines importance of rules or participates in making and observing the rules with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Social environment	2.1.8 Class Leadership	By the end of the sub-strand, the learner should be able to: a) describe a good class leader; b) outlines the work of a good class leader; c) appreciate class leadership for harmonious living.	<ul style="list-style-type: none"> • Learners to listen to narrative of inspirational stories of child leaders, heroes or heroines • Learners to discuss “who is a good class leader”? Learners with speech difficulties could point, write typeset or use theme based flash cards • Learners to discuss work of a good class leader. Learners with speech difficulties could point, write typeset or use theme based flash cards • Learners to find out from parents or house parents guardians the good leaders in the community and report back. 	<ol style="list-style-type: none"> 1. Who is a good class leader? 2. What is the work of a class leader?
	2.1.9 Members of the school community	By the end of the sub-strand, the learner should be able to:	<ul style="list-style-type: none"> • In purposeful groups, learners to identify the members of the school community (Head teacher, teachers, 	<ol style="list-style-type: none"> 1. Who are the members of

		<p>a) identify members of the school community;</p> <p>b) outline the importance of the school community;</p> <p>c) work together with other members of the school community;</p> <p>d) appreciate working together with the school community for sustainable interactions.</p>	<p>non-teaching staff and learners). Learners with speech difficulties could point write typeset or use theme based flash cards.</p> <ul style="list-style-type: none"> Learners to outline the general importance of members of the school community. Learners with speech difficulties could point, write typeset or use theme based flash cards Learners to discuss their roles as members of the school community Learners with speech difficulties could point, write, typeset or use theme based flash cards. Learners to skit different work of members of the school community. Learners with speech difficulties could point, write typeset or use theme based flash cards. Learners with motor difficulties could be assisted by peers or teacher aide. 	<p>the school community?</p> <p>2. What is the importance of the school community?</p>
<p>Core-competence to be development: Citizenship: Leadership and good governance. Communication and collaboration in the skit play.</p>				
<p>Links to PCI: Citizenship :Leadership and good governance and inclusivity</p>		<p>Links to values: Responsibility: As learners accomplish the task given. Honesty: As learners work together. Integrity: As learners follow the rules formed. Decision making: When learners come to consensus</p>		
<p>Links to other learning activity areas (s): Languages, Religious Education</p>		<p>Suggested community Service Learning activities: Learners find out from parents or guardians about the school community.</p>		
<p>Suggested non-formal activity to support learning: open day event to bring the school community together.</p>		<p>Suggested assessment: Oral questions and observations.</p>		
<p>Suggested Resources: Theme based flash cards; resource person(s), pictures and photos on different teachers, a chart on qualities of a good leader, computer</p>				

Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Class leadership	Learner consistently and correctly identifies good class leader and the work of the leader.	Learner correctly identifies good class leader and the work of the leader.	Learner sometimes identifies good class leader and the work of the leader with prompts.	Learner identifies good class leader or the work of the leader with assistance.
The school community	Learner consistently and correctly identifies the members and outlines the importance of and works in the school community.	Learner correctly identifies the members and outlines the importance of and works in the school community.	Learner sometimes identifies the members and outlines the importance of and works in the school community with prompts.	Learner identifies the members and outlines the importance of and works in the school community with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Social environment	2.2 Enterprise projects (30 Lessons) 2.2.1 Exploring the environment for appropriate income generating activity.	By the end of the sub-strand, the learner should be able to: a) identify a viable income generating activity that could be carried out by the class within the school environment; b) analyze income generating activities within the school environment; c) determine a workable income generating activity for their class; d) develop interest in income generate activities within the school environment.	<ul style="list-style-type: none"> In purposive groups, learners to suggest income generating activities the class could carry out within the school. Learners with speech difficulties could point, write, type or use theme based communication boards Using video clips, pictures and photographs, booklets, or magazines, learners explore and analyze possible income 	What activity could we undertake to generate income for our class?

			<p>generating activities for the class. Learners with speech difficulties could point, write, type or use theme based communication boards. Learners with epilepsy should use ICT gadget with reduced lighting density.</p> <ul style="list-style-type: none"> • In a class discussion, learners to select a workable income generating activity that they could undertake at school (activity selected should promote conservation of the environment). Learners with speech difficulties could point, write, type or use theme based communication boards • Learners to present selected enterprise. Learners with speech difficulties could point, write, type or use theme based communication boards. 	
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			<ul style="list-style-type: none"> Learners to find out from teachers or house parents guardians or parents on income generating activities at home and report back. <p>Learners with speech difficulties could point, write, typeset or use multipurpose communication board to report.</p>	
	2.2.2 Initiating a class income generating project	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> plan for an income generating activity for the class; participate in initiating an income generating activity for the class; manage income generating activity for the class; appreciate individual efforts in the success of a group activity. 	<ul style="list-style-type: none"> In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class in school (duties, resources required and time for the activity). Learners with speech difficulties could point, write, typeset or use multipurpose communication board to report. Learners to share responsibilities and be guided to carry them out respectively in 	<ol style="list-style-type: none"> How could we plan for an income generating activity? How do we manage the income generating activity?

			<p>initiating the selected project.</p> <p>Learners with motor difficulties and amputees could be assisted by peers and teacher aide to manage according to their level of ability.</p> <ul style="list-style-type: none"> • Learners to be guided to carry out responsibilities as according to the plan. <p>Learners with motor difficulties and amputees could be assisted by peers and teacher aide to manage according to their level of ability</p>	
Core-competence to be developed: Critical thinking and problem solving, collaboration and communication, self-efficacy.				
Links to PCIs: ESD: Financial literacy: Income generating projects; Environmental education.			Links to values: Integrity: As learners follow instructions given. Teamwork: As learners work together. Responsibility: As learners carry out their duties. Social equity: As learners interact at different level.	
Links to other learning activity areas (s): Mathematical activities- Money			Suggested Community Service Learning activity: find out from guardians/parents about income generating activities at home.	
Suggested non-formal activity to support learning: presenting to the school selected income generating activity for the class.			Suggested assessment: oral questions, observation and project.	
Suggested Resources: Theme based communication board, photos and pictures on different enterprises				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Exploring the environment for appropriate income generating activities.	Learner correctly and consistently identifies, analyzes and determines a workable income generating activities for the class.	Learner correctly identifies, analyzes and determines a workable income generating activities for the class.	Learner sometimes identifies, analyzes and determines a workable income generating activities for the class with prompts.	Learner identifies, analyzes or determines a workable income generating activities for the class with assistance.
Initiating a class income generating project	Learner correctly and consistently plans, starts and manages an income generating project for the class.	Learner correctly plans, starts and manages an income generating project for the class.	Learner sometimes plans, starts and manages an income generating project for the class with cues.	Learner plans, starts and manages an income generating project for the class with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry on(s)
3.0 Care for the environment	3.1 Caring for plants (5 Lessons) 3.1.1.Communicating plant protection messages	By the end of the sub-strand, the learner should be able to: a) recognize appropriate messages on plant protection in school; b) create appropriate plant protection messages to promote conservation;	<ul style="list-style-type: none"> Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. In purposive groups, learners to outline messages on plant 	What messages could be used to communicate plant protection?

		<p>c) appreciate plant protection for environmental sustainability.</p>	<p>protection. Learners with epilepsy should use ICT gadgets with reduced lights intensity. Learners with speech difficulties could write or type the messages.</p> <ul style="list-style-type: none"> • Learners display and peers assess the plant protection messages developed. Learners with fine motor difficulties and amputees could be assisted by peers, teacher aide or teachers in creating messages using assistive devices like head pointers. Learners with mobility difficulties could be assisted by peers/teacher aide to move around. • In purposive groups, learners create plant protection messages using hand scripts, electronic and print resources. Learners with fine motor difficulties and amputees could be assisted by peers, teacher aide or teacher 	
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			<p>in creating messages using assistive devices like head pointers.</p> <ul style="list-style-type: none"> • Learners share selected plant protection messages with the school community. Learners with speech difficulties could use communication devices. • Learners recite verses and sing songs on plant protection. Learners with speech difficulties could mime or hum or gesture. The teacher could observe the learner keenly to lip read. 	
<p>Core Competences to be developed: Communication and collaboration: creating plant protection messages, singing and reciting poems; Learning to learn: gathering information on plant protection, Digital literacy: developing electronic messages.</p>				
<p>Link to PCIs: Learner support programme: mentorship and peer education</p>			<p>Links to values: Unity and respect for others and with others. Responsibility: As learners communicate plant protection.</p>	
<p>Links to other learning activity areas: Languages -Imagination and creativity: Creating plant protection messages</p>			<p>Suggested Community Service Learning activities: Communicating plant protection messages to the community in various forums.</p>	
<p>Suggested non formal activity to support learning: display plant protection messages to the school community.</p>			<p>Suggested assessments: oral questions, observation and project</p>	
<p>Suggested Resources: Head pointers, universal cuffs, mouth held pointers, computers, theme based video clips, multipurpose stamp</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learners creatively and consistently develops appropriate plant protection messages and promotes plant protection.	Learners correctively develops appropriate plant protection messages and promotes plant protection.	Learner sometimes develops some plant protection messages and promotes plant protection with prompts.	Learner develops plant protection messages or promotes plant protection with assistance.

Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 Caring for the environment	3.2 Caring for Animals (5 Lessons) 3.2.1 Keeping an animal shelter clean and secure	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping an animal shelter clean at home and school (By painting, writing, typesetting or speaking verbally); b) participate in keeping an animal shelter clean at home and school; c) suggest ways of making an animal shelter secure at home and school; d) appreciate clean and secure animal shelter to reduce risk to the animals.	<ul style="list-style-type: none"> Using video clips, photographs and pictures, learners to observe various clean animal shelters being cleaned (dog's kennel, rabbit hutch and cow shed). Learners to shoot photos at home of clean animal shelter and share with others. Learners with fine motor difficulties and amputees could be assisted by peers or teacher aide in photo shooting. In purposive groups, learners to discuss ways of keeping an animal shelter clean. 	<ol style="list-style-type: none"> How could we keep an animal shelter clean? How could we make an animal shelter secure?

			<p>Learners with speech difficulties could write or point or type or use theme based communication board.</p> <ul style="list-style-type: none"> • In purposive groups, learners to be guided to participate in keeping animal shelters clean at home or in school. Learners with speech difficulties could write or point or type or use theme based communication board. Learners with brittle bones and those with muscular dystrophy could be given higher tasks. • In purposive groups, learners discuss how to make animals shelter secure. Learners with speech difficulties could write or point or type or use theme based communication board. • Learners sing or tell stories/hum/mime/tap /write about clean 	
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			and secure animal shelters.	
Core-competence to be development: Communication and collaboration: sharing experiences In purposive groups, critical thinking and problem solving; Digital literacy: shooting photographs.				
Links to PCIs: ESD: animal welfare: Keeping animals clean and secure safety for animals, kindness to animals.			Links to values: Responsibility, keeping animal shelter clean and secure.	
Links to other learning activity areas (s): Environmental activities: God’s creation			Suggested community Service Learning activity: Learners to visit a nearby farm and observe animal’s shelters.	
Suggested non-formal activity to support learning: Organize inter-class verse completion on clean and secure animal shelters.			Suggested assessment: Observation, oral question.	
Suggested Resources:- Realia ((animals) brooms, spades/shovels, wheelbarrow, dustbin, theme based video clips, photos and pictures, computers, water, detergents, protective gear e.g. gloves gumboots				

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner consistently and correctly identifies ways and participates in making animal shelter clean secure.	Learner correctly identifies ways and participates in making animal shelter clean secure.	Learner sometimes identifies ways and participates in making animal shelter clean secure with prompts.	Learner identifies ways or participates in making animal shelter clean secure with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>3.0 Care for the environment</p>	<p>3.3 Managing waste (5 Lessons) 3.3.1 Types of waste in the school</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify types of waste in the school environment; b) sort out different types of waste for safe disposal in the school environment; c) appreciate a clean school environment for health and safety. 	<ul style="list-style-type: none"> • In purposive groups, learners to identify different types of waste in school environment. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting. • In purposive groups or pairs, learners to share their experiences on different types of waste in school.. Learners with speech difficulties could point write type or use to give their opinion. Learners with fine motor difficulties and amputees and teacher aide in sorting. • Using videos, pictures and photographs, learners to identify different types of waste. Learners with fine motor difficulties and amputees and teacher aide in sorting. • Using appropriate educative multimedia games, learners to sort out different types of wastes. Learners with fine motor difficulties and amputees could be assisted 	<p>What types of waste is found in our school environment?</p>

			<p>by peers and teacher aide in sorting.</p> <ul style="list-style-type: none"> In purposive groups, learners sort out waste of different nature such as separating decomposable wastes from plastic, metallic and glass waste and placing them in different containers for appropriate disposal. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting. 	
	3.3.2 Safety in handling waste in school	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify dangers when handling waste in school; practice safety measures when handling wastes in school; communicate safety measures when handling waste in school appreciate the need of safety in handling waste in school to limit risks to self, others and the environment. 	<ul style="list-style-type: none"> Through probing questions, learners to identify dangers when handling wastes in school. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting. Using multimedia resources, learners to outline safety measures in handling waste in school. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting. Learners simulate safety measures when handling waste in school. Learners with speech difficulties could point or write or type or use 	<ol style="list-style-type: none"> What dangers are we likely to face when handling different types of waste in school? How should we safely handle different types of waste in school?

			<p>them based communication boards/flash cards. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting.</p> <ul style="list-style-type: none"> Learners to participate in activities that promote safe disposal of waste in school. Activities to include promoting knowledge and passing messages to the school community. Learners with fine motor difficulties and amputees could be assisted by peers and teacher aide in sorting. 	
<p>Core Competences to be developed: Communication and collaboration: promoting safety measures through messages; Digital literacy: use of multimedia resources.</p>				
<p>Link to PCIs: ESD: Environmental Education: managing waste responsibly, safety and security, practice safety measures in handling waste in school.</p>			<p>Links to values: Respect and unity: Working In purposive groups and pairs</p>	
<p>Links to other learning activity areas: Languages: Terms used in waste disposal.</p>			<p>Suggested Community Service Learning activity: Inviting a resource person to share on waste management.</p>	
<p>Suggested non formal activity to support learning: Participating in safe disposal of waste in school.</p>			<p>Suggested assessment: oral questions and observation.</p>	
<p>Suggested Resources: Multimedia resources, theme based communication boards, flash cards, pictures and photos, resource person</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Learner correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Learner identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school with prompts.	Learner identifies waste or dangers; safely sorts waste for appropriate disposal or promotes safety in waste disposal at school with assistance.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Caring for the environment	3.5 Caring for water (5 Lessons) 3.5.1 Keeping stored water safe	By the end of the sub-strand, the learner should be able to: a) state the importance of keeping water safe for human and animal use at home and school; b) participate in keeping stored water safe at home and school; c) appreciate importance of keeping stored water safe for human and animal use.	<ul style="list-style-type: none"> • Learners to take an excursion around the neighbourhood to identify safely stored or unsafely stored water. Then In purposive groups, learners to discuss the importance of keeping water safe. Learners with manipulative and movement challenges could be assisted by peers, teacher aide to perform tasks according to their ability • In purposive groups, learners share experiences on what makes water unsafe at home and school .Learners with manipulative and movement challenges could be assisted by peers, teacher aide to perform tasks according to their ability. • Using multimedia resources, Learners identify ways of 	How could we keep stored water safe?

			<p>keeping stored water safe.</p> <ul style="list-style-type: none"> • Learners observe demonstrations on methods of keeping stored water safe at home and in school. 	
	3.5.2 Re-using water	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Suggest/write/print/draw how water could be re-used at home and school;</p> <p>b) participate in re-using water to reduce wastage at home and school.</p>	<ul style="list-style-type: none"> • In purposive groups, learners discuss how water could be re-used at home and school. Learners with speech difficulties could write/point/draw or use theme based communication boards • Using video clips, videos, pictures and photographs, learners to observe various ways of re-using water. • Learners to visit the community to find out how water is re-used to reduce wastage. Learners with mobility difficulties could be assisted by peers to move around. Learners with muscular dystrophy and brittle bones could be guided to walk on safe terrains to avoid injury. • Learners to suggest how they could participate in 	How could we re-use water at home and school?

			re-using water to reduce wastage at home and school. Learners with speech difficulties could write/point/draw or use theme based communication boards.	
Core-competence to be development: Communication and collaboration: Groups sharing experiences, critical thinking and problem solving: water conservation.				
Links to PCIs: ESD: Environmental conservation, caring for water.			Links to values: Responsibility in keeping water safe	
Links to other learning activity areas (s): Hygiene and Nutrition: waste management			Suggested community Service Learning activity: Excursion to the school neighbourhood to interact with the community to find out how they store water.	
Suggested non-formal activity to support learning: Organize a clean and safe storage of water week to enrich learners experience.			Suggested assessment: Oral questions and observation. Filling in a teacher made activity sheet on caring for water.	
Suggested Resources: Theme based communication board, water, containers, photos and pictures, water containers				

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keeping stored water safe	Learner consistently and correctly states the importance and participates in keeping stored water safe.	Learner correctly states the importance and participates in keeping stored water safe.	Learner states the importance and participates in keeping stored water safe with prompts.	Rarely states importance or participate in keeping stored water safe with assistance with assistance.
Re-using water to control wastage.	Learner consistently and correctly suggests how water is re-used and participates in re-using water to control wastage.	Learner correctly suggests how water is re-used and participates in re-using water to control wastage.	Learner correctly suggests how water is reused and participates in re-using water to control wastage with prompts.	Rarely suggests how water is re-used or participates in re-using water to control wastage with assistance with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5.3 Conservation of Energy (5 Lessons) 3.5.3.1 Communicating energy conservation messages.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize appropriate messages on energy conservation; b) create energy conservation messages to promote awareness in school and home; c) display energy conservation messages to create awareness in school; d) demonstrate interest in energy conservation for improvement and protection of the environment. 	<ul style="list-style-type: none"> • Through probing questions, learners discuss reasons for conserving energy. Learners with speech difficulties could point, write, draw or use gestures/communication boards • Using video clips, newspaper cuttings and brochures, learners identify simple messages on conserving energy. Learners with speech difficulties could point, write, draw or use gestures/communication boards • In purposive pairs, learners to create simple persuasive energy conservation messages. Learners with fine motor difficulties and amputees and teacher aide in creating awareness messages using assistive devices like head pointers. • Learners display and peer assesses the energy 	What messages could be used to communicate conservation of energy?

			<p>conservation messages. Learners with speech difficulties could point, write, draw or use gestures/communication boards.</p> <p>Learners with motor difficulties and those with amputation could be assisted by peers or encouraged to perform ability level tasks.</p> <ul style="list-style-type: none"> • In purposive groups, learners are guided to read aloud the energy conservation messages they develop. Learners with speech difficulties could write/type or use communication board or flash cards to express opinion 	
<p>Core Competences to be developed: Communication and collaboration: Creating energy conservation messages. Imagination and creativity: Creating energy conservation messages. Learning to learn: gathering information on energy conservation messages. Self efficacy: show casing their messages.</p>				
<p>Link to PCIs: ESD: Environmental Education: passing information on conservation</p>			<p>Links to values: Responsibility and unity: cooperation in creating messages.</p>	
<p>Links to other learning activity areas: Languages; Movement and Creative activities: Creating energy conservation messages and reciting a poem</p>			<p>Suggested Community Service Learning activity: Communicating energy conservation messages to the community.</p>	
<p>Suggested non formal activity to support learning: Hold inter-class display on energy conservation messages</p>			<p>Suggested assessment: observation, oral question and project on developing messages.</p>	
<p>Suggested Resource: - Theme based communication boards, flash cards, video clips, newspaper cuts outs, brochures, chars on energy conservation, photos and pictures, head pointers, computer</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and correctly recognizes, creates and displays energy conservation messages.	Learner correctly recognizes, creates and displays energy conservation messages.	Learner recognizes, creates and displays some energy conservation messages with prompts.	Learner recognizes, creates or displays energy conservation messages with assistance.

GRADE 3

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather (5 Lessons) 1.1.1 Exploring unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions; b) observe the effects of unfavourable weather conditions for safety; c) develop curiosity in identifying effects of weather conditions in the environment.	<ul style="list-style-type: none"> • Using relevant stimuli materials, learners to discuss the meaning of unfavourable weather conditions (<i>floods and drought</i>) Learners with speech difficulties could point on the chart or use communication board. • Using multimedia resources, learners to play relevant educative games on effects of unfavourable weather conditions. Learners with manipulative and mobility difficulties could be assisted by peers or teacher aide or use assistive devices. • In purposive groups, learners to share their experiences on effects of unfavourable weather conditions. • Learners to simulate unfavourable weather conditions and the effects. • Learners to listen to stories on unfavourable 	<ol style="list-style-type: none"> 1. How could weather conditions be unfavourable? 2. What happens when the weather conditions become unfavourable?

			weather conditions and its effects from elders in the community. Learners with speech difficulties could use communication devices.	
	1.1.2 Keeping safe from unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe from unfavourable weather conditions; b) keep safe from unfavourable weather conditions; c) demonstrate knowledge of keeping safe from unfavourable weather condition.	<ul style="list-style-type: none"> • using age appropriate stimuli, learners could be guided to identify ways of keeping safe from unfavourable weather conditions (floods, drought) • In purposive groups, learners share experiences on how to keep safe from unfavourable weather conditions. • Learners to simulate how to keep safe from unfavourable weather conditions. Use of gestures for learners with speech difficulties or signs. • Learners to gather information from parents or guardians or house parents on how to keep safe during unfavourable weather conditions and report back. 	How could we keep safe from unfavourable weather conditions?

Core Competences to be developed: Communication and collaboration: Working when in group. Critical thinking and problem solving: As they solve issues on how to keep safe. Digital literacy: Play relevant educative games on effects of unfavourable weather conditions.	
Link to PCIs: ESD: Environmental Education; effects of unfavourable weather; Disaster Risk Reduction, concern on effects of unfavourable weather Citizenship: Social Cohesion: Learners share experiences	Links to values: Responsibility; respect-learners share experiences In purposive groups
Links to other learning activity areas: Languages: listening to cultural stories on weather, terms used in.	Suggested Community Service Learning activities: Learners to interact and find out from their parents or guardians on how to keep safe during unfavourable weather conditions.
Suggested non formal activity to support learning through application: Learners to develop keep safe messages for the school.	Suggested assessment: Written work, oral questioning and simulated computer exercises.
Suggested Resources: Chart showing various weather, conditions, pictures, video clips	

Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring unfavourable weather conditions	Learner consistently and correctly describes unfavourable weather and identifies its effects	Learner demonstrates ability to observe and identify effects of unfavourable weather and keep safe from unfavourable weather conditions.	Learner demonstrates some knowledge to observe and identify effects of unfavourable weather and how to keep safe with prompts.	Learner demonstrate ability to observe and identify effects of unfavourable weather and keep safe with assistance.
Keeping safe from unfavourable weather conditions	Learner consistently and correctly identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions.	Learner correctly identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions.	Learner identifies ways of keeping safe and demonstrates knowledge of keeping safe from unfavourable weather conditions with prompts.	Learner identifies ways of keeping safe or demonstrates knowledge of keeping safe from unfavourable weather conditions with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 Environment and its resources	1.2 Water (5 lessons) 1.2.1 Making water safe for use	By the end of the sub-strand, the learner should be able to: a) identify ways of making water clean and safe for use at home; b) make water clean and safe using different methods; c) construct a simple water filter for cleaning water at home; d) appreciate clean and safe water for use to reduce health risks.	<ul style="list-style-type: none"> • Learners to listen and respond to case story on the need to use clean and safe water. Learners with speech difficulties could use gestures • Learner to share experiences on how to make water clean and safe for use at home. Learners with speech difficulties could use gestures or signs. • Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling). Learners with speech difficulties could use the communication board. • Learners to make a simple water filter using locally available materials. 	How could we make water clean and safe for use at home?

			<p>Learners with manipulative difficulties could be assisted in making simple water filter.</p> <ul style="list-style-type: none"> Learners to decant filter and boil water to make it clean and safe for use. <p>Learners with manipulative difficulties could be assisted by peers.</p> <p>Learners with epilepsy could work in fire with assistance.</p>	
<p>Core-competence to be developed: Critical thinking and problem solving: As they work on how to clean dirty water. Communication and collaboration: As they work as a group. Imagination and creativity: As they make a simple water filter.</p>				
<p>Links to PCI's: ESD-Environmental Education: Environment and water, Effective communication: learners name methods of making water clean and safe for use</p>			<p>Links to values: Responsibility: As they take care of resources. Unity: Working in harmony.</p>	
<p>Links to other learning activity areas (s): Hygiene and Nutrition: Good health Art: Literacy: As they use videos.</p>			<p>Suggested Community Service Learning activities: sharing with parents or guardians on different ways of making water clean and safe for use.</p>	
<p>Suggested non-formal activity to support learning through application: Giving a message at the school assembly on clean and safe water for use.</p>			<p>Suggested assessment: Oral questions, observe as they work In purposive groups, written questions, project work on making water filter.</p>	
<p>Suggested Resources: Water, containers, filter papers, store/jiko, sieve, charts, pictures</p>				

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> Learner consistently and correctly identifies ways of making water clean, creatively constructs a simple water filter, and makes water clean and safe for use at home. 	Learner correctly identifies ways of making water clean, constructs a simple water filter, and makes water clean and safe for use at home.	Learner identifies ways of making water clean, constructs a simple water filter, and makes water clean and safe for use at home with prompts.	Learner identifies ways of making water clean, constructs a simple water filter, or makes water clean and safe for use at home with assistance.

Strand	Sub –strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.3 Soil (10 Lessons) 1.3.1 Exploring soil characteristics	By the end of the sub-strand, the learner should be able to: a) differentiate soils by texture from provided soil samples; b) differentiate soils by size of soil particles from provided soil samples; c) name the three types of soils based on their characteristics; d) Develop interest in characteristics of soils as an environmental resource.	<ul style="list-style-type: none"> Learners to explore the environment and collect different soil samples (sand, loam and clay) Learners with mobility difficulties could be assisted in movement In purposive groups, learners to feel between their fingers the different soil samples and record findings (course, medium, fine) . Learners to share their experiences on how different samples of soils feel between their 	How could we differentiate types of soils?

			<p>fingers. Learners with missing fingers to use alternative functional part of the body.</p> <ul style="list-style-type: none"> • Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles). • Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner. Learners with manipulative difficulties could be assisted by peers, teacher aide. • Learners find out from parents or guardians or house parents on the types of soils found in their locality and report back. Learners with speech difficulties could use assistive devices like the rubber stamp or communication board. 	
<p>Core-competence to be development: Communication and collaboration: As they work In purposive groups. Critical thinking and problem solving: As they explore the environment collecting sample of soil. Learning to learn: As they find out from parents on soil found at home</p>				
<p>Links to PCI's: Effective communication: learners name types of soil; ESD: Environmental Education: Environment and soil.</p>			<p>Links to values: Unity –In purposive groups learners discuss characteristics of soil.</p>	

<p>Links to other learning activity areas (s): Movement and Creative Arts activities – displaying types of soils.</p> <p>Language – Terms used in exploring soil.</p>	<p>Suggested community Service Learning activities: Find out and report back from parents or guardians on the types of soils found in their locality</p>
<p>Suggested non-formal activity to support learning through application: Recite a poem on soil.</p>	<p>Suggested assessment: Oral questions, observation as they work In purposive groups, written questions, assessing the displayed project.</p>
<p>Suggested Resources: Soil samples, glue, card boards, containers, communication board, and universal rubber stamp.</p>	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Learner correctly differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Learner differentiates soil textures, size of particles and deduces name of soil based on their characteristics with prompts.	Learner differentiates soil textures, size of particles or deduces name of soil based on their characteristics with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.4 Plants (10 Lessons) 1.4.1 Categorizing plants.	By the end of the sub-strand, the learner should be able to: a) Identify different types of plants; b) categorize plants in the immediate environment according to specified features; c) Appreciate the rich diversity that in plants.	<ul style="list-style-type: none"> Learners to carry out a nature walk to observe and identify the plants (edible/non-edible, thorny/non-thorny, and poisonous/non poisonous). Learners with mobility difficulties could be assisted in movement by peers. 	How could we categorize plants?

			<ul style="list-style-type: none"> • Learners to take photographs of different plants during the nature walk. Learners with manipulative difficulties could be assisted. • Using relevant stimuli materials, learners to be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous) (purposive grouping). • Learners to draw one type of plant and share their work with others. Learners with motor difficulties could colour already drawn plants. 	
	1.4.2 Safety when handling plants	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) Describe safe ways of handling different plants; b) Observe safety when handling different plants in the immediate environment; c) Appreciate the need to handle plants responsibly to reduce health risks. 	<ul style="list-style-type: none"> • Learners to watch video clips or pictures or posters on safety when handling plants. Learners with epilepsy to use video with low light intensity. • Learners listen to a resource person on safety when handling plants . • Learners to share information on how to handle different plants. Learners with speech difficulties could use communication devices. 	How could we handle plants safely?

			<ul style="list-style-type: none"> Learners to simulate safety when handling plants. Learners with manipulative difficulties could be encouraged to participate according to their ability 	
Core Competences to be developed: Critical thinking and problem solving: As they stimulate safety in handling plants. Cooperation and collaboration: When working as a group.				
Link to PCIs: Disaster risk reduction; safety when handling plants. ESD –Environmental Education			Link to values: Responsibility: Care for plants and respect the rich diversity in plants.	
Links to other learning activity areas: Hygiene and Nutrition – good health.			Suggested Community Service Learning through application: Learners listen to a guest speaker on plant safety.	
Suggested Non formal Activity to support learning: learners to present a message on safe ways when handling plants to enhance safety.			Suggested assessment: oral questions, written questions, e-assessment or quiz.	
Suggested Resources: Plants, coloured pencils, papers, cards, with drawn plants, mobile phones, camera, tablets, ipads				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Categorizing plants	Learner consistently and correctly identifies and categorizes plants according to specified features.	Learner correctly identifies and categorizes plants according to specified features.	Learner identifies and categorizes plants according to specified features with prompts.	Learner identifies or categorizes plants according to specified features with assistance.
Safety when handling plants	Learner consistently and correctly describes and observe safety when handling plants	Learner correctly describes and observes safety when handling plants.	Learner describes and observes safety when handling plants with prompts.	Learner describes or observes safety when handling plants with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key question
1.0 Environment and its resources	1.5 Animals (10 Lessons) 1.5.1 Importance of Animals	By the end of the sub-strand, the learner should be able to: a) State different uses of animals to people; b) identify the different animals that provide food products people; c) Appreciate the importance of animals to the people.	<ul style="list-style-type: none"> Learners to use stimuli materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction). Learners with speech difficulties could match pictures. Learners discuss the different food products people get from animals (meat, milk, eggs, honey). Learners with speech difficulties could match pictures or use communication devices. In purposive groups, learners make a journal on uses of animals to people as a class project. Learners discuss the suggested assessment criteria for the project and timeframe. Learners with speech difficulties to use communication devices. 	What are the uses of animals to people?
<p>Core Competence to be developed: Learning to learn: As the learner discuss the assessment criteria .Critical thinking and problem solving: Creativity and imagination: As the learner make a journal as a class project. Communication and collaboration: As they work as a group.</p>				
<p>Link to PCI's: ESD: animal welfare Education: Environment and its resources. Life skills: Effective communication; learners state the importance of animals to humans.</p>			<p>Link to values: Responsibility: Work in group, care, love learning for animals: learners appreciate the usefulness of animals to people.</p>	
<p>Link to other learning activity areas : Environmental activities: appreciating God's creation.</p>			<p>Suggested community service learning activity: Finding out on the uses of different animals from parents or guardians.</p>	

Suggested non formal activity to support learning: learners to display the class project for the other learners to appreciate.	Suggested assessments Oral questions, observe as they work In purposive groups, written questions.
Suggested Resources: Flash cards, pictures, charts, video clips	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaching expectations	Below expectation
Learner consistently and correctly states the uses of animals to people and identifies different food products people get from animals.	Learner correctly states the uses of animals to people and identifies different food products people get from animals.	Learner states the uses of animals to people and identifies different food products people get from animals with prompts.	Learner states the uses of animals to people or identifies different food products people get from animals with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 Environment and its resources	1.6 Energy: Heat (10 Lessons) 1.6.1 Sources of Heat	By the end of the sub-strand, the learner should be able to: a) Identify sources of heat in the environment; b) Match different sources of heat to their fuels in the environment; c) Appreciate the different sources of heat in the community.	<ul style="list-style-type: none"> • Using relevant stimuli materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove) • Learners to think pair and share their experiences on sources of heat at home and community. Learners with speech difficulties could mime mum use gestures • In purposive groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene). • Learners interact with parents or guardians or house parents to appreciate the types of fuels used in the community and report back. Learners with speech difficulties 	What are the sources of heat?

			could use communication boards.	
	1.6.2 Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) Identify uses of heat energy in the environment; b) Use heat energy responsibly to promote conservation and safety; c) Appreciate conservation of heat energy in daily life.	<ul style="list-style-type: none"> Learners to discuss uses of heat energy (warming, cooking, ironing, drying). Learners with speech difficulties could use communication board. Learners to use multimedia resources to find out uses on heat energy in daily life. Learners with speech difficulties could use communication board. In purposive groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying) 	How is heat energy used in daily life?
	1.6.3 Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) Identify materials that can start fire in the house; b) Identify the dangers of heat energy;	<ul style="list-style-type: none"> Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity). Learners 	<ol style="list-style-type: none"> What are the dangers of heat energy? Which materials cause fire?

		<p>c) demonstrate how to move out of the house in case of a fire outbreak.</p>	<p>are guided to identify common causes of fire.</p> <ul style="list-style-type: none"> Learners simulate how to move out of the house in case of a fire outbreak. Learners with mobility difficulties could be assisted by peers or teacher aide. Learners to visit a fire station or listen to a resource person for more information on fires and safe evacuation procedures. Learners with mobility difficulties could be assisted by peers or teacher aide. Learners to develop “Dos” and “Don’ts” list during fire. The list should be shared at school and at home. 	<p>3. How should we safely evacuate a person from a fire?</p>
<p>Core-competence to be development: Collaboration and communication: As they work as a group. Learning to learn.</p>				
<p>Links to PCI’s: ESD: Disaster risk reduction: As they learn changes of fire Environmental Education: Environment and its resources: Energy Life skills: Effective communication; learners discuss In purposive groups dangers of heat at home.</p>			<p>Links to values: Cooperation: Working In purposive groups. Responsibility: Taking care of the resources.</p>	
<p>Links to other learning activity areas (s): Hygiene and Nutrition</p>			<p>Suggested community Service Learning activity: visit to a fire station</p>	

Suggested non-formal activity to support learning through application: Sharing the DOs and DONT's during fire outbreak in a school assembly.	Suggested assessment: observation, oral questions, and written exercises.
Suggest Resources: Realia, charts, flash cards, pictures, video clip, assistive and mobility devices.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Sources of heat	Consistently and correctly identifies sources of heat and matches the heat to their fuels.	Correctly identifies sources of heat and matches the heat to their fuels.	Identifies sources of heat and matches the heat to their fuels with prompts.	Identifies sources of heat or matches the heat to their fuels with assistance.
Uses of heat in the environment	Learner consistently and correctly identifies and uses heat sources and appreciates conservation of heat in the environment.	Learner correctly identifies and uses heat sources and appreciates conservation of heat in the environment.	Learner identifies and uses heat sources and appreciates conservation of heat in the environment with prompts.	Learner identifies and uses heat sources or appreciates conservation of heat in the environment with assistance.
Dangers of heat	Consistently and correctly identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Correctly identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Sometimes identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Rarely identifies material that can start fire, dangers of heat or demonstrates moving out for safety.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>2.0 Social environment</p>	<p>2.1 Harmonious Living in the Community (25 Lessons) 2.1.1 Sanitation in the community</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Describe ways of keeping the market place clean;</p> <p>b) Participate in keeping the market place clean to promote social cohesion;</p> <p>c) Appreciate a clean market place for good health.</p>	<ul style="list-style-type: none"> • Learners to visit a market place, explore the sanitation. Learners with mobility difficulties could be assisted. • Learners to observe cleaning activities at a market place from a video clip or photograph. • Learners to reflect think and share their experiences on the sanitation situation in the market place. Learners with speech difficulties could use gestures or communication board. • Learners to discuss ways of keeping the market place clean. Learners with speech difficulties could use gestures. • Learners to discuss the role their parents or guardians house parents play during a market cleaning day. • Learners to display posters with persuasive messages during market cleaning days. Learners with motor difficulties could be assisted by peers. 	<p>How could we keep our market place clean?</p>

	<p>2.2 Keeping safe in the community 2.2.1 Responding to strangers</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify appropriate ways of responding to strangers in the community; Respond appropriately to strangers in the community; Take personal responsibility in keeping safe to limit risks. 	<ul style="list-style-type: none"> Learners to listen actively to a relevant age appropriate case story on responding to strangers. Learners to watch a video clip on how they could respond appropriately to strangers. In purposive groups, learners to reflect, share and report back their experiences about responding to strangers. Learners are guided on how to use phone when in danger. Learners to simulate ways of responding appropriately to strangers. Learners with speech difficulties could use gestures or use communication board. Learners to find out from parents or guardians appropriate ways of responding to strangers. 	<p>How could we respond appropriately to strangers?</p>
	<p>2.2.2 Safe and dangerous places in the community</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify safe places in the community; Identify dangerous places in the community; Keep personal safety in the community; 	<ul style="list-style-type: none"> Learners to discuss and identify safe places in the community. Learners with speech difficulties could use gestures or communication board. 	<p>What are the safe places in the community? What are the dangerous places in the community?</p>

		<p>d) Respond appropriately to security threats in the community.</p>	<ul style="list-style-type: none"> • Learners to discuss and identify dangerous places in the community. Learners with speech difficulties could use gestures. • Learners to do age appropriate community mapping to identify and mark the safe places and dangerous places. Learners with motor difficulties could be assisted by peers or teacher aide. • Learners to recognize indications of dangerous places and situations using the map. • Learners to respond appropriately to threats against safety. • Learners to discuss with their parents or guardians house parents about dangerous places in the community and report back. 	
	<p>2.3 Safe Travel 2.3.1 Basic road safety signs</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Recognize basic road safety signs;</p> <p>b) Use basic road safety signs; appropriately to enable safe travel</p>	<ul style="list-style-type: none"> • Learners to observe stimuli materials to recognize basic road safety signs (pedestrian crossing, stop sign, traffic lights) . • Learners to visit a nearby road or children’s park for 	<p>How do basic road safety signs enable safe travel?</p>

		c) Appreciate the use of basic road safety signs in enabling safe travel.	<p>a demonstration on appropriate use of the basic road signs. Learners with mobility difficulties could be assisted by peers.</p> <ul style="list-style-type: none"> • Learners to play an educative multimedia game on basic road signs. Learners with manipulative difficulties could be assisted by peers. • Learners to ask their parents or guardian or house parents to take them on a safety walk around their neighborhood and report back. 	
	2.4 Environmental and cultural events in the community	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) State how cultural events promote environmental and social wellbeing in the community;</p> <p>b) Participate in cultural events that promote environmental and social wellbeing in the community;</p> <p>c) Develop interest in environmental and cultural events that promote social wellbeing in the community.</p>	<ul style="list-style-type: none"> • Learners to use stimuli materials on cultural and environmental events in the community. • Learners to discuss on environmental and cultural events that promote social wellbeing (tree planting, cultural festivals). Learners with speech difficulties could use communication board. • In purposive groups, learners to design posters on messages that promote cultural and environmental events to promote social well being . 	<ol style="list-style-type: none"> 1. What is the importance of environmental and cultural events? 2. How could we participate in environmental and cultural events in the community?

			<ul style="list-style-type: none"> Learners to inquire from elders, parents or guardians or house parents about environmental and cultural events that promote social wellbeing and report back. Learners with speech difficulties could write mime or use gestures when reporting. 	
Core Competences to be developed: Creativity and imagination: As they design posters. Communication and collaboration: As the discuss. Learning to learn: gathering information from parents or guardians				
Link to PCIs: Citizenship: social cohesion; learners discuss roles of community in caring for environmental resources ESD: Environmental Education, harmonious living in the community.			Link to values: Responsibility: As they carry out given activities Respect: As they discuss and talk to elders. Cooperation: As they talk to elders.	
Links to other learning activity areas: Movement and Creative activities, Languages: on listening to case stories.			Suggested Community Service Learning activities: Learners gathering information from parents or guardians.	
Suggested non formal activity to support learning through application: sharing messages during community events.			Suggested assessment: Observation, oral questions and written work.	
Suggested Resources: Road signs, charts, area maps, realia, pictures, video clips				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Sanitation in the community	Learner consistently and actively participates in keeping the market place clean and appreciates a clean market.	Learner actively participates in keeping the market place clean and appreciates a clean market.	Learner participates in keeping the market place clean with prompts.	Learner participates in keeping the market place clean with assistance.
Keeping safe in the community	Learner creatively and appropriately responds to strangers and takes personal responsibility to keeping safe.	Learner responds appropriately to strangers and takes personal responsibility to keeping safe.	Learner responds to strangers appropriately or takes personal responsibility to keeping safe with prompts.	Learner responds to strangers appropriately or takes personal responsibility to keeping safe with assistance.
Safe and dangerous places in the community	Learner consistently and correctly identifies safe and dangerous places and responds appropriately to security threats.	Learner correctly identifies safe and dangerous places and responds appropriately to security threats.	Learner identifies safe and dangerous places and responds appropriately to security threats with prompts.	Learner identifies safe and dangerous places or responds appropriately to security threats with assistance.
Basic road safety signs	Learner consistently and correctly identifies and uses basic road safety signs for safe travel.	Learner correctly identifies and uses basic road safety signs for safe travel.	Learner identifies and uses basic road safety signs for safe travel with prompts.	Learner identifies and uses basic road safety signs for safe travel with assistance.
Environmental and cultural events in the community	Learner innovatively and actively identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Learner identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Learner identifies and participates in environmental and cultural events that promote social wellbeing in the community with prompts.	Rarely identifies or participates in environmental and cultural events that promote social wellbeing in the community with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Social environment	2.5 Enterprise projects (25 Lessons) 2.2.1 Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income; b) Determine suitable waste management activity which generate income at school; c) Participate in waste management activity to generate income at school; d) Develop interest in undertaking income generating activities in waste management.	<ul style="list-style-type: none"> • Learners to identify ways of using waste to generate income (Collection, sorting, Reducing Reusing, recycling). Learners with speech difficulties could use communication boards or theme based charts. • Learners to observe varied stimuli materials in waste management activities to derive suitable activities for income generation. • Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity). Learners with speech difficulties could be encouraged to use residual speech paint, write or use flash cards. • Learners to discuss and develop a plan to undertake the income generating activity that will use waste from the immediate environment. Learners with speech difficulties could be encouraged to use residual paint, write or use flash cards • Learners to implement the selected project for managing waste to generate income. 	What activities could learners undertake to generate income from waste management ?

			<ul style="list-style-type: none"> Learners to discuss with parents or guardians on waste management activity that could generate income at home. 	
Core-competence to be developed: Critical thinking and problem solving; reusing and recycling wastes. Communication and collaboration; discussions to build consensus.				
Link to PCI's: ESD: Environmental Education; social environments Financial literacy: Enterprise projects Citizenship: Social cohesion: learners share ideas on income generating activities.			Link to values: Responsibility: learners find out from parents income generating activities	
Suggested non-formal activity: discussion on importance of managing waste to generate income.			Suggested community Service Learning activity: Find more from parents or guardians on how to sell products	
Links to other learning activity areas (s): Mathematics: Money			Suggested assessment : Oral questions ,Project work	
Suggested Resources: Charts, video clips, communication board, pictures				

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner consistently and creatively identifies and determines ways of using waste to generate income and participate actively in the waste management project.	Learner creatively identifies and determines ways of using waste to generate income and participate actively in the waste management project.	Learner identifies and determines ways of using waste to generate income and participate actively in the waste management project with prompts.	Learner identifies and determines ways of using waste to generate income and participate actively in the waste management project with assistance.

Suggested Assessment Rubric

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry on(s)
<p>3.0 Caring for the environment</p>	<p>3.1 Caring for Plants (5 Lessons) 3.1.1 Communicating plant protection messages in the community.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Give ways of protecting plants in the community;</p> <p>b) Create persuasive messages on plants protection in the community;</p> <p>c) Communicate messages that protect plants in the community;</p> <p>d) Appreciate plant protection in the community.</p>	<ul style="list-style-type: none"> • Learners to explore and identify areas where plants have been destroyed in community. Learners with mobility difficulties could be encouraged to explore according to individual ability or be assisted by peers. • Learners to discuss and create plant protection messages. Learners with speech and motor difficulties could be encouraged to participate according to individual ability. • Learners to design plant protection messages using print and electronic media. Learners with speech and motor difficulties could be encouraged to participate according to individual ability. • Learners to display and peer assess the plant protection messages. Encourage individual ability or peer assistance. • Learners to recite or sing songs on plant protection messages during school assembly. Learners with speech 	<p>How could we communicate plant protection messages in the community?</p>

			<p>difficulties could mime, hum, tap, clap or use other gestures.</p> <ul style="list-style-type: none"> Learners to convey the plant protection messages to the community through print and electronic media. Learners with motor difficulties could be encouraged to participate in conveying messages to the community through print and electronic media. 	
Core Competences to be developed: Communication and collaboration, Imagination and creativity and Learning to learn.				
Link to PCIs: ESD: Environmental Education: Care for the environment; caring for plants Citizenship: Plant protection. Life skills: cooperation: creating plant protection messages and peer assessment of messages.			Link to Values: Responsibility learners convey plant protection messages through poems, songs and posters	
Links to other learning activity areas: Language: Terms used in caring for plants Music and Creative Art in reciting poems, singing songs and creating posters			Suggested Community Service Learning activities: communicating plant protection messages to the community in various fora.	
Suggested non formal activity to support learning: Share plant protection messages at school assembly, clubs and societies.			Suggested assessment: written and oral work; observation	
Suggested Resource: Computers, video clips, charts, pictures, flash cards, postures, glue				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly identifies, creates, communicates and appreciates plant protection messages.	Learner correctly identifies, creates, communicates and appreciates plant protection messages.	Learner identifies, creates, communicates and appreciates plant protection messages with prompts.	Learner identifies, creates, communicates and appreciates plant protection messages with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Caring for the environment	3.2 Caring for Animals (5 Lessons) 3.2.1 Caring for animals in distress	By the end of the sub-strand, the learner should be able to: a) Recognize signs of distress in animals; b) Care for animals in distress; c) Appreciate the need to relieve animals of distress.	<ul style="list-style-type: none"> • In purposive groups, learners to discuss their experiences on how animals in distress are handled in the community . Learners with speech difficulties could use residual speech and or communication devices. • Learners to use stimuli materials to develop understanding of various signs of distress in animals. • Learners to visit a nearby farm to learn and practice some care activities for animals. Learners with mobility difficulties could be assisted by peers to move around. Those with brittle bone and muscular dystrophy to observe safety precaution. • Learners to be guided by a guest speaker on animal rights, freedoms and appropriate caring activities to alleviate animal distresses. 	<ol style="list-style-type: none"> 1. What indicates that an animal is in distress? 2. How could we respond to an animal in distress?
Core-competence to be developed: Communication and collaboration in group activities				
Links to PCI's: ESD: Animal Welfare Education, caring for animals Safety and security, safety precaution, movement Life skills: Effective communication ;learners identify signs of distress in animals			Links to values: Responsibility and unity In purposive groups learners work.	
Links to other learning activity areas (s): Environmental activities: appreciating animals as God's creation			Suggested Community Service Learning activities: field visit to a farm to learn about animal care.	

Suggested non-formal activity to support learning: Debate on animal rights.	Suggested Assessment: Oral question and written work.
Suggested Resources: Resource person, charts, video clips, pictures	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner consistently and correctly recognizes, cares and appreciates relieve of distress in animals.	Learner correctly recognizes, cares and appreciates relieve of distress in animals.	Learner recognizes, cares and appreciates relieve of distress in animals with prompts.	Learner recognizes, cares or appreciates relieve of distress in animals with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste (10 Lessons) 3.3.1 Disposing waste in the community.	By the end of the sub-strand, the learner should be able to: a) state ways of managing waste in the community; b) participate in managing waste in the community; c) dispose waste responsibly to limit risks to self, others and the environment.	<ul style="list-style-type: none"> • Learners to discuss various types of waste in the community (avoid sewage and e-wastes). Learners with speech difficulties could be encouraged to residual speech, write or point. • Learners to play a video clip on a waste dump site and identify the various types of waste, how they are sorted and disposed. Learners with motor difficulties could be assisted or encouraged to use individual ability. • Learners to reflect think and share ideas about types of waste and how they could be sorted and disposed. Learners with speech difficulties could be encouraged to 	How could we manage waste in the community?

			<p>write, point, type or use theme based communication boards to give their opinions.</p> <ul style="list-style-type: none"> Learners to demonstrate how to sort and dispose waste in the community. 	
3.0 Care for the environment	3.3.2 Communicating messages on managing waste	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Recognize persuasive messages on how to manage waste; Use hand, print and electronic media to create messages on how to manage waste in the community; Communicate messages on management of wastes in the community. 	<ul style="list-style-type: none"> Learners to observe messages on managing waste from different media. Learners to discuss ways of communicating messages on managing waste. Learners with speech difficulties could be encouraged to write, point, type or use theme based communication boards. Learners to be guided to create messages using different media persuasive messages on waste management. 	How could we communicate messages on waste management?

			<p>Learners with motor difficulties could be encouraged to perform according to their ability or be assisted by peers and teacher aide.</p> <ul style="list-style-type: none"> Learners to peer assess then display to the community the created waste management messages. <p>Learners with motor difficulties could be encouraged to perform according to their ability or be assisted by peers and teacher aide.</p>	
	3.3.3 Engaging parents or guardians in waste management	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify ways of involving parents or guardians or house parents in waste management; Involve parents or guardians or house parents in waste management; Appreciate the participation of parents or guardians or house parents in waste management. 	<ul style="list-style-type: none"> Learners to discuss on ways of involving parents or house parents in waste management. <p>Learners with speech difficulties could be encouraged to point, write, type</p>	How could we involve parents or guardians in waste management?

			<p>or use theme based communication board.</p> <ul style="list-style-type: none"> • Learners to discuss with parents on various ways of managing waste and report back. Learners with speech difficulties could be encouraged to point, write, type or use theme based communication board. • Learners to show case ways of managing waste to parents or guardians or house parents during school events • Learners to involve parents or guardians in establishing simple waste management projects. 	
<p>Core Competences to be developed: Critical thinking and problem solving: As they create themes on management waste. Creativity and imagination: As they create themes. Communication and collaboration: As they discuss ways of management.</p>				

<p>Link to PCIs: ESD: Environmental education; care for environment; managing waste responsibly, Life skills: Effective communication ;learners discuss on waste management</p>	<p>Link to Values: Responsibility and unity: learners are guided to manage waste</p>
<p>Links to other learning activity areas: Environmental activities: Movement and creative activities in creating messages for waste management.</p>	<p>Suggested Community Service Learning activity: involving parents in waste management projects.</p>
<p>Suggested non formal activity to support learning through application: show casing waste management during school events.</p>	<p>Suggested Assessment: written, oral questions, project work</p>
<p>Suggested Resources: computer, communication board (theme based), charts, pictures, flash cards, video clips</p>	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Disposing wastes in the community	Learner consistently and correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Learner correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Learner states ways participates and manages wastes responsibly to limit risks to self and others with prompts.	Rarely states ways participates or manages wastes responsibly to limit risks to self and others with assistance.
Communicating messages on management of wastes	Learner consistently and correctly recognizes uses and communicates appropriate messages for waste management.	Learner correctly states ways participates and manages wastes responsibly to limit risks to self and others.	Learner states ways participates and manages wastes responsibly to limit risks to self and others with prompts.	Learner states ways, participates or manages wastes responsibly to limit risks to self and others with assistance.
Engaging parents or guardians in waste management	Learner consistently and correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Learner correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Learner identifies, involves and appreciates participation of parents or guardians in waste management with prompts.	Learner identifies, involves and appreciates participation of parents or guardians in waste management with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Care for the environment	3.4 Caring for Soil (10 Lessons) 3.4.1 Planting trees to protect soil.	By the end of the sub-strand, the learner should be able to: a) State the importance of planting trees for soil protection; b) Plant trees for soil protection; c) Demonstrate willingness to plant trees to protect soil for environmental sustainability.	<ul style="list-style-type: none"> • Learners to discuss the importance of trees in protecting soil. Learners with speech difficulties to write, point type or use theme based communication board. • Learners to use varied stimuli material to observe how trees protect soil. • Learners to observe demonstration on planting tree seedling to protect (the seedlings to be planted where soil erosion is in progress). • Learners to plant some tree seedlings to protect soil. Learners with motor difficulties to participate according to individual ability. Learners with brittle bones and muscular dystrophy to observe safety precaution. • Learners to share with parents or guardians or house parents how planting tree seedlings protect the soil. Learners with speech difficulties could use residual speech and gestures. 	How do trees protect the soil?

	3.4.2 Improving soil.	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Identify materials used to improve the soil ;</p> <p>b) Apply manure on a seedbed;</p> <p>c) Apply mulch on a seedbed;</p> <p>d) Develop interest in caring for the soil for using environmental sustainability.</p>	<ul style="list-style-type: none"> • Learners observe stimuli material to identify materials used to improve the soil (mulch from organic material, farm yard manure). Learners to use varied stimuli materials to observe how mulch and manure are used to care for soil. • Learners to observe a demonstration on how to mulch and apply manure to a seedbed. Learners with motor difficulties could be encouraged to perform according to individual ability or be assisted by peers/ teacher aide. Those with brittle bones to observe • Learners to mulch and apply manure to a seedbed. Learners wit motor and mobility difficulties could use assistive devices and be assisted by peers. • Learners to share with parents or guardians or house parents on the use of mulch and manure in caring for soil. Learners with speech difficulties could be encouraged to share according to their ability. 	What do we use to improve soil?
<p>Core-competence to be development: Creativity and imagination, Communication and collaboration, critical thinking and problem solving.</p>				

Links to PCI's: ESD-Environmental Education; care for the environment Citizenship: social cohesion, learners In purposive groups use mulch and manure to improve soil.	Links to values: Respect: Learners share experiences on how to mulch and add manure to care for soil: Responsibility: Learners participate in planting trees to care for soil
Links to other learning activity areas (s): Mathematical Activities – Counting number of trees planted or those that need manure.	Suggested community Service Learning activities: Learners share with parents or guardians on the use of mulch and manure in caring for soil.
Suggested non-formal activity to support learning: mulch and apply manure to the school seed bed.	Suggested Assessment: project work ,written questions and observation
Suggested Resources: Communication boards (theme based), pictures, manure, mulch, video clips, seedbed model	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Planting trees to protect soil	Learner consistently and correctly states importance, plants trees and demonstrates willingness to protect soil.	Learner correctly states importance, plants trees and demonstrates willingness to protect soil.	Learner states importance, plants trees and demonstrates willingness to protect soil with prompts.	Learner states importance, plants trees or demonstrates willingness to protect soil with assistance.
Improving soil	Learner consistently and correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Learner correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Learner identifies, applies mulch, manure and develops interest in caring for the soil with prompts.	Learner identifies, applies mulch, manure and develops interest in caring for the soil with assistance.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 Caring for the environment	3.4 Caring for water 3.4.1 Exploring ways of collecting rain water (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) Identify ways of collecting rain water in school and the community; b) Collect rain water at school and the community; c) Appreciate the need of collecting rain water for domestic uses.	<ul style="list-style-type: none"> • Learners to share experiences on ways of collecting rain water. Learners with speech difficulties could use gestures or communication board. • Learners to observe stimuli materials showing ways of collecting rain water in school and community. Learners with speech could use theme based communication boards. • Learners to identify ways of collecting rain water in school and the community. • Learners to improvise means of collecting rain water for use. Learners with manipulative 	How could we collect rain water in school and community?

			<p>according to their ability or be assisted by peers.</p> <ul style="list-style-type: none"> • Learners to inquire from parents or guardians on ways of collecting rain water and report back. Learners with speech difficulties to write or type. 	
	3.4.2 Caring for water reservoirs in the community	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) Identify ways of protecting reservoirs; b) Participate in protecting water reservoirs in the community; c) Appreciate the need to care for reservoirs in the community. 	<ul style="list-style-type: none"> • Learners to observe appropriate stimuli materials, ways of protecting water reservoirs (water tanks). • Learners to identify ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular cleaning). • Learners to visit the community and participate in appropriate activities towards protection reservoirs. 	<ul style="list-style-type: none"> • How could we protect the water reservoirs?

			<p>Learners with mobility and manipulation challenges could be encouraged to use their ability or be assisted to perform activities.</p> <ul style="list-style-type: none"> Learners to sing songs or recite poems supporting caring for water reservoirs. <p>Learners with speech difficulties could mime, hum, tap, stamp or clap.</p>	
<p>Core-competence to be development: Critical thinking and problem solving (protecting water sources and reservoirs), self-efficacy – as they participate in water conservation.</p>				
<p>Links to PCI's: ESD: Environmental Education; caring for environment Citizenship:social cohesion, learners work In purposive groups to identify ways of protecting water sources.</p>			<p>Links to values: Responsibility: Care for resources Respect: As they discuss. Responsibility-learners participate in community activities to protect water sources.</p>	
<p>Links to other learning activity areas (s): Hygiene and Nutrition on care of water.</p>			<p>Suggested Community Service Learning activities: Learners are guided to actively participate in community activities that involve protection of water sources and reservoirs.</p>	
<p>Suggested non-formal activity to support learning: Learners are guided by the teacher to actively participate in community activities that involves caring for water reservoirs</p>			<p>Suggested Assessment: Written work, oral questions.</p>	
<p>Suggested Resources: Communication board, realia, pictures, video clip, charts</p>				

Suggested Assessment Rubric

Sub-strand	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring ways of collecting rain water	Learner consistently and creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Learner creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Learner identifies ways, collects and appreciates need for collecting rain water for domestic use with prompts.	Learner identifies ways, collects and appreciates need for collecting rain water for domestic use with assistance.
Caring for water reservoirs in the community	Learner consistently and correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Learner correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Learner identifies ways, participates in caring and appreciates the need to care for water reservoirs with prompts.	Learner identifies ways, participates in caring and appreciates the need to care for water reservoirs with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5 Caring For Energy (10 Lessons) 3.5.1 Energy conservation campaigns in the community	By the end of the sub-strand, the learner should be able to: a) State ways of promoting energy conservation in the community; b) Participate in energy conservation campaigns in the community; c) Appreciate the need to promote energy	<ul style="list-style-type: none"> Learners to observe multimedia resources showing ways of promoting energy conservation (light and heat energy). Learners to reflect think and share their ideas on promoting energy conservation in the community. Learners 	How could we promote energy conservation?

		<p>conservation in the community.</p>	<p>with speech difficulties could be encouraged to use residual speech and them based communication boards</p> <ul style="list-style-type: none"> • Learners to compose songs, poems, and posters on energy conservation community. Then, pass the message in school and community event. Learners with speech difficulties could be encouraged to mime, hum and those with manipulative difficulties make posters according to their ability or be assisted by peers. • Learners to gather information about energy conservation in the community from parents or guardians or house parents and report back. 	
<p>Core Competences to be developed: Imagination and creativity: As they show ways of promoting energy conservation. Communication and collaboration: As they share ideas on promoting energy conservation. Critical thinking and problem solving: Establish way of promoting energy conservation.</p>				
<p>Link to PCIs: ESD: Environmental Education: care for the environment Citizenship: social cohesion: learners In purposive groups share ideas</p>			<p>Link to values: Responsibility and unity: promoting energy conservation.</p>	

Lifeskills: effective communication.	
Links to other learning activity areas: Languages: Terms used in environmental energy conservation.	Suggested Community Service Learning activities: engaging the community in energy conservation campaign.
Suggested non formal activity to support learning: share ideas on how during school assembly, in clubs and societies.	Suggested Assessments: written questions, oral questions, observation
Suggested Resources: Communication boards/video clips (theme based) bulbs, switches, lamp, energy conversation jiko	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner consistently and creatively states ways, participates and appreciates energy conservation campaign.	Learner creatively states ways, participates and appreciates energy conservation campaign.	Learner states ways, participates and appreciates energy conservation campaign with prompts.	Learner states ways, participates and appreciates energy conservation campaign with assistance.

SUGGESTED LEARNING RESOURCES

The suggested list of learning resources is neither exhaustive nor prescriptive. It is important for the teacher to explore the wealth of learning resources, improvise or collect during a field study. The suggested resources include:

- Local environment
- Real objects/Specimens/ realia
- Maps
- Photographs, pictures paintings, flash cards and posters
- Internet sources
- TV/video/films/slides
- Live Radio Broadcasts
- Vetted Digital resources, educational computer games
- Approved textbooks and other printed resources
- Workbooks, Worksheets, Activity sheets
- Resource persons
- Weather instruments
- Artifacts
- Museum/historical sites
- Newspaper cuttings
- Magazines/journals
- Libraries
- Display Boards

APPENDIX 1: SUGGESTED ASSISTIVE DIVICES, ENVIRONMENTAL ADAPTATIONS, TIME AND ADAPTATIONS INASSESSMENT

1. SUGGESTED ASSISTIVE DEVICES

The suggested assistive devices have been categorized into 3 groups:

- a) Instructional devices
- b) Positioning devices
- c) Mobility devices

a) INSTRUCTIONAL DEVICES

- Head pointers
- Page turners
- Mouth operated pointers
- Pen/pencil holders/grips
- Book holders
- Stabilizers
- Adapted tools and equipment
- Adapted computers
- Adapted books

NOTE: Adaptation and modification of learning resources should be done to suit the individual learners' needs.

b) POSITIONING DEVICES

- Adapted chairs/desks
- Adapted tables
- Adjustable boards
- Corner seats
- Stenders

- Floor seaters
- Prone wedgers
- Orthotics
- Straps

c) MOBILITY DEVICE

- Crutches
- Calipers
- Walkers
- Wheelchairs
- Braces
- Canes
- Prosthesis
- Artificial limbs

2. SUGGESTED HUMAN RESOURCES

- Physiotherapists
- Occupational therapists
- Speech therapist
- Teacher aide

3. SUGGESTED ENVIRONMENTAL ADAPTATIONS

Provide a barrier free environment

- Wide doors
- Ramps
- Railings
- Handrails
- Walk-ways
- Sanitation facilities

- Lifts
- Low door handlers
- Low switches
- Low water taps
- Storage facilities

Safety precaution measures

- Avoid slippery floors
- Clutter free environment
- Barrier free walkways

4. TIME

Instructional and examination time to vary according to the needs of the learner.

5. SUGGESTED ADAPTATIONS IN ASSESMENT

- Oral testing
- Audio recording
- A person writing or recording with learners instructions
- Use of computer
- More time

The target **learner** here is one with difficulties in writing.

NOTE: Deviations in levels of accuracy and time allocation should be allowed based on the individual learners' physical limitations (KNEC to workout modalities of fixing time).