



REPUBLIC OF KENYA

PRE PRIMARY 2

FOR

VISUAL IMPAIRMENT

**ENVIRONMENTAL, MATHEMATICS, PSYCHOMOTOR AND CREATIVE
ACTIVITIES**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWARD

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 ‘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, imagination and creativity, 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 contains the National Goals of Education, outcomes for Early Years Education (EYE), general outcomes for the learning area and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the strands to values, Pertinent and Contemporary Issues (PCI) and to other learning areas.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

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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 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 instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare the 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with 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 Kenya 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 learner with opportunities for shared responsibility and accountability through community service learning.

- 6. Promote respect for and development of Kenya's rich and varied cultures**
Education should instil 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards 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 end of Early Years Education, the learner should be able to:

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cut across all the activity areas. Learning at the pre-primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

1. MYSELF

- Parts of the body
- My clothes
- My friends

2. FAMILY

- Family members
- Clothes worn by family members
- Foods eaten

3. OUR HOME

- Our house
- Buildings
- Utensils
- Animals
- Furniture
- Work done
- Plants found at home

5. OUR SHOOOL

- Our class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Environmental Activities	5
4.	Psychomotor and Creative Activities	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	25

Note:

1. The time allocated for each activity area is 30 minutes.
2. There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

ENVIRONMENTAL ACTIVITIES

Essence statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore experiment and interact with the immediate environment. This enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General learning outcomes

By the end of pre-primary education the learner should be able to:

- a) observe proper hygiene, sanitation, and nutrition to promote good health,
- b) explore the immediate environment for learning, conservation and enjoyment,
- c) apply technological skills for learning and enjoyment within their local environment,
- d) demonstrate acquisition of social skills for interpersonal relationship,
- e) appreciate the rich and diverse cultural heritage in the local environment,
- f) make appropriate choices for safe interaction with the immediate environment.

ENVIRONMENTAL ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Social Environment	1.1 Myself (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness; b) Tell the uses of ears, nose mouth and eyes. for self-awareness; c) Appreciate one's body parts for self-esteem.	<ul style="list-style-type: none"> • Learners could be guided to sing songs and say poems on body parts • Learners could be guided to identify different parts of the body from a chart and on self • Learners could be guided to play different games on body parts • Learners could be guided to tell the uses of different body parts • learners could be guided to draw or model parts of the body 	<ol style="list-style-type: none"> 1. What are the parts of your body? 2. What are the uses of your body parts? <ul style="list-style-type: none"> - Nose - Mouth - Hands
Core-Competences to be developed <ul style="list-style-type: none"> • Citizenship-working in groups • Learning to learn-playing and listening to stories • Self-efficacy-talking about themselves • Collaboration and communication-when discussing 				
Link to Pertinent and contemporary issues(PCI's): - Life Skills-Self Awareness and Self-Esteem			Link to values: <ul style="list-style-type: none"> • respect • responsibility 	
Links to other activity areas: <ul style="list-style-type: none"> • Language - Activities • Psychomotor and Creative activities • Religious Education Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • `Learners to visit a special school 	
Suggested Non-Formal Activities			Suggested Assessment:	

<ul style="list-style-type: none"> Clubs and Societies 	<ul style="list-style-type: none"> Observation using observation schedules checklists Portfolios oral questions
Suggested Resources: Charts, models.	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently talk about body parts and tell stories about and not taking care of the body parts.	Learner is able to talks about body parts and their uses.	Learner is able to talk about body parts and their uses with assistance	Learner is able to talk about body parts and not about the use.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Our School (10 Lesson)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> talk about work done by different people in the school; participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships; appreciate the school community for harmonious living. 	<ul style="list-style-type: none"> Learners could be guided to name people found at school like teachers, watchman, driver etc Learners could be guided to be taken round the school identifying the people by the work they do Learners could be guided to mention the work done by people in school Learners could be guided to role play work done by people at school Learners could be guided to be guided in coming up with rules and regulations of their class 	<ol style="list-style-type: none"> Who are the people found at school? What work is done by people at school? How do we come up with rules and guidelines? What are the dos and don'ts in the class

			<ul style="list-style-type: none"> • Learners could be guided to sing songs about work done by people in the school • Learners could be guided to draw and model people in school 	
Core-Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration-making rules • Learning to learn-following the rules • Citizenship-reinforcing the rules and following 				
Link to Pertinent and contemporary issues(PCI's): <ul style="list-style-type: none"> • Citizenship-Social Cohesion- Nationhood and Nationalism 			Links to values: <ul style="list-style-type: none"> • Responsibility • Cooperation 	
Links to other activity areas: <ul style="list-style-type: none"> • Language activities, • Religious education activities, • Psychomotor and Creative Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Parental engagement: parents to enhance following rules at home 	
Suggested Non-Formal Activity <ul style="list-style-type: none"> • Field trips, • Clubs and societies • Sports and games 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions 	
Suggested Resources: Buildings, people in school				

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently talk about work done by people in the school and observe rules and regulations and further support others to observe the rules.	Learner is able to talks about work done by people in the school and observe rules and regulations	Learner is able to consistently talk about work done by people in the school but cannot observe rules and regulations	Learner is not able to talk about work done by people in the school and does not know school rules and regulations

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.3 Our Home</p> <p>1.3.1 Structures /buildings</p> <p>(10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Name different structures and buildings found at home;</p> <p>b) Identify different buildings and structures at home;</p> <p>c) Talk about the uses of buildings and structures at home;</p> <p>d) Appreciate buildings and structures.</p>	<ul style="list-style-type: none"> • Learners could be guided to name different structures and buildings at home • Learners could be guided to identify structures found at home in the environmental activities area in the classroom • Learners could be guided to talk about uses of buildings and structures at home • Learners could be guided to view or listen to videos of buildings and structures at home. • Learners could be guided to observe or describe charts of peoples working, buildings, structures and tools used at home • Learners could be guided to draw or describe buildings and structures at home 	<ol style="list-style-type: none"> 1. Which are the buildings and structures found at home? 2. What are the uses of different structures and buildings found at home?
<p>Core-Competences to be developed</p> <ul style="list-style-type: none"> • Self-efficacy-role play, • Communication and collaboration-discussion 				

<ul style="list-style-type: none"> • Learning to learn-as they role play • Citizenship-discussion • Creativity and imagination- drama, role play 	
Links to Pertinent and contemporary issues (PCI's): <ul style="list-style-type: none"> • Life skills, • Citizenship • Education For Sustainable Development 	Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Peace • Respect
Links to other activity areas: <ul style="list-style-type: none"> • Psychomotor and creative activities, • Language activities 	Suggested Community Service Learning: <ul style="list-style-type: none"> • Parental engagement
Suggested Non-Formal Activity to support learning : <ul style="list-style-type: none"> • Field trips • Clubs and societies 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Assessment Rubrics

Structures and Buildings in our home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently name, identify and talks about uses of buildings and structures at home and describe how they.	Learner is able to identify and talks about uses of buildings and structures at home	Learner is able to identify and talk about uses of buildings and structures at home with assistance.	Learner is able to unable to identify buildings and structures at home with difficulties.

	<p>1.3.2 People found at home</p> <p>10 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) name people found at home for self-awareness;</p> <p>b) tell the relationships between people found at home for harmonious living;</p> <p>c) talk about people found at home for harmonious living;</p> <p>d) talk about work done by people at home;</p> <p>e) appreciate people found at home and the work they do.</p>	<ul style="list-style-type: none"> • Learners could be guided to be guided in naming people found at home, • Learners could be guided to establish the relationship of people found at home • Learners to be guided to talk about work done by different people at home • Learners could be guided to discuss the importance of work done by people at home • Learners to role play work done by people at home • learners to sing songs about work done by people at home • learners could watch or listen videos on people working 	<ol style="list-style-type: none"> 1. Who are the people found at home 2. What work is done by people at home
<p>Core-Competences to be developed</p> <ul style="list-style-type: none"> • Self-efficacy-role play, • Communication and collaboration-discussion • Learning to learn-as they role play • Citizenship-discussion • Creativity and imagination- drama, role play 				
<p>Links to Pertinent and contemporary issues (PCI's):</p> <ul style="list-style-type: none"> • Life skills, • Citizenship • Education For Sustainable Development 			<p>Links to values:</p> <ul style="list-style-type: none"> • Cooperation • Responsibility • Peace • Respect 	

Links to other activity areas: <ul style="list-style-type: none"> • Psychomotor and creative activities, • Language activities 	Suggested Community Service Learning: <ul style="list-style-type: none"> • Parental engagement
Suggested Non-Formal Activity to support learning : <ul style="list-style-type: none"> • Field trips • Clubs and societies 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Assessment Rubrics

People found at home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently talk about people found at home and the work they do using some materials	Learner is able to talks about people found at home and the work they do	Learner is able to inconsistently talk about people found at home and the work they do with prompts	Learner is able to talk about people found at home with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.4 Interpersonal Relationship</p> <p>5 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Identify Courteous words used in day today life;</p> <p>b) Use courteous words in day to day life for interpersonal relationship;</p> <p>c) Appreciate the need to use courteous words;</p> <p>d) Use greetings and respond with actions appropriately;</p> <p>e) Show empathy to the needy.</p>	<ul style="list-style-type: none"> • Learners could be guided to be guided to identify courteous words used in their community • Learners could be guided to practice in groups use of courteous words and greetings • Learners could be guided to role play and dramatize use of courteous words • Learners could be guided to dramatize sharing play materials and snacks in a courteous way • Learners could be guided to recite poems on sharing • Learners could be guided to sing songs on greetings at different times of the day. • learners could be guided to watch a video on interpersonal relationship and respond • learners could be guided to watch facial animations of different emotions 	<ol style="list-style-type: none"> 1. which words do you use to show respect to other people 2. How do you greet different people? 3. What do you say to someone who has helped you?
<p>Core-Competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration-through greetings • Citizenship-when practicing greetings and courtesy • Self-efficacy-greetings • Learning to learn-visiting the elderly 				

Link to Pertinent and contemporary issues(PCI's) : <ul style="list-style-type: none"> • Citizenship, • Life skills and values, • Education for Sustainable Development, 	Links to values: <ul style="list-style-type: none"> • Respect • Responsibility • Cooperation
Links to other activity areas: <ul style="list-style-type: none"> • Language Activities • Religion Education Activities • Music and Movement Activities 	Suggested Community Service Learning <ul style="list-style-type: none"> • Parental community involvement guiding the learners to use courteous words
Non-Formal Activity to support learning <ul style="list-style-type: none"> • Nature walk • Clubs and societies • Field visits • Use of resource persons 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and Checklists • Portfolios • oral questions
Suggested Resources: Tactile materials with courteous words.	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently use courteous words, greetings and gestures correctly and support others.	Learner is able to use courteous words, greetings and gestures correctly	Learner is able to consistently use courteous words, greetings and gestures correctly with prompts	Learner is able to use courteous words, greetings and gestures with difficulties.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.5 Neighbourhood (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) identify the classmates by names for harmonious living;	<ul style="list-style-type: none"> • Learners could be guided to listen to a story on the neighbourhood and answer questions • Learners could be guided to tell names of their 	<ol style="list-style-type: none"> 1. Who is a neighbour? 2. What are the names of my classmates?

		b) name the classmates as neighbours for interpersonal relationships; c) identify physical features in the neighbourhood for safety and security; d) appreciate the classmates as their neighbours.	classmates as immediate neighbours <ul style="list-style-type: none"> • Learners to talk about friendship • Learners could be guided to talk about what they can do to their classmates through guided discussion • Learners could be guided to sing songs about their classmates as neighbours • Learners could be guided to identify physical features in their neighbourhood e.g churches, rivers, hills mountains etc. 	3. What physical features found in your neighbourhood? 4. How do you support your neighbour?
Core-Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration-cleaning neighbourhood • Learning to learn-knowing the neighbours • Citizenship-working together 				
Link to Pertinent and contemporary issues(PCI's): <ul style="list-style-type: none"> • Citizenship • Life skills and values • Education for Sustainable Development 			Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect 	
Links to other activity areas: <ul style="list-style-type: none"> • Language Activities • Psychomotor and Creative Activities • Religious Education • Mathematical Activities 			Suggested Community Service Learning/ <ul style="list-style-type: none"> • Visiting the neighbourhood • Cleaning the neighbourhood 	

Suggested Non-Formal Activity <ul style="list-style-type: none"> • Field trips • Nature walk • Clubs and societies 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • portfolios, • oral questions
Suggested Resources: Learners, resource persons, tactile charts, model of the class.	

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Natural Environment	3.1 Plants (10 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) talk about plants in the immediate environment; b) observe or describe plants in the immediate environment; c) talk about the uses of plants in the immediate environment; d) take care of plants found in their immediate environment; e) appreciate plants found in their immediate environment. 	<ul style="list-style-type: none"> • Learners could be guided to observe or touch different types of plants within the school compound and neighbourhood • In groups learners could be guided to talk about different plants • learners could be guided to watch or listen to a video on plants • learners could be guided to water plants both in the nature corner and outside within the school compound • children could sing songs and recite poems on plants • learners could be guided to sort and group different parts of a plant • learners could be guided to colour or describe items using parts of a plant such as leaves and flowers 	<ol style="list-style-type: none"> 1. How do we care for plants? 2. Why do we care for plants 3. What are the uses of plants? 4. Which parts of the plants do we use most?

Core-Competence to be developed <ul style="list-style-type: none"> • Learning to learn • Self-efficacy • Digital literacy • Creativity and imagination • Communication and collaboration 	
Link to Pertinent and contemporary issues and Values: <ul style="list-style-type: none"> • Life skills • Education For Sustainable Development: Environmental conservation • Citizenship 	Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Sharing
Links to other activity areas: <ul style="list-style-type: none"> • Language activities • Mathematics activities • Psychomotor and creative activities. 	Suggested Community Service Learning <ul style="list-style-type: none"> • Visit the neighbourhood and assist in watering plants • Learners could be involved in tree planting in the school and in the community.
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> • Environmental clubs • Field trips • Nature walk • Caring for plants in the nature corner • Planting of seeds in the nature corner 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists • portfolios • oral questions
Suggested Learning Resources: Parts of plants, plants and seedlings	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently talk, and take care of plants in the environment besides planting seedlings	Learner is able to talk, and take care of plants in the environment	Learner is able to talk, and takes care of plants in the environment with prompts	Learner is able to talk and take care of the plants in the environment with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Animals (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about animals in the immediate environment; b) observe animals within the environment; c) appreciate the presence of animals in the environment.	<ul style="list-style-type: none"> • Learners could be guided to name animals within their environment • Learners could be guided to watch or listen to videos on animals • Learners could be guided to model, draw, or describe colour pictures of domestic and wild animals • Learners could be guided to be take a nature walk to observe or describe animals • Learners could be guided to feed the domestic animals • Learners could be guided to pretend or role play about animals • Learners could be guided to match and pair pictures or models of animals using 	1. What are some of the animals found within the immediate environment?

			available technological devices with voice output to identify animals	
Core-Competences to be developed:				
<ul style="list-style-type: none"> Citizenship, self-efficacy, communication and collaboration, learning to learn, creativity and imagination, digital literacy 				
Link to Pertinent and contemporary issues:			Links to values:	
<ul style="list-style-type: none"> Education For Sustainable Development - animal welfare, life skills: effective communication Health- personal hygiene 			<ul style="list-style-type: none"> Respect Responsibility Cooperation 	
Links to other activity areas:			Suggested Community Service Learning	
language, mathematics, creative, moral and religious activities			<ul style="list-style-type: none"> Assist in feeding animals Keep small animals at home Parental engagement 	
Suggested Non-Formal Activities			Suggested Assessment:	
<ul style="list-style-type: none"> Assist in feeding animals in school Keep small animals in the school compound as clubs and societies Parental engagement Wildlife clubs Field trips, nature walk 			<ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions 	

Suggested Learning Resources: Animal models, animal, tactile charts, pictures

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently talk about animals in the immediate environment, observe animals within the environment and further describe what we get from them	Learner is able to talk, and shows interest in animals in the environment	Learner is able to talk about animals in the environment with prompts.	Learner is able to talk about animals in the environment with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Weather (5 Lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> talk about the different weather conditions; observe weather conditions in the immediate environment; appreciate different weather conditions in the environment. 	<ul style="list-style-type: none"> learners to be guided to talk about weather conditions learners to be guided observe weather conditions learners be guided to identify weather symbols on the weather chart with contrast learners to sing songs, recite poems and rhymes about weather conditions learners to be guided to talk about the activities associated with different weather conditions learners could watch or simulations or videos of different weather conditions 	<ol style="list-style-type: none"> What are the common weather conditions? What happens when it is cloudy/ sunny /rainy/ windy? What is the weather condition now? How do we dress during different weather conditions? How does the rain/wind/sun/clouds help us?
Core-Competences to be developed <ul style="list-style-type: none"> Critical thinking and problem solving –dressing according to weather Creativity and imagination- recording symbols on the weather chart Learning to learn- while talking about weather conditions Self-efficacy, self-awareness on dressing according to weather Digital literacy 				
Link to Pertinent and contemporary issues: <ul style="list-style-type: none"> Citizenship- peace education Life skills –Self- esteem creative and critical thinking Education For Sustainable Development- Environmental Education 			Links to values: <ul style="list-style-type: none"> Responsibility Respect Cooperation Sharing 	
Links to other activity areas: <ul style="list-style-type: none"> Psychomotor and Creativity activities 			Suggested Community Service Learning <ul style="list-style-type: none"> Visit the community and learn how to plant during 	

<ul style="list-style-type: none"> • Language activities • Mathematics activities 	rainy season
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> • Field visits • Nature walk • Clubs and societies • Establishing a weather station 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Suggested resources: Tactile weather chart,

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to consistently observe and talk about different weather conditions and further say their adverse effects	Learner is able to observe and talk about weather conditions with.	Learner is able to observe and talk about weather conditions with prompts	Learner is able to observe and talk about different weather conditions with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Water 5 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Talk about sources of water; Talk about the uses of water in the environment; Play with water for enjoyment and discovery ; appreciate the importance of water in the 	<ul style="list-style-type: none"> • learners could be guided to take nature walk in the neighbourhood to identify sources of water • learners could be guided to perform simple experiments with water e.g. floating and sinking, watering seeds to germinate, dissolving substances, filling and emptying • learners could be guided to use water and make clay to model different objects 	<ol style="list-style-type: none"> 1. What are the sources of water? 2. What happens when you place different objects in water? 3. What happens to different substances when put in water? 4. What are the uses of water?

		environment.	<ul style="list-style-type: none"> • learners could be guided to talk about uses of water • learners could be guided to participate in watering plants and crops in the nature corner and flower bed • learners could be guided to sing songs and recite poems about water • learners could be guided to talk about dangers of water masses in their immediate environment e.g. rivers, lakes and swamps • learners could be guided to watch, describe or listen videos on uses and sources of water 	
Core-Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration-discussion • Self- efficacy-observe experiments • Learning to learn-perform simple experiments • Critical thinking and problem solving • Creativity and imagination 				
Link to Pertinent and contemporary issues and Values: <ul style="list-style-type: none"> • Life skills-using water sparingly • Education for Sustainable Development-Disaster Risk management e.g. safety measures in water, financial literacy – using water sparingly, watering plants in the environment 			Links to values: <ul style="list-style-type: none"> • Responsibility • Cooperation • Unity • Respect 	
Links to other activity areas: <ul style="list-style-type: none"> • Psychomotor and Creative activities • Language activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Learn about the water storage practices • Collecting rain water 	

<p>Suggested Non-Formal Activity to support learning</p> <ul style="list-style-type: none"> • Learn about the water storage practices • Collecting rain water • Field visits • Nature walk • Clubs and societies e.g. environmental 	<p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions
<p>Suggested Resources: Water containers watering can, plants, water.</p>	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to talk about water and performs simple experiments with water and further state the importance of water to animals and plants	Learner is able to talk about water and play with it	Learner is able to talk about water and plays with it with assistance.	Learner is able to play with water with difficulties.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.5 Soil (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about the safety measures when playing with soil; b) play with soil for enjoyment and exploration; c) appreciate playing with soil for enjoyment.	<ul style="list-style-type: none"> • Learners could be guided to manipulate different soil to make models like dolls and simple house hold items, houses, huts etc • Learners could be guided to talk about safety measures when handling soil • learners could be guided to take a nature walk to observe and collect different soils • Learners could sing songs, recite poems on safety when 	<ol style="list-style-type: none"> 1. How do you feel when playing with different types of soil? 2. How do we handle soil without hurting ourselves? 3. What are the different uses of soil?

			handling soil	
Core-Competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination-modelling simple models • Learning to learn-learn safety measures • Self-efficacy- when they learn how to handle soil safely 				
Link to Pertinent and contemporary issues(PCI's): <ul style="list-style-type: none"> • Health education-personal hygiene • Citizenship-child care and protection • Life skills- effective communication • Education For Sustainable Development-environmental education and personal safety as they play with soil 			Links to values: <ul style="list-style-type: none"> • Cooperation, • Responsibility, • Respect when appreciating others work 	
Links to other activity areas: <ul style="list-style-type: none"> • Language activities • Psychomotor and Creative activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Parental engagement- parents' guide children when playing with soil 	
Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Nature walk • Field trips • Clubs and societies 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions 	
Suggested Resources – Soil, water and container				

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to observe safety measures when playing with soil and state the dangers of not taking precautions	Learner is able to observe safety measures when playing with soil	Learner is able to observe safety measures when playing with soil with assistance.	Learner is able to observe safety measures while playing with soil with difficulties.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.6 Sound (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) recognize the sources of sounds produced in the immediate environment; b) talk about sounds produced in the immediate environment; c) respond to different sounds in the environment appropriately; d) Identify the direction of sound.	<ul style="list-style-type: none"> • learners could be guided to discuss different sounds in the environment • learners could be guided to imitate and role play different sounds produced in the environment and respond appropriately • learners could be guided to take a nature walk to listen to different sounds in the immediate environment • learners could be guided to identify different sounds from different technological device • learners to play different musical instruments to produce sounds • learners could sing songs related to sounds in the 	<ol style="list-style-type: none"> 1. What sounds do different animals make? 2. What do we do when we hear different sounds in the environment 3. what sounds do we hear in the environment

			environment	
Core-Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration-discussion • Digital literacy-listening to sounds from technological devices • Critical thinking and problem solving-responding to sounds • Learning to learn like meaning of different sounds 				
<ul style="list-style-type: none"> • Link to Pertinent and contemporary issue(PCI's): • Education For Sustainable Development-environmental education • Citizenship by obeying traffic rules and responding to different warning sounds 			<ul style="list-style-type: none"> • Links to values: • Responsibility • Cooperation 	
<ul style="list-style-type: none"> • Links to other activity areas: • Psychomotor and creative activities • Language activities 			Suggested Community Service Learning: <ul style="list-style-type: none"> • Learn from elders meanings of different sounds e.gululations 	
Suggested Non-Formal Activity to support <ul style="list-style-type: none"> • Nature walk • Field trips • Clubs and societies e.g. music club 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, • Portfolios, • Oral questions 	
Suggested Learning Resources: Radio, whistle, Birds sounds , move cars, learning				

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to recognise, talk and respond to different sounds in the environment and follow moving sounds	Learner is able to recognises, talks about and responds to sounds in the environment	Learner is able to recognise, talk and respond to sounds in the environment with prompts	Learner is able to recognise or respond to sounds in the environment with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.7 Smell 5 Lessons	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> identify the body part used in smelling; recognize the pleasant and unpleasant smell in the immediate environment; respond appropriately to the pleasant and unpleasant smell in the surrounding; appreciate the pleasant smell in the immediate environment. 	<ul style="list-style-type: none"> Learners could be guided to walk round the environment and identify different smells learners could be guided to talk about good and bad smell learners could be guided to collect and dispose substances that bring bad smell in the environment learners could be guided to use sanitary facilities well so that they don't produce bad smell learners could sing songs and recite poems related to good smell learners could be guided to watch or listen to videos on right disposal of substances that produce bad smell 	<ol style="list-style-type: none"> What part of the body is used in smelling? What things smell good in our environment? What things smell bad in our environment? How can we avoid bad smell in the environment?
<p>Core-Competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration-discussion on smell Critical thinking and problem solving-avoiding bad smell Learning to learn-exploring the environment Self-efficacy Digital literacy 				

<p>Link to Pertinent and Contemporary Issue(PCI's):</p> <ul style="list-style-type: none"> • Education for Sustainable Development-environmental education • Citizenship- child care and protection • Health education –clean environment 	<p>Links to values:</p> <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect
<p>Links to other activity areas:</p> <ul style="list-style-type: none"> • Language activities • Psychomotor and Creative Activities 	<p>Suggested Community Service Learning activity</p> <ul style="list-style-type: none"> • Walk round the environment and collect litter • Parental involvement in engaging learners in cleaning home compounds • Cleaning the school compound • Make good use of disposal areas • Proper use of sanitary facilities
<p>Suggested Non-Formal Activity to support</p> <ul style="list-style-type: none"> • Walk round the environment and collect litter • Cleaning the school compound • Make good use of disposal areas • Proper use of sanitary facilities 	<ul style="list-style-type: none"> • Suggested Assessment: Observation using observation schedules and checklists, • Portfolios, • Oral questions
<ul style="list-style-type: none"> • Suggested Learning Resources: Lemons, fruits, latrine 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to recognise and respond to pleasant and unpleasant smells in the environment and say the services.	Learner is able to recognise and respond to pleasant and unpleasant smells in the environment	Learner is able to recognises and respond to pleasant and unpleasant smells in the environment with assistance	Learner is able to recognise pleasant and unpleasant smells in the environment with difficulties.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.8 Light (5 Lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) talk about different sources of light in the immediate environment; b) play with and describe shadows; c) appreciate uses of light in the immediate environment. 	<ul style="list-style-type: none"> • learners could be guided to identify sources of light from a chart • learners could be guided to draw or describe colour from different sources of light • learners could be guided to talk about uses of light in daily life • learners to be guided perform simple experiments using sources of light like forming shadows, • learners could be guided to sing songs and recite poems related to light • learners to be guided to clean working areas 	<ol style="list-style-type: none"> 1. What are the sources of light 2. What are the uses of light? 3. What do you light when you want to sleep?
Core-Competences to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving-experiments • Learning to learn-experiments • Self efficacy-looking in the mirror • Communication and collaboration-discussion 				
Link to Pertinent and contemporary issues(PCI's): <ul style="list-style-type: none"> • Life skills • Learner support programmes • Service learning and parental engagement • Disaster Risk reduction eg fire safety 			Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility 	
Links to other activity areas: <ul style="list-style-type: none"> • Language activities 			Suggested Community Service Learning Activity to support learning	

<ul style="list-style-type: none"> Psychomotor and Creative activities 	<ul style="list-style-type: none"> Parental engagement-children empowered not to play with sources of light e.g. fire Energy conservation
Suggested Non-Formal Activity to support learning: <ul style="list-style-type: none"> Nature walk Energy conservation 	Suggested Assessment: <ul style="list-style-type: none"> Observation using observation schedules and checklists, Portfolios, Oral questions
Suggested Learning Resources: candle, sport light.	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to observe or feel light and forms and plays with shadows and say the ways of conserving energy	Learner is able to observe or feel light, forms and plays with shadows	Learner is able to observe or feel light, form and play with shadows with assistance.	Learner is able to show less interest in light or form

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Environmental Care and Safety	4.1 Care for the Immediate Environment (10 Lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> identify waste materials and items that require disposal in the immediate environment; dispose waste materials 	<ul style="list-style-type: none"> learners could be guided to identify areas that require cleaning in the school compound and neighbourhood learners could be guided to clean different areas in the school compound by picking litter learners could be guided to the litter disposal areas and shown how to dispose litter 	<ol style="list-style-type: none"> Which areas require cleaning in the school compound? Where do we dispose rubbish? Why do we clean our environment? How do we keep our environment clean?

		<p>appropriately; c) appreciate living in a clean environment.</p>	<p>properly</p> <ul style="list-style-type: none"> • learners could be guided to name cleaning materials • learners could be guided to shown where litter bins are found in class • Learners could be guided be encouraged to be cleaning working areas after every activity. • Learners could to sing songs and recite poems as they clean working areas 	
<p>Core-Competences to be developed</p> <ul style="list-style-type: none"> • Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-using a litter bin • Learning to learn-rules 				
<p>Link to Pertinent and contemporary issues(PCI's):</p> <ul style="list-style-type: none"> • Health education-living in a clean environment • Education for Sustainable Development-environmental education 			<p>Links to values:</p> <ul style="list-style-type: none"> • Cooperation • Humility • Responsibility 	
<p>Links to other activity areas:</p> <ul style="list-style-type: none"> • Music and Movement • Psychomotor and creative activities • Language 			<p>Suggested Community Service Learning</p> <ul style="list-style-type: none"> • Walk in the neighbourhood and collect litter • Parental involvement Service learning and parental engagement-cleaning compound at school 	
<p>Suggested Non-Formal Activity to support learning:</p> <ul style="list-style-type: none"> • Environmental clubs • Field visits 			<p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Observation using observation schedules and checklists, 	

	<ul style="list-style-type: none"> • Portfolios, • Oral questions
Suggested Learning Resources : Dust bins, litters, containers, gloves	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to identify and dispose waste materials appropriately further state the dangers of staying in dirty place.	Learner is able to identify and dispose waste materials appropriately	Learner is able to identify and disposes waste materials when prompted	Learner is able to dispose waste materials with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.2 Safety in the Environment (15 Lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> talk about safe places, objects and activities in the immediate environment; talk about dangerous places in the immediate environment; talk about dangerous objects in the immediate environment; talk about dangerous activities in the immediate environment; to recognize safe and 	<ul style="list-style-type: none"> • earners could be guided to name dangerous places, objects and activities in their environment • learner could be guided to talk about the dangers of dangerous, places, objects, activities and games and fire • Learners could be guided on how to identify strangers • Learners could be guided to simulate crossing roads and rivers safely • learners could be guided on how to report accidents • learners to clean working areas after an activity 	<ol style="list-style-type: none"> 1. What are the dangerous places, objects, activities and games? 2. How do you identify strangers?

		<p>dangerous places; objects and activities in the immediate environment;</p> <p>f) talk about how to identify strangers within their immediate environment;</p> <p>g) take safety precautions in the school compound.</p>	<ul style="list-style-type: none"> • learners could be guided to use digital devices with voice output to show dangerous places, objects, activities and games • learners could be guided to sing songs and recite poems and related to safety • learners could be guided to share experiences on accidents • learners could be guided to move around the school compound collecting dangerous objects. 	
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<p>Core Competences to be developed</p> <ul style="list-style-type: none"> • Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-improvising or using alternative means of disposing litter <p>Learning to learn-rules</p>	<p>Links to Values</p> <ul style="list-style-type: none"> • Responsibility • Cooperation
<p>Link to Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Health education-living in a clean environment • Education for Sustainable Development – Maintaining clean environment • Disaster Risk Reduction - personal safety 	<p>Suggested Community Service Learning</p> <ul style="list-style-type: none"> • Walk in the neighbourhood identify safe and unsafe places and collect dangerous objects • Parental involvement: guide learners to keep their home compound clean
<p>Links to other activity areas:</p> <ul style="list-style-type: none"> • Music and movement Activities • Psychomotor and Creative Activities • Language Activities 	
<p>Suggested Non formal Learning Activities</p> <ul style="list-style-type: none"> • Clubs and societies 	<p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Observation using observation schedules

<ul style="list-style-type: none"> • Nature Walk 	<ul style="list-style-type: none"> • Checklists • Portfolios • Oral questions
Suggested Learning Resources – Charts, pictures, pictures and buildings	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Learner is able to talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions and cautions stating the dangers	Learner is able to talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions	Learner is able to talk about safe and dangerous places, objects and activities take safety precautions with prompts	Learner is able to talk about safe, and dangerous places, objects and activities take safety precautions with assistance.

MATHEMATICAL ACTIVITIES

MATHEMATICAL ACTIVITIES

Essence statement

Mathematics activities at the pre-primary level empower children to engage in basic analysis of problems and to develop appropriate solutions in day to day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for primary school readiness. They also enhance the learner's development and acquisition of basic number, classification and measurement skills during early years.

General learning outcomes

By the end of the pre-primary education, the learner should be able to:

- a) use acquired classroom skills to solve problems in daily life,
- b) demonstrate basic number concepts as a basis for future learning,
- c) demonstrate interest in measurement and dispositions in physical and social world.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Classification	1.1 Sorting and grouping 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the environment according to more than one attribute d) appreciate the materials in the environment for their uniqueness and diversity	<ul style="list-style-type: none"> • Learners could be guided to look or feel and talk about objects with different colour, size, shape and texture. • Learners could be guided to sort and group objects by more than one attribute (colour, size, shape, texture, use and type). • Two learners could be guided to sort, group and compare objects by more than one attribute (colour, size, shape, texture, use and type) up to four groups. • Learners in groups or pairs, individually could be guided to collect, sort and group objects according to more than one attribute up to four groups. • Learners could be guided to relate specific attributes to other objects in the environment • Learners could sing songs related to sorting and grouping objects. • Learners could be guided to 	<ol style="list-style-type: none"> 1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects are different? 4. Why have you grouped these objects together? 5. Why should we store materials after use?

			collect and store materials in their respective corners. <ul style="list-style-type: none"> Learners could be guided to sort and group objects according to more than one attribute using ICT devices with voice synthesizers 	
Core Competencies: critical thinking , problem solving as they sort objects, Communication and collaboration as they grasp objects, Digital literacy as they interact with the ICT devices				
Link to Pertinent and Contemporary Issues (PCIs) <i>Citizenship:</i> - team work; <i>Life skills:</i> effective communication <i>Values:</i> unity.				
Link to other activity areas: Language, environmental, psychomotor and creative activities				
Suggested community service learning - Go round the school compound picking the useful objects that can be recycled for sorting and grouping			Non-formal activity to support learning through application: Identification and collection of objects in the environment	
Suggested resources: Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers.				
Suggested assessment: Observing, oral question and checklist				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify similar and different objects using more than 4 attribute (colour (Low Vision) size, shape, texture, use & type)	Learner is able to identify similar and different objects using four attributes (colour Low Vision) size, shape, texture, use & type).	Learner is able to identify similar and different objects using two attributes (colour size, shape, texture, use & type) with assistance	Learner is able to identify similar and different objects using 2 attributes (colour size, shape, texture, use & type). With difficulties
Learner is able to sort and group objects according to more than four attributes (colour, size, shape, texture, use and type)	Learner is able to sort and group objects according to four attributes (colour, size, shape, texture, use and type).	Learner is able to sort and group objects according to three attribute (colour, size, shape, texture, use and type) with assistance	Learner is able to sort and group objects according to two attributes (colour, size, shape, texture, use and type) with difficulties.
Group objects according to more than four attributes (colour, shape, size, texture, use and type).	Group objects according to four attributes (colour, shape, size, texture, use and type).	Learner is able to group objects according to 2 attributes (colour, shape, size, texture, use and type) with assistance	Learner is able to group objects according to 2 attributes (colour, shape, size, texture, use and type) with difficulties.
Learner is able to sort and group objects up to four and beyond using ICT device	Learner is able to sort and group objects up to four using ICT.	Learner is able to able to sort and group objects using ICT up to 2 with teacher's guidance.	Learner is able to able to sort and group objects using ICT 2 with teacher's guidance with difficulties.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Classification	1.2 Matching and pairing 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment b) identify differences among objects in the environment c) match objects according to	<ul style="list-style-type: none"> Learners could be guided to collect a variety of objects from the environment Learners could be guided to match and pair objects according to likeness or 	<ol style="list-style-type: none"> Which objects look alike? What makes them look alike? What is the use of these items? How can we care

		likeness or sameness in the environment d) pair objects related to each other according to sameness, likeness, use, type relationship, part and whole e) use appropriate vocabulary related to matching and pairing objects for effective communication (part, whole, alike and same) f) appreciate the use of different objects in the environment	sameness or use <ul style="list-style-type: none"> • Two learners could be guided to match and pair objects according to more than one attribute (sameness, likeness and use) • In groups, pairs or individually learners could match and pair objects according to more than one attribute (likeness, sameness or use) • Learners could be guided discuss the use of items matched or paired • Learners could sing songs/recite poems on relationship or use of objects from the environment. • Learners could to match and pair objects according to more than one attribute using ICT devices with voice synthesizers. 	for these objects?
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing) Digital Literacy as they interact with ICY devices.				
Link to other activity areas: Environmental activities, psychomotor and creative activities				
Link to PCIs and values: Citizenship: unity, harmony and cohesion; Life Skills: effective communication, self-esteem and decision making;				

Suggested Assessment Rubrics
unity.
Suggested community service learning: learners should be involved in collecting materials for learning and recycling waste materials, while clearing the learning environment to keep the learning environment clean and safe Suggested non-formal activity to support learning through application: collecting and disposing waste materials within in the environment
Suggested resources: Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, (flash cards in print and braille)
Suggested assessment – Observation, oral question, checklist and demonstration

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify similar and different objects in the environment and talk about them	Learners is able to identify similar and different objects in the environment	Learner is able to identify only a few similar and different objects in the environment with assistance.	Learner is unable to easily identify sameness in objects with difficulties
Learner is able to match objects according to more than one attribute and talk about them	Learners is able to match objects according to more than one attribute	Learner is able to match a few objects according sameness with assistance.	Learners is unable to match objects teacher’s guidance with difficulties
Learner is able to match and pair objects according to more than one attribute and talk about them	Learner is able to match and pairing objects according to more than one attribute	Learner is able to pair some objects according to more than one attribute with assistance	Learner is unable to pair some objects with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Classification	Ordering	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) collect and identify different objects in their environment for exploration and enjoyment b) arrange objects in the immediate environment according to size in ascending up to five objects for comparison. c) arrange objects in the immediate environment according to size in descending order. d) arrange objects in the environment according to more than one attribute e) differentiate objects of different sizes in the environment f) use different objects in the environment in their daily activities 	<ul style="list-style-type: none"> • Learners could be guided to talk about different objects in the environment in relation to size. • Learners could be guided to order objects according to size up to five objects. • Two learners could demonstrate ordering objects according to size up to five objects. • Learners in small groups, pairs, individually could order objects according to size up to five objects. • In groups learners could compare objects of different sizes up to five. • Learners could or describe draw or describe big and small objects using ICT devices with speech out put • Learners could to arrange objects in ascending and descending order using ICT 	<ol style="list-style-type: none"> 1. Which objects are (shorter, taller, smaller, and bigger)? 2. Which among these two objects is shorter, longer, smaller or bigger? 3. How many objects are small, short. Long, big?

		<p>g) use appropriate vocabulary related to ordering in their daily life experiences for effective communication</p> <p>h) appreciate different objects or materials in the environment</p>	devices with speech output	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving (shown when ordering different objects) • Communication and collaboration (when ordering in groups and talking) • Digital literacy: as they interact with ICT devices 				
<p>Link to PCIs: <i>ESD:</i> Appreciate environment as a source of learning materials; <i>Life skills:</i> Effective communication; <i>Values:</i> Unity.</p>				
<p>Link to other activities areas: Psychomotor and Creative activities</p>				
<p>Suggested Community service: learners to collect waste materials in the community for re-use in learning.</p>			<p>Non-formal activity to support learning through application: support learning through application- cleaning learning environment after using the materials.</p>	
<p>Suggested resources Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles, bottles of different sizes blocks of wood cubes</p>				
<p>Suggested assessment: Observation, oral question, checklist, demonstration.</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify at least 9 objects in their environment and talk about their size	Learner is able to identify at least 6 objects and in their environment talk about their sizes	Learner is able to identify at least 3 objects in their environment but unable to talk about their sizes.	Learner is able to identify at least 1 object in their environment and talk about their sizes with difficulties
Learner is able to differentiate at least 9 objects in the environment according to size	Learner is able to differentiate at least 6 objects in the environment according to size	Learner is able to differentiate at least 3 objects in the environment according to size	Learner is able to differentiate at least 1 object in the environment according to size with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Classification	Patterns 8 lessons	By the end of the sub-strand, the learner should be able to: a) Observe or manipulate objects in the environment for the purpose of identifying patterns; b) identify similarities and differences among objects;	<ul style="list-style-type: none"> Learners could be guided to observe and talk about different objects in the environment. Learners could be guided to arrange objects to make a pattern. Two learners could arrange objects to make patterns (shape, colour). 	<ol style="list-style-type: none"> Which objects look alike? Which objects comes next in the series? What object has been used to make a pattern? Which other pattern can you make? Which part of the

		<ul style="list-style-type: none"> c) arrange similar objects to make a pattern; d) use different objects to make patterns; e) identify patterns in different objects within the environment (clothes, animals, seeds, leaves); f) identify the repeating part of the patterns; g) appreciate patterns in their environment; h) enjoy making different patterns with objects found in the environment with guidance. 	<ul style="list-style-type: none"> • In small groups or pairs, individually, learners could arrange objects to make patterns (shape, colour, (low vision) and number cut-outs. • Learners could fill or fix in the missing objects in a series to make a pattern. • Learners could be guided to observe or manipulate and talk about different patterns on their clothes, foot prints, buildings, flower gardens. • Learners could be guided to draw or discuss different shapes using ICT devices (with voice output) to make patterns. • Learners could make or describe patterns using ICT devices (with voice output). 	<p>pattern repeats itself?</p>
<p>Core competencies:</p> <ul style="list-style-type: none"> • Collaboration and communication (through group work and discussions) • Critical thinking and problem solving as they make different patterns • Digital literacy as they make patterns using ICT 				
<p>Link to PCIs and Values:</p>				

<ul style="list-style-type: none"> • Citizenship: harmony; • Life skills: effective communication; • Values: respect for environment; • ESD: (environmental awareness) non-formal education. 	
<ul style="list-style-type: none"> • Link to other activity areas: Psychomotor and Creative activities during construction 	
Suggested community service learning: children to plant flowers in the school compound in different patterns.	Non-formal activity to support learning through application: <ul style="list-style-type: none"> • Singing songs or play games involving patterns
Suggested resources: <ul style="list-style-type: none"> • Pencils, books, crayons, paint, paper cut-outs, leaves. Blocks, bottle tops, sticks beads, jigsaws shapes, personal items(shoes, combs, pieces of clothes flash cards in Braille and print. 	
Suggested assessment: Observation, oral questions, checklist	

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to observe, and talks about different objects in their environment and support others describe them	Learner is able to observe and talks about different objects in their environment	Learner is able to observe and talk about different objects in their environment with assistant with assistance	Learner is able to observe different objects in their environment but is unable to talk about them.
Learner is able to identify patterns on different objects in the environment and talk about them and further make the patterns	Learner is able to identify patterns on different objects in the environment and is able to talk about them.	Learner is able to identify patterns on different objects in the environment but is unable to talk about them.	Learner is able to able to identify patterns on different objects in the environment with difficulties
Learner is able to able to arrange similar	Learner is able to able to arrange similar objects to	Learner is able to arrange similar objects to make a pattern with	Learner is able to unable to arrange similar objects to make a

objects to make different pattern using different objects and support others	make different patterns	assistance	pattern with difficulties.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	Rote counting 8 lessons	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-50 for developing numeracy skills and recall; b) rote count using actions up to 50 for enhancing acquisition of numeracy; c) enjoy rote counting up to 50 in their daily life; d) Appreciate rote counting while counting numbers.	<ul style="list-style-type: none"> • Learner could rote count 1-50 orally • Learners could rote count 1-50 with actions (clapping, nodding, jumping, skipping, hopping) striding. • In groups or pairs Learners could perform singing games or rhymes related to rote counting. • Learners could listen to radio and television educational programmes on rote counting. • Learners could watch or listen to video clips on rote counting with actions. 	<ol style="list-style-type: none"> 1. Count 1-50 with action? 2. Can you count 1 - 50? Without actions 3. Clap, jump stride and count up to 50.
Core competence: Learning to learn as children sing about numbers and count on their own Digital literacy as they watch or listen to video clips.				

Link to PCIs: Education for sustainable development ; count objects in their environment; Life Skills: effective communication, self-awareness as they count personal objects and body parts; Value: unity.	
Link to other activity areas: Psychomotor and creative activities as they sing	
Suggested community service: Collect materials from the environment to be used for learning; cleaning the environment.	Suggested Non-formal activity to support learning through application: Clapping hands, stamping feet, striding, nodding.
Suggested resources: Bottle tops, pebbles, sticks, seeds, etc.	

Suggested Assessment Rubrics:

Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to rote count numbers 1-50 and beyond	Learner is able to rote count numbers 1-50	Learner is able to rote count numbers 1-30 with assistance	Learner is able to rote count numbers 1-20 with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	Number recognition	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-20 for enhancement of acquisition of formation of number symbols; b) appreciate use of numbers and develop curiosity for numbers	<ul style="list-style-type: none"> Learners could observe, manipulate or read numerals on number flash cards or number charts or numerical peg boards Learners to identifying numbers on flashcard or charts or numerical peg boards Learners could identify and talk about numbers found on objects in the environment. 	<ol style="list-style-type: none"> Which number can you see or feel on the chart, flashcard or peg board? How many letters does your name have? Which number have you modelled? Which two

		<p>in daily life experiences;</p> <p>c) Arrange numbers 1-20 in order.</p>	<ul style="list-style-type: none"> • Learners could sing songs and model numbers 1-20. • Learners could match numbers that look alike. • In pairs or in groups, learners could play number recognition games such as (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game). • Learners could form numbers, type or Braille number symbols, identify number numerals using ICT devices without output. 	<p>numbers look alike on the chart flash cards or peg board?</p>
<p>Core competencies: Self-efficacy as they sing and dance number songs</p> <ul style="list-style-type: none"> • Communication and collaboration as they work in pair/small groups • Learning to learn as they identify numbers on objects found in their environment • Digital literacy as they identify numbers using ICT 				
<p>Link to PCIs: Education for sustainable development: - when learners use numbers later in their careers, business in their daily life experiences. Citizenship: when learners work in pairs or groups they develop social skills Life skills: Effective Communication; Value: Unity.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Psychomotor and Creative activities as they sing and dance songs involving numbers • Language activities - as they talk about numbers on flash cards or charts 				
<p>Suggested community service:</p> <ul style="list-style-type: none"> • Visiting local children football clubs and talk about the numbers of players as written in their T-shirts. 			<p>Non-formal activity to support learning through application: Guided to visit a local football club, sports and games and talk about the number of players as written on the T-shirts</p>	

<ul style="list-style-type: none"> Collecting materials from the community to use them in making number flash cards hence making their environment clean. 	
Suggested Resources: Number flash cards/charts/calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards, bottles	
Suggested assessment: oral questions, observation, demonstration	

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify and read number numerals 1-20 and beyond	Learner is able to identify and read number numerals 1-20	Learner is able to identify and read number numerals 1-10 with teacher's guidance	Learner is able to identify and read number numerals 1 -5 with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Numbers	Counting concrete objects 10 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> observe or count concrete objects in different groups or sets to distinguish different types of similar objects; count concrete objects 1-20 for developing skills of addition; demonstrate one to one correspondence while counting concrete objects; enjoy counting objects 	<ul style="list-style-type: none"> Learners could be guided to count objects 1-20 Two Learners could count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the class) In groups or pairs, individually, learners could count people or objects in their class up to 20 Learners could play counting games involving counting objects 1-20 	<ol style="list-style-type: none"> How many (books, pencils rubbers are on the table? How many learners are in your group? How many boys or girls are in your group?

		<p>within their environment;</p> <p>e) appreciate the use of one to one correspondence in real life situations;</p> <p>f) use number value by counting concrete objects to enhance learning;</p>	<ul style="list-style-type: none"> • Learners could match numerals with concrete objects for numbers 1-20. • Learners could count concrete objects from 1-20 using ICT devices with voice outputs • Learners to play video games on counting concrete objects. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they count specific number of objects • Communication and collaboration as they count in groups • Digital Literacy as learners interact with ICT devices 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • <i>Life Skills</i> - Self-awareness as they count (fingers, family members) • <i>Citizenship</i>- Harmony, patriotism as they count colours of the national flag • <i>Health and nutrition</i> – as they count different types of food 			<p>Links to values: Respect, cooperation and patience</p>	
<p>Link to other activity areas: Creative and psychomotor as they sing number songs</p>				
<p>Suggested community service: Count objects or animals at school or at home and take good care of them</p>			<p>Non-formal activity to support learning through application: counting concrete objects at home, plates, cups, spoons</p>	
<p>Suggested resources: Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, blocks</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to count concrete objects up to 20 and beyond	Learner is able to Count concrete objects in the environment up to 20	Learner is able to count concrete objects up to 10 with assistance	Learner is able to count concrete objects in the environment up to 5 with difficulties.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	2.4 Number sequencing 10 Lessons	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1-20 for acquisition of numeracy skills b) arrange number cards in sequence 1-20 for appreciation of increase in value c) arrange number cards in sequence by completing missing numbers d) enjoy arranging numbers in sequence in day to day experiences	<ul style="list-style-type: none"> • Learners could randomly pick number cut outs or number cards from a pile and identify the number 1-20. • Learners could be guided to arrange numbers in sequence 1-20. • Two learners could be guided to arrange numbers 1-20 in sequence by placing the appropriate number cards or cut outs. • In pairs or groups, individually, learners could complete missing numbers in sequence by placing the appropriate number cards or cut - outs • Learners could be guided to sing songs on number sequence comprising numbers 1-20. • Learners could be guided to complete number puzzles using ICT devices with voice output • Learners could be guided to arrange numbers in sequence from 1-20 using ICT 	<ol style="list-style-type: none"> 1. Which number is written on the card, chart or board? 2. Which number comes before or after this number? 3. Which number is missing in the sequence? 4. How can these numbers be arranged in sequence?

			devices. With voice output <ul style="list-style-type: none"> Learners could be guided to find the missing number in given sets of numbers using ICT devices with voice output. 	
Core competencies: Critical thinking and problem solving when identifying number and filling missing number in a sequence Communication and collaboration - when learners work in pairs or in groups Digital literacy as learners interact with ICT devices				
Link to PCIs: <i>Citizenship:</i> Harmony; <i>Life Skills:</i> Self-awareness , skills of knowing and living with oneself and others ; <i>Values:</i> Unity				
Link to other subjects: Environmental				
Suggested community services: Recycling materials such as old cartons, empty plastic water bottles from the environment Suggested non-formal activities to support learning; sing songs involving sequencing of numbers				
Suggested resources: Flash cards, charts, number cut outs, calendars, number line				
Suggested assessment – Oral questions demonstrations				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to able to identify numbers 1-20 and beyond in sequence on flash cards or cut outs	learner is able to identify numbers 1-20 in sequence on flash cards or cut outs	Learner is able to able to identify numbers 1-10 in sequence on flash cards or cut outs with assistance	Learner is able to identify numbers 1-5 in sequence on flash cards or cut-outs with difficulties
Learner is able to able to arrange numbers 1-20 and beyond in sequence	Learner is able to able to arrange numbers 1-20 in sequence	Learner is able to able to arrange numbers 1-10 in sequence with assistance	Learner is able to unable to arrange numbers in sequence
Learner is able to complete missing numbers 1-20 in sequence and beyond	Learner is able to complete missing numbers 1-20 in sequence	Learner is able to complete missing numbers 1-10 in sequence with assistance	Learner is able to complete missing numbers 1-5 in sequence with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	2.5Number Value	By the end of the sub-strand, the learner should be able to: a) collect objects from the environment; b) count groups of objects in the environment and select the corresponding number symbol; c) differentiate the number value of objects in the environment for discrimination; d) appreciate the value of numbers in their daily life experiences; e) relate number value with objects in the environment.	<ul style="list-style-type: none"> • Learners could be guided to relate the number symbol and their value. • Two learners could be guided to relate the number symbol and their value. • In groups learners could count concrete objects and relate them to the number symbol. • In groups, pairs and individually learners could complete number value puzzles. • Learners could match and pair number symbols with corresponding quantity of objects using ICT devices with voice output 	1. Which group has 3,4,5,20 objects?
<p>Core competences: Communication and collaboration; as learners work in pairs and groups. critical thinking and problem solving as count and match objects digital literacy as learners interact with ICT devices</p>				
<p>Link to PCI: <i>Citizenship:</i> team work; <i>Life skills:</i> creative and critical thinking, problem solving, effective communication and interpersonal relationships; <i>Value:</i> unity.</p>				
<p>Link to other activity areas: Language activities and environmental activities.</p>				
<p>Community service learning: Visit homesteads and count the animals kept at home Feeding</p>			<p>Non-formal activity to support learning through application: counting the number of houses at home</p>	

small domestic animals	
Suggested learning resources: Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys tactile numbers, boards, cubes, cuberhythms, slate stylus, braille papers.	
Suggested assessment: Oral questions, demonstrating, check lists	

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to count objects in the environment correctly 1-20 and beyond	Learner is able to count objects in the environment correctly 1-20	Learner is able to able to count objects in the environment correctly 1-10 with assistance.	Learner is able to count objects in the environment correctly below 10 with difficulties
Learner is able to count groups of concrete objects 1-20 and beyond	Learner is able to count groups of concrete objects 1-20	Learner is able to count groups of concrete objects 1-10 with assistance	Learner is able to count groups of concrete objects less than 10 with difficulties
Learner is able to match numerals to respective groups of objects up to more than 20	Learner is able to match numerals to respective groups of objects up to 20	Learner is able to match numerals to respective groups of objects up to 10 with assistance	Learner is able to match numerals to respective groups of objects less than 10 with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	2.6 Symbolic representation of number (number writing) 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify number symbols up to 20 for association of spoken number and its symbolic representation; b) form and write numbers 1-20 on a surface for representing quantities of objects or items by symbols, through tracing, joining dots, pegging, modelling and threading c) write number or braille symbols 1-20 on a surface for enjoyment d) form number symbols 1-20 using ICT for digital literacy e) appreciate the use of numbers within their environment.	<ul style="list-style-type: none"> • Learners could be guided to form number from number cut outs. • Learners could be guided to describe, observe number cut-outs and talk about number formation. • In groups, pairs or individually, learners could trace, model, thread, join dots or colour number cut-outs up to 20. • Learners could write number symbols 1-20 on a surface. • Learners could be guided to use number symbols found on materials in their environment such as (calendar, clock). • Learners could be guided to use ICT with voice out to form number symbols 1-20. • Learners could be guided to type number symbols from 1-20 using ICT devices with voice output 	1. Which number can you see on the calendar/ chart or clock face or flashcard?
Core competence: Imagination and creativity as learners present the numbers, symbols Digital Literacy: as learners interact with ICT devices.				
Link to PCIs: <i>ESD:</i> learner support programme, service learning; <i>Citizenship:</i> harmony <i>Values:</i> patience.				
Link to other activity areas: Psychomotor and creative activities				

<p>Suggested community service: learners can assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.</p> <p>Suggested assessment; oral question, demonstration, observation</p>	<p>Non-formal activity to support learning through application: Play games involving number with peers</p>
<p>Suggested resources: Calendar, plasticine, pebbles, clock face, number charts, number flashcards,</p>	

Suggested Assessment Rubrics:			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify and recognize number symbols at least up to 20 and support others	Learner is able to identify and recognize number symbols at least up to 20	Learner is able to identify and recognize number symbols at least up to 10 with support	Learner is able to identify and recognize number symbols at least up to 1-5 with difficulties.
Learner is able to model, trace or join dots and number symbols using locally available materials at least 1-20 and support others	Learner is able to model or trace or join dots and number symbols using locally available materials 1-20	Learner is able to model, trace or join dots and number symbols using locally available materials at least 1-10 with teachers' assistance.	Learner is able to Model or trace join dots number symbols using locally available materials at least 1-5 with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	Number puzzle 10 lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) rearrange number cards 1-20 in the correct order b) identify different parts of numerals 1-20 using not more than ten parts c) join different parts of numbers to form complete number symbols 1-20 with not more than 10 parts d) enjoy completing number puzzles in daily life e) relate number symbols with the objects in the environment f) use ICT with voice output to complete number puzzles 	<ul style="list-style-type: none"> • Learners could look, feel and talk about different parts of number symbols • Learners could be guided to identify different parts of number symbols • Learners could be guided to join different parts of numerals to form a complete numeral • Two learners could practice joining parts of numerals or pegging to form a complete numeral • In pairs or groups learners could join different parts of number symbols or pegs to form a complete numeral • Learners could listen to and sing songs on number symbols as they complete the number puzzle or pegging on numerical pegboard. • Learners could be guided to relate number symbols with the objects in the environment • Learners could be guided to play games on number puzzles i.e hopscotch or pegs. 	<ol style="list-style-type: none"> 1. Which number can be formed using the selected pieces? 2. How many pieces are these? What number can they form? 3. How many parts have you used to form numbers 1, 2 ,3,4,5.....20?

			<ul style="list-style-type: none"> Learners could complete number puzzles using ICT devices with voice output. 	
Core competencies: Critical thinking and problem solving as learners join parts to form a whole Digital literacy as they complete number puzzles using ICT				
Link to PCIs: <i>Citizenship:</i> spirit of teamwork among learners while working in groups <i>Life Skills:</i> Critical Thinking.				
Link to other activity areas: <ul style="list-style-type: none"> Environmental activities Psychomotor and creative activities 				
Suggested community service- Collecting and disposing the waste materials from the local community			Suggested non formal activity to support learning through application: Arrange chairs in the classroom.	
Suggested resources: Number cut outs, number charts, puzzle pieces, pegs and peg boards, both in print and braille				
Suggested assessment: Observation, oral questions, demonstration.				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify different parts that can be used to complete a number symbol up to 20 numbers and support others.	Learner is able to identify different parts that can be used to complete a number symbol up to 20	Learner is able to identify different parts that can be used to complete a number symbol up to 10	Learner is able to identify different parts that can be used to complete a number symbol up to 5 numbers with difficulties
Learner is able to join different parts of numbers to form a complete number symbol upto for 20 numbers and beyond	Learner is able to joins different parts of numbers to form a complete number symbol up to 20 numbers	Learner is able to joins different parts of numbers to form a complete number symbol at least for 10 numbers.	Learner is able to joins different parts of numbers to form a complete number symbol at least for 2 numbers with assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	2.8 Putting together	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) collect different groups of similar objects for counting b) identify sets of similar objects in the environment for counting c) put similar objects together with a sum not exceeding 9 d) enjoy the activities of putting together objects in their day to day experiences e) appreciate that things become more when put together 	<ul style="list-style-type: none"> • Learners could be guided to observe or describe and talk about similar objects within their environment. • Learners could be guided to put similar objects together with a sum not exceeding 9 and count. • Two learners could be guided to put similar objects together with a sum not exceeding 9 and count. • In small groups learners could be guided to put objects together with a sum not exceeding 9 and count. • Learners could sing songs related to putting together with sums not exceeding 9 e.g. 1 little brown bird sitting on a wall along came another one and that made two. • Learners could be guided to count and put together objects to get sums of not more than nine (9) using ICT devices. With voice output • Learners could watch or listen to description video programmes on the concept of putting together. 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. How many objects are there altogether?

Core competencies:				
<ul style="list-style-type: none"> • Collaboration and communication as learners join parts to form a whole • Digital literacy as they complete number puzzles using ICT 				
Link to PCIs:				
<p>Citizenship: Collaboration;</p> <p>Life Skills: Self-awareness as they count body parts, critical thinking as they put objects together;</p> <p>Values: patience.</p>				
Link to other activity areas: Environmental activities.				
Suggested community service: Children to assist community members in counting animals, utensils and farm produce.			Non-formal activity to support learning through application: Sing songs related to putting together	
Suggested resources: Number cut outs, number charts, puzzle pieces, counters, sticks and blocks. (both in print and braille)				
Suggested assessment: Oral questions demonstrating and observations				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify similar objects in the environment up to 9 and beyond	Learner is able to identify similar objects in the environment up to 9	Learner is able to identify similar objects in the environment up to 5 with assistance	Learner is able to able identify few similar objects in the environment with difficulties
Learner is able to put similar objects together with a sum exceeding 9	Learner is able to puts similar objects together with a sum up to 9	Learner is able to puts similar objects together with a sum not exceeding 5 with assistance	Learner is able to put similar objects together with a sum not exceeding 5 with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Numbers	2.9 Taking away	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) collect different groups of similar objects or items; b) count objects in different sets to establish the number in each set; c) take away fewer objects from sets not more than 9 to enhance subtraction; d) count the number of the remaining objects after taking away; e) enjoy the activities of taking away objects and counting the remainders in the day to day life experiences. 	<ul style="list-style-type: none"> • Learners could be guided to collect groups of similar objects or items in different sets • Learners could be guided to take away objects from different sets less than 9. • Two learners could be guided to take away objects from different sets less than 9. • In pairs, groups or individually learners could be guided to take away objects from sets not exceeding 9 and count the remainder. • Learners could be guided to sing songs related to taking away. • Learners could be guided to listen and tell stories related to taking away. • Learners could be guided to recite poems related to taking away. • Learners could be guided to count and take away objects form sets of objects not more than nine (9) using ICT devices with voice outputs • Learners could to listen to and watch video programmes on the concept of taking away. 	<ol style="list-style-type: none"> 1. How many objects are in the set? 2. How many objects are left?

			NB: Ensure learners do not take away a number equal to the number of objects from the set.	
Core competencies: Critical thinking and problem solving as learners count and take away objects in different sets Digital literacy as learners interact with ICT devices				
Link to PCIs : <i>ESD:</i> skills of taking away; <i>Life skills:</i> critical thinking; <i>Values:</i> Patience.				
Link to other activity areas: Environmental activities and Language activities.				
Suggested community service: Learners to collect materials from the community and use them for learning.			Non-formal activity to support learning through application: Tell stories about animals and birds related to taking away.	
Suggested resources: Counters(sticks; blocks, pebbles, bottle tops)				
Suggested assessment: oral questions, demonstration and observations				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to take away similar objects from sets more than 9 and count the number that is left and further assist peers	Learner is able to take away similar objects from sets not more than 9 and count the number that is left	Learner is able to take away similar objects from sets not more than 5 and count the number that is left with assistance	Learner is able to take away similar objects from sets not more than 5 and count the number that is left with difficulties.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	Sides of objects 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe or touch different objects with straight sides in the environment; b) identify different sides of objects in the environment; c) manipulate objects of different sides in the environment; d) enjoy measuring sides of objects using arbitrary units.	<ul style="list-style-type: none"> • Learners could be guided to talk about different sides of objects in the environment • Learners could be guided to compare objects with different sides • Two learners could to compare objects with different sides. • In groups, pairs or individually, learners could measure sides of objects using arbitrary units (hand - span, foot, sticks) strides. • Learners could watch or listen to a video clip on measuring sides of objects using arbitrary units. 	<ol style="list-style-type: none"> 1. Which of these sides is longer or shorter? 2. What is the difference in length between any two sides of an object? 3. How will you tell which side is longer or shorter?
<p>Core competencies: Learning to learn when measuring sides of objects Digital literacy as learners interact with ICT devices.</p>				
<p>Link to PCIs: <i>Education for sustainable development:</i> when measuring sides of objects ; <i>Citizenship:</i> collaboration; <i>Life Skills:</i> critical thinking and self-awareness <i>Value:</i> patience (sharing and turn taking).</p>				
<p>Link to other activity areas: Language as they learn vocabularies such as long or short</p>				
<p>Suggested community service: Collecting objects from the environment for purpose of cleaning up.</p>			<p>Non-formal activity to support learning through application: Perform activities involving jumping up jumping forward.</p>	
<p>Suggested learning resources: Objects of different lengths such as sticks, chairs, tables books, pencils, pieces of paper, strings, body parts, objects in the class</p>				
<p>Suggested assessment: Observation, demonstration and oral questions.</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify sides of objects in the classroom and in the environment and further identify long and short objects	Learner is able to identify sides of objects in the classroom and in the environment	Learner is able to identify sides of objects in the classroom with assistance	Learner is able to identify sides of objects in the classroom through leading questions with difficulties
Learner is able to measure objects of different sides using arbitrary units in classroom and environment; and record the arbitrary units	Learner is able to measure objects of different sides using arbitrary units in classroom and environment.	Learner is able to measure objects of different sides using arbitrary units in classroom with assistance	Learner is able to measure objects of different sides using arbitrary units with difficulties
Learner is able to able to relate, compare and differentiate objects in a given group comprising short and long objects and support others	Learner is able to relate and compare sides of objects in a given group comprising short and long objects	Learner is able to able to relate objects when given three characteristics with assistance	Learner is able to relate, sides of objects when given two characteristics – long and short with difficulties
Learner is able to use more than three different arbitrary units to measure sides of objects and support others	Learner is able to use three different arbitrary units to measure sides of objects	Learner is able to able to use at least two different arbitrary units to measure sides of objects with assistance.	Learner is able to use one arbitrary unit to measure sides of objects with difficulties

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	Mass (heavy and light) 8 lessons	By the end of the sub-strand, the learner should be able to: a) collect different objects from the environment; b) lift different objects in the environment for comparing	<ul style="list-style-type: none"> • Learners could be guided to collect different objects from the environment • Learners could be guided to lift objects of different mass. • Two learners could be guided 	<ol style="list-style-type: none"> 1. Which object is heavier or lighter? 2. How can you tell the object is heavier or light? 3. Who between you

		<p>their heaviness;</p> <p>c) compare heavy and light objects in the environment</p> <p>d) appreciate objects of different mass in their environment;</p> <p>e) enjoy manipulating objects of different mass in daily life experiences.</p>	<p>to demonstrate lift objects of different mass.</p> <ul style="list-style-type: none"> • In groups, pairs or individually, learners compare mass of different objects in their environment. • In groups or pairs, learners could play games involving comparison of mass (play on a sea saw; back to back lifting) • Learners could listen to stories on heavy or light objects. • Learners could watch or listen to video on measuring heavy and light objects 	is heavier or light?
<p>Core competencies: Communication and collaboration when working in pairs or groups Learning to learn when comparing mass of different objects Digital literacy when playing games involving mass using ICT</p>				
<p>Link to PCIs: <i>Education for sustainable development:</i> (business and career that involve mass); <i>Citizenship:</i> collaboration; <i>Life Skills:</i> problem solving; <i>Values:</i> patience.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Psychomotor and creative as they play games and lift different objects • Language as they talk about heaviness and lightness of objects 				
<p>Suggested community service; Collect garbage in paper bags of different sizes and dispose in the compost pit</p>			<p>Non-formal activity to support learning through application: Lifting different objects and back to back lifting</p>	
<p>Suggested resources: Sand, water, stones, blocks, leaves, chairs, tables and children themselves, audio visual clips</p>				
<p>Suggested assessment: Oral questions, and observation</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to lift heavy and light objects and classify them according to their heaviness or lightness and talk about them.	Learner is able to lift heavy and light objects and classify them according to their heaviness or lightness.	Learner is able to lift heavy and light objects and is classify them according to their heaviness or lightness with assistance.	Learner is able to lift and classify objects according to their heaviness and lightness with difficulties.
Learner is able to enjoy lifting light and heavy objects and support others.	Learner is able to play games on comparison of heaviness and lightness of objects.	Learner is able to watch others as they play games on comparison	Learner is able to show little interest in games on comparison of objects with different mass

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	<p>Capacity (how much a container can hold)</p> <p>10 lessons of 35 minutes per lesson</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) fill and empty different containers with different objects and substances;</p> <p>b) compare sizes of containers using through filling and emptying using different substances and objects;</p> <p>c) appreciate the use of objects of different sizes in the environment;</p> <p>d) enjoy filling and emptying containers in the environment</p>	<ul style="list-style-type: none"> • Learners could be guided to fill and empty small and large containers using sand, water or seeds. • Learners could be guided to compare big and small containers by telling how many small ones fill the big ones and vice versa. • Two learners could be guided to compare big and small containers by telling how many small ones can fill a big one and vice versa. • In groups, pairs or individually, learners 	<ol style="list-style-type: none"> 1. How many of the small containers can fill the big container? 2. From the big container, how many small ones can be filled? 3. Which container holds more or less?

			<p>could tell how much a container can hold compared to another one of a different size</p> <ul style="list-style-type: none"> • Learners could watch or listen to a video on filling and emptying containers. • Learners could watch or listen a video on comparing containers of different sizes. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they compare how much a container can hold • Communication and collaboration as they work in groups • Digital literacy as they interact with ICT devices 				
<p>Link to PCIs:</p> <p><i>Food and nutrition:</i> filling containers using different types of seeds and food stuffs; <i>Citizenship: collaboration and responsibility;</i> <i>Life skills:</i> effective communication, critical thinking and problem solving; <i>Values:</i> patience.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Environmental activities as they play filling and emptying • Psychomotor and creative as they balance pouring content from one container to the other 				
<p>Suggested community services: through application Taking care of water in the environment</p>			<p>Non-formal activity to support learning through application: Fetching water using different containers.</p>	
<p>Suggested resources: Containers of various sizes, water sand, seeds.</p>				
<p>Suggested assessment: Oral questions, observation.</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to fill and empty small and large containers and goes further to count how many small containers fill the big ones and vice versa	Learner is able to fill and empty small and large containers and goes further to count how many small containers fill the big ones.	Learner is able to fill and empty small and large containers, count the number of small containers that can fill the big ones with assistance.	Learner is able to fill small and large containers only.
Learner is able to compare sizes of different containers by observing and telling how many of the small one fill the large one and vice versa and further estimate the sizes of containers.	Learner is able to compare sizes of different containers by telling how many of the small one fills the large one and vice versa.	Learner is able to compare sizes of different containers through filling and emptying with assistance.	Learner is able to compare sizes of different containers through filling and emptying but cannot compare sizes

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	Time (Daily routines) 10 lessons	By the end of the sub-strand, the learner should be able to: a) compare sizes of shadows at different times of the day to determine their sizes; b) use vocabulary related to time for effective communication; c) observe tools used for telling time; d) name tools used for telling time (clock ;calendar; mobile phone; animals and birds);	<ul style="list-style-type: none"> Learners could be guided to compare sizes of shadows at different times of the day. Learners could be guided to talk about vocabulary related to time (morning ;afternoon; evening ; day and night) Learners could be guided to talk about tools and animals used to tell time such as clock ; calendar; mobile phone; animals and birds. 	Which shadow is longer or shorter? At what time of the day is it longer or shorter? How do we tell time at home or school? Which are the days of week? Which are the months of the year? Which activities do we carry out during the day?

		<p>e) name the days of the week and the months of the year</p> <p>f) appreciate management of time when doing different activities</p>	<ul style="list-style-type: none"> • Learner could be guided to identify days of the week. • Learner could be guided to talk about months of the year. • Learners could be guided to watch a video on activities of the daily routine. 	
<p>Core competencies: Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups Self-efficacy- learner develop self-esteem, self-confidence and will be capable performing tasks as expected</p>				
<p>Link to PCIs: <i>ESD:</i> Service learning and parental involvement and engagement <i>Citizenship:</i> collaboration; <i>Life skills:</i> Skills of knowing and living with oneself and others <i>Values:</i> patience.</p>				
<p>Link to other activity areas: Time management as they adhere to daily routines, as they move to different activity areas.</p>				
<p>Suggested community service: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work</p>			<p>Non-formal activity to support learning through application: Identify activities of different types.</p>	
<p>Suggested resources: Tactile Clock face, pictures, picture cut outs, watch (tactile), radio, mobile phones, calendars, shadow positions at different times of the day audio visual clips</p>				
<p>Suggested assessment: Observation, oral questions, checklist</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to mark or describe and compare sizes of shadows at different times of the day and is able to talk about why the difference in sizes	Learner is able to mark or describe and compare sizes of shadows at different times of the day.	Learner is able to compare and relate the sizes of shadows with time with assistance.	Learner is able to compare the sizes of shadows but not the size
Learner is able to identify and use vocabulary related to time (morning; afternoon; evening; day; night).and further talk about activities of the times	Learner is able to use vocabulary related to time (morning; afternoon; evening; day; night).	Learner is able to use a few vocabularies related to time (morning; afternoon; evening; day; night) with assistance	Learner is able to use vocabulary related day and night only
Learner is able to name and talk about tools used for telling time (clock; calendar; mobile phone; animals and birds).and use few	Learner is able to name tools used for telling time (clock; calendar; mobile phone; animals and birds).	Learner is able to name some tools used for telling time (clock; calendar; mobile phone; animals and birds) with assistance.	Learner is able to name tools used for telling time, with difficulties
Learner is able to tell and count the days of the week in the correct order tell the months of the year and further tell the activities happening on some days	Learner is able to tell days of the week, and months of the year.	Learner is able to name days of the week, months of the year but not in order.	Learner is able to name all days of the week, but not months of the year.
Learner is able to appreciate the importance of time when doing different activities as they say activities of a particular time.	Learner is able to appreciate time when doing different activities.	Learner is able to appreciate time when doing different activities with support and prompts	Learner is able to appreciate time for particular like eating time.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	3.6 Money (Kenyan currency) coins and notes 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe types of Kenyan currency for familiarity b) identify Kenyan currency coins and notes for distinguishing them from other currencies c) buy items using Kenyan coins and notes of different denominations d) keep money for future use e) make a simple budget basing on own needs f) appreciate the use of Kenyan currency in their daily life	<ul style="list-style-type: none"> • Learners could be guided to look or feel and talk about different sample currencies and identify Kenyan coins and notes • Two learners could be guided to identify Kenyan coins and notes • In groups or pairs, learners could role play buying and selling from a shop corner. • Learners could be guided to match and pair Kenyan currency – coins and notes using ICT devices with voice out put • Learners could watch or listens to a video on role playing buying and selling 	<ol style="list-style-type: none"> 1. What can you see on the coin or note? 2. What item do you need most? 3. What do we use money for? 4. What can we do with extra money (balance)? 5. Where do we keep money for future use? 6. Which coins look alike?
<p>Core competence: citizenship, communication and collaboration, as learners identify Kenyan currency Communication and collaboration as learners work in groups</p>				
<p>Link to PCIs: <i>ESD:</i> (financial literacy – monetary skills and career choosing; <i>Citizenship:</i> collaboration and responsibility; <i>Life skills:</i> effective communication; <i>Values:</i> integrity, honesty and transparency.</p>				
<p>Link to other activity: Psychomotor, language</p>				
<p>Suggested community service: when children are sent to buy items from the shop/market by the community members</p>			<p>Non-formal activity to support learning through application: When children accompany parents to but things from the market</p>	

Suggested resources: Coins and notes, tins, boxes, papers, pencils, shop corner
Suggested assessment- Observation, checklist, oral questions

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify and talk about samples and values of Kenyan currencies notes and coins.	Learner is able to identify samples of Kenyan currency notes and coins	Learner is able to identify different samples of Kenyan currency coins and notes with assistance	Learner is able to identify Kenyan currency notes and coins with difficulties
Learner is able to trace Kenyan coins up to 20 shillings freely and talk about it.	Learner is able to trace Kenyan coins up to 20 shillings freely.	Learner is able to trace Kenyan coins up to 20 shillings with teachers assistance.	Learner is able to trace Kenyan coins with difficulties.
Learner is able to role play buying and selling using coins and notes and give back balance.	Learner is able to role play buying and selling using coins and notes	Learner is able to role play buying and selling using coins only with assistance.	Learner is unable to role play buying using coins and notes only with difficulties.
Learner is able to make a list of personal needs, make simple budgets and keep the money.	Learner is able to make a list of personal needs.	Learner is able to make a list of personal needs without priority with assistance.	Learner is unable to make a list of personal needs or And make simple budgets with difficulties .

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Measurement	Area (surfaces of objects) 10 lessons	By the end of the sub-strand, the learner should be able to: observe objects with different surfaces in the environment for determining their sizes identify surfaces of different objects in the environment	Learners could be guided to observe or feel different surfaces of objects. Learners could be guided to identify surfaces of different objects in the environment. In small groups or pairs, learners	How many small pieces can cover a given surface? Which surface is smaller or bigger? What else can we use to cover a given

		cover surfaces of different objects by using not more than 20 smaller similar objects use appropriate vocabulary related to surfaces of objects for effective communication appreciate different surfaces of objects in the environment.	could measure and compare different surfaces of objects. Learners could be guided to cover surfaces using small objects in the environment. Learners could be guided to cover surfaces using smaller objects and count the number of objects used. Learners could be guided to shade or colour surfaces of different objects using ICT devices with voice output	surface?
<p>Core competence:</p> <ul style="list-style-type: none"> • Communication and collaboration as they work in groups • Critical thinking and problem solving as they cover and find out pieces that can cover a surface • Digital literacy as learners shade and colour surfaces of different objects using ICT devices 				
<p>Link to PCIs: <i>Citizenship:</i> collaboration as they share and appreciate one another; <i>Life skills:</i> problem solving and critical thinking; <i>Value:</i> patience as they share materials.</p>				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Psychomotor and creative activities • Language activities • Environmental activities 				
<p>Suggested community service: Children participate in cleaning their neighbourhood Suggested non-formal activity to support learning through application: observe animals grazing in the field or listen to the description about the grazing area</p>				
<p>Suggested resources: Pieces of paper, bottle tops, hands, feet, blocks etc.</p>				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify different surfaces in the classroom and out of classroom and tell their sizes	Learner is able to identify different surfaces in the classroom and tell their differences	Learner is able to identify different surfaces in the classroom and out of classroom and but cannot tell their differences	Learner is able to identify different surfaces in the classroom
Learner is able to cover bigger surfaces of objects using smaller objects and count the smaller objects that cover the bigger ones	Learner is able to cover bigger surfaces of objects using smaller objects	Learner is able Attempts to cover bigger surfaces of objects using smaller objects with assistance.	Learner is able to cover bigger surfaces of objects using smaller objects with difficulties.

PSYCHOMOTOR AND CREATIVE ACTIVITIES

Essence Statement

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. The activity areas are Art, Music, and Outdoor. These activities will enhance exploration and development of personal talents as well as appreciation of cultural heritage.

General Learning Outcomes

By the end of the Pre-Primary the learner should be able;

- a) Coordinate various body parts for movement, creativity and relaxation
- b) Engage in creative, music and psychomotor activities independently and in groups for holistic development.
- c) Share art, music and play materials and equipment for harmonious co-existence.
- d) Improvise costumes, and play materials using locally available and recycled materials for creativity and self reliance.
- e) Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage
- f) Use ICT in play, music and creative activities for learning and enjoyment.
- g) Observe safety and hygiene in play and learning environment for the learners' wellbeing

ART ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.1 Drawing from observation 3 Lessons	By the end of the sub-strand, the learner should be able to; a) Use or an appropriate tools to draw simple pictures; b) draw or describe simple tactile line representation from observation or discussion; c) appreciate each other's, drawing.	<ul style="list-style-type: none"> • Learners could be guided on how to use drawing tools. • Learners could be guided to observe or describe personal safety as they handle and sharpen pencils. • Learners could be guided to encouraged to draw pictures or tactile within margin • Learners could be guided to draw or describe simple picture from observation • Learners could be guided to discuss their drawings in pairs and groups • Learners could be guided to draw pictures using ICT devices with voice output. 	<ol style="list-style-type: none"> 1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?
Core-Competence: Creativity and imagination				
Link to PCIs <ul style="list-style-type: none"> • Education for sustainable development (ESD): Disaster Risk Reduction (DRR) – Safety as they handle drawing tools 			Link to Values: love	
Links to other Activity Areas: Mathematics, Language and Environmental Activities			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	

<p>Suggested Non-formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Display finished work within the classroom 	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation /demonstration, • Open-ended questions, • Self assessment, • Portfolio.
<p>Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices, spur wheel, braille papers.</p>	

Suggested assessment rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to do all drawing activities successfully, handle drawing tools well, draws picture or lines from observation or discussions draw to express feelings and draw within margin	Learner is able to handle drawing tools well, make picture or line track within margin	Learner is able to attempts to handle drawing tools, make picture, and draws out of with prompts	Learner is able to scribble and draws with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.2 Drawing from memory 3 Lesson	By the end of the sub-strand, the learner should be able to; a) identify drawing materials; b) use appropriate tools to draw simple pictures; c) draw or describe symbolic representation of things found in the classroom from memory;	<ul style="list-style-type: none"> • Learners could be guided to identify drawing materials • Learners could be guided on how to use drawing tools. • Learners could be guided to draw or simple picture or outlines from memory • Learners could be guided to take or describe photo of their drawn pictures using different devices 	<ol style="list-style-type: none"> 1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?

		d) appreciate each other's, drawing.	<ul style="list-style-type: none"> • Learners could be guided to draw pictures within margin • Learners could be guided to discuss their drawings in pairs and groups • Learners could be guided to observe personal safety as they handle and sharpen pencils. • Learners could be guided to draw using the tools available on various computers with voice output. 	
Core-Competence: Creativity and imagination as learners draw pictures Digital literacy as learners use computers to draw				
Link to PCIs			Link to Values: unity	
<ul style="list-style-type: none"> • ESD-DRR; Safety; 				
Links to other Activity Areas: Mathematics, Language and Environmental Activities			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	
Suggested Non-formal Activity to support learning through application:			Suggested assessment:	
<ul style="list-style-type: none"> • Display finished work within the classroom 			<ul style="list-style-type: none"> • Observation /demonstration, • Open-ended questions, • Self assessment, • Portfolio. 	
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices				

Suggested assessment rubrics:

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Learner is able to identify drawing materials, handle drawing tools, draw picture from memory, draw to express feelings and draw within margin besides supporting others 	<ul style="list-style-type: none"> Learner is able to identify some drawing materials, handle drawing tools well, make incomplete pictures and draw within margin 	<ul style="list-style-type: none"> Learner is able to identify drawing materials, manipulate a drawing tools to make picture, draw within and out of margin with prompt 	<ul style="list-style-type: none"> Learner is able to identify drawing materials, Scribble, draw within margin with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making techniques	1.3 Printing 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify printing materials; b) develop simple printing tools; c) create patterns using different objects for creativity; d) appreciate own and other pupils work.	<ul style="list-style-type: none"> Learners could be guided to identify local materials used for printing Learners could be guided to pick materials for printing Learners could be guided to apply solution on an object and register the first print for creativity Learners could be guided to register subsequent prints into a pattern as others observe or discuss Learners could be guided to work in groups to enhance collaboration Learners could be guided to display printed materials Learners could be guided to take or describe photos of their printed materials using mobile phones or digital cameras 	<ol style="list-style-type: none"> Which materials do you use for printing? Which materials do you use for making printing patterns? Which printing do you like?

Core Competence		
<ul style="list-style-type: none"> • Creativity and Imagination as learners create patterns • Self-efficacy as learners paint • Communication and Collaboration as learners work in groups • Digital literacy as learners take or describe photos using ICT devices 		
Link to PCIs	Link to Core Values	
<ul style="list-style-type: none"> • ESD:DRR; Safety • Health Education, Hygiene 	<ul style="list-style-type: none"> • Co-operation • Turn taking 	
Link to other Activity Areas:	Suggested Community service learning	
<ul style="list-style-type: none"> • Environmental and Language Activities 	<ul style="list-style-type: none"> • Mentorship 	
Non-Formal Activity to support learning through application:	Suggested Assessment	
<ul style="list-style-type: none"> • Have painting activities 	Observation, self-assessment, questions and answers	
Suggested Resources		
Cardboard, newspapers, brush, colours, mobile phone, digital cameras		

Suggested assessment rubrics:

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Learner is able to identify all printing tools, develop simple printing tools, create patterns using finger and others objects technique and perform free choice successfully besides supporting others 	<ul style="list-style-type: none"> • Learner is able to identify some printing tools, develop simple printing tools, create some patterns using finger printing technique fairly and perform free choice successfully 	<ul style="list-style-type: none"> • Learner is able to identify printing tools, develop simple printing tools, creates some patterns using finger printing technique with prompt. 	<ul style="list-style-type: none"> • Learner is able to use printing tools and create some patterns with assistance • Not able to appreciate

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.4 Colouring 6 lessons	By the end of the sub-strand the learner should be able to; a) recognize common colours in the environment for use in colouring; b) display ability to use colour media freely for enjoyment; c) appreciate and talk about their work.	<ul style="list-style-type: none"> • learners could be guided to identify or describe colours of different objects around them. • Learners could be guided to observe or describe the different colours in various computing devices • Learners could be guided to do colour freely, individually or in groups as they observe personal safety. • Learners could be guided to clear working area in turns and store the colouring materials. • learners could be guided to display their work • Learner could be guided to take or describe photos of their coloured drawings • Learner is able to encouraged learners to talk about their displayed work • Learners could be guided to use computer drawing tools with invoice output to colour some generated shapes 	<ol style="list-style-type: none"> 1. Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring?
Core-Competence <ul style="list-style-type: none"> • Imagination and creativity as they draw and colour • Self-efficacy as learners display their work 				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<ul style="list-style-type: none"> Digital literacy as learners use computer drawing tools 				
Link to PCIs and Values: <ul style="list-style-type: none"> Health education: Hygiene ESD: DRR; Financial literacy: 			Links to Values Responsibility	
Links to other Activity Areas: <ul style="list-style-type: none"> Environmental Activities Language Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> Draw and colour found objects from their community 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Make colours from locally available material 			Suggested assessment <ul style="list-style-type: none"> Open-ended Questions, Portfolio, Self assessment, Rating forms, 	
Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such as coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops.				

Suggested assessment rubrics:

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to recognize common colours in the environment, colour successfully and talks about work done with ease	Learner is able to recognizes common colours, colour and talk about art work done	Learner is able to recognize some colour, colour with assistance and talk about work done with prompts	Learner is able to recognize some colours, and talk about work done with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.5 Painting 4 lessons	By the end of the sub-strand the learner should be able to; a) identify painting materials; b) paint freely on paper or discuss for familiarization of materials; c) use finger technique for painting; d) paint or discuss freely for enjoyment; e) appreciate own and others painted work.	<ul style="list-style-type: none"> • Learners could be guided to identify painting materials • Learners could be guided to paint freely in pairs or groups • Learners could be guided to paint or discuss objects made from finger technique. • Learners could be guided to appreciate own and others paintings • Learners could be guided to take or discuss photos of their paintings 	<ol style="list-style-type: none"> 1. Why do we paint? 2. What do we use to paint? 3. What can we paint?
Core-Competence <ul style="list-style-type: none"> • Critical thinking and problem solving as they paint • Imagination and creativity: as they paint freely • Self-efficacy: as they take or describe their paintings • Digital literacy as they use ICT devices to take photos 				
Health Education: Personal Hygiene				
Link to PCIs: ESD:DRR; Safety			Links to Values: Responsibility and love	
Links to other Activity Areas: Environmental, CRE, Language Activities			Suggested Community Service Learning <ul style="list-style-type: none"> • Paint objects in their community. 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Supported learning at home and within community to enhance painting skills 			Suggested assessment: <ul style="list-style-type: none"> • Observation; demonstration, Question and answer, portfolio 	

Suggested Resources:

Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library, mobile phones, digital cameras

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> Learner is able to identify painting materials, uses painting tools appropriately, use paints to express feeling and appreciate own and others work and further assist others 	<ul style="list-style-type: none"> Learner is able to identify all painting materials and uses painting tools, use paints to express feelings and appreciate own work 	<ul style="list-style-type: none"> Learner is able to identify some painting materials, to use paints and to appreciate work 	<ul style="list-style-type: none"> Learner is able to identify painting materials with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.5 Mosaic 4 lessons	<p>By the end of the sub-strand the learner should be able to;</p> <ol style="list-style-type: none"> identify materials for making mosaic; make mosaic pictures using locally available materials for aesthetics; make collage pictures using locally available materials for 	<ul style="list-style-type: none"> Learners could be guided to identify materials for making mosaic. Learners could be guided to work in groups for collaboration Learners could be guided to collect materials Learners could be guided to prepare the working surface Learners could be guided to creatively make mosaic pictures 	<ol style="list-style-type: none"> Why do we make pictures? Where do we get materials for mosaic pictures What materials do we use for mosaic

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		enjoyment; d) appreciate the use of locally available materials for making mosaic .	from the collected materials. <ul style="list-style-type: none"> • Learners could be guided to take photographs or describe their finished mosaic pictures • Learners could be guided to appreciate each other’s work. • Learners could be guided to pick and keep materials safely and neatly. 	
Core-Competence <ul style="list-style-type: none"> • Self-efficacy: as they describe photographs of their finished mosaic pictures • Communication and collaboration: as learners work in groups • Critical thinking and problem solving; as the mosaic pictures 				
Link to PCIs <ul style="list-style-type: none"> • Life skill: Skills of knowing and living with oneself • Self: Self-esteem • ESD: Financial literacy 			Link to Values <ul style="list-style-type: none"> • Co-operation 	
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental, CRE, Language, Mathematics Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Collect materials from the community for use in school to make mosaic picture 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Exhibit their work during academic or parents day 			Suggested assessment: <ul style="list-style-type: none"> • Observation, Open-ended questions, • Self assessment, • Portfolio 	
Suggested Resources Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, digital cameras, mobile phones				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Learner is able to identify the correct mosaic material, make mosaic picture, handle glue and tools well and appreciate mosaic work besides supporting others 	<ul style="list-style-type: none"> Learner is able to identify the mosaic material, make mosaic pictures and appreciate mosaic work 	<ul style="list-style-type: none"> Learner is able to identify the mosaic material, handle glue and make mosaic picture with prompts 	<ul style="list-style-type: none"> Learner is able to sure of mosaic material and make mosaic picture with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.6 Collage 4 lessons	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> identify material for making collage; make collage pictures using locally available materials for aesthetics; make collage pictures using locally available materials for enjoyment; appreciate their own and other pupils work and develop self-esteem. 	<ul style="list-style-type: none"> Learners could be guided to identify materials for making Collage. Learners could be guided to work in groups for collaboration Learners could be guided to collect materials Learners could be guided on steps of preparing working surface Learners could be guided to creatively make Collage pictures from the collected materials. Learners could be guided to take photos or describe of the finished collage pictures Learners could be guided to appreciate each other's work. 	<ol style="list-style-type: none"> Where do we get materials for making collage? How do we make collage?

			<ul style="list-style-type: none"> Learners could be guided to pick and keep materials safely and neatly 	
Core-Competence <ul style="list-style-type: none"> Creativity and imagination as they make collage patterns Communication and collaboration as they work in groups Critical thinking and problem solving as they creatively make collage pattern 				
Link to PCIs <ul style="list-style-type: none"> ESD: DRR safety. 		Links to Values Responsibility and love		
Links to other Activity Areas: <ul style="list-style-type: none"> Environmental Mathematics 		Suggested Community Service Learning <ul style="list-style-type: none"> Involve the community in collecting and assembling of materials to be used in school. 		
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about 		Suggested assessment: <ul style="list-style-type: none"> Observation, Open ended questions, Checklist, Portfolio 		
Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils, and more, learning laptops, digital cameras, mobile phones				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify materials for collage, stick the different types of material, make a colourful collage picture and work with others well and appreciate other work besides supporting others	Learner is able to Able to identify materials for collage, stick complete a pictures, make a colourful picture using collage technique and appreciate others learners work	Learner is to identify materials for collage, glue some materials, leaves some empty spaces and has little interest in others work	<ul style="list-style-type: none"> Learner is able to stick collage materials and glues materials with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.1 Ball Technique 2 lessons	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> identify different types of materials used in modelling; model items using ball techniques; model for enjoyment; express their ideas; feelings and emotions through modelling. 	<ul style="list-style-type: none"> Learners could be guided to identify different types of materials used in modelling Learners could be guided to collect and interact with the modelling materials and tools. Learners could be guided to watch and listen to a video on how the ball technique is used in modelling Learners could be guided on working in groups Learners could be guided to distribute modelling materials Learners could be guided to make objects using ball technique. Learners could be guided to display, appreciate own and others work. Learners could be guided to clear working area and wash their hands. 	<ol style="list-style-type: none"> What type of materials do you use for modelling? What type of materials do you enjoy modelling with? Where do you get modelling materials? What do you like modelling?
Core-Competence <ul style="list-style-type: none"> Self-efficacy as they display finished work Critical thinking and problem solving as they model different types of materials 				
Link to PCIs: Life-skills; Skills of knowing and living with others – Interpersonal relationships Health education: Hygiene			Link to Values Responsibility and respect	

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Caring for the environment through recycling of used paper. 	
Suggested Non-Formal Activity to support learning through application: Group art activities			Suggested assessment: <ul style="list-style-type: none"> • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information 	
Suggested Resources: clay, plasticine, papier mache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Learner is able to identify modeling materials, use modeling materials, appreciate own and others work besides helping others. 	<ul style="list-style-type: none"> • Learner is able to identify modeling materials and manipulate material successfully, make items successfully using two methods and talk about the work done 	<ul style="list-style-type: none"> • Learner is able to identify modeling materials, Manipulates, use one method successfully and work with others with assistance 	<ul style="list-style-type: none"> • Learner is able to collect and model and talk about own work with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.2 Coil Technique 2 lessons	By the end of the sub-strand the learner should be able to; a) identify different types of material used in coil technique; b) model items using coil techniques; c) model for enjoyment; d) express their ideas, feelings and emotions through modelling.	<ul style="list-style-type: none"> • Learners could be guided to identify different types of material used in coil technique • Learners could be guided to be in working groups • Learners could be guided to distribute modelling materials • Learners could be guided to make objects using coil technique. • Learners could be guided to take or describe photographs of their finished objects • Learners could be guided to display, appreciate own and others work. • Learners could be guided to clear working area and wash their hands. 	<ol style="list-style-type: none"> 1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials?
Core-Competence <ul style="list-style-type: none"> • Self-efficacy as they display finished work • Critical thinking and problem solving as they model • Digital literacy as learners take or describe photos 				
Link to PCIs Health education: Hygiene			Link to Values Responsibility and unity	
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental Activities • Religion CRE 			Suggested Community Service Learning <ul style="list-style-type: none"> • Caring for the environment through recycling of used paper. 	

<ul style="list-style-type: none"> • Language Activities • Mathematics Activities 	
Suggested Non-Formal Activity to support learning through application: Group art activities	Suggested assessment: <ul style="list-style-type: none"> • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information
Suggested Resources: clay, plasticine, papier-mâché, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops, digital cameras, mobile phone	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify modeling materials for coil technique, model using coil technique, appreciate own and others work besides supporting other	Learner is able to identify modeling materials for coil technique, items using coil technique and make talks about the work done	Learner is able to identify modeling materials for coil technique, model using coil technique and work with others with assistance	Learner is able to identify materials for modeling, model Bu cannot talk about own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.3 Slab Techniques 2 lessons	By the end of the sub-strand the learner should be able to; a) identify different types of material used in slab technique; b) model items using slab techniques;	<ul style="list-style-type: none"> • Learners could be guided to identify different types of material used in slab technique • Learners could be guided to work groups • Learners could be guided to guide group leaders to 	<ol style="list-style-type: none"> 1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials?

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		c) model for enjoyment; d) express their ideas, feelings and emotions through modelling.	distribute modelling materials <ul style="list-style-type: none"> • Learners could be guided to make objects using slab technique. • Learners could be guided to take or describe photos of the finished products • Learners could be guided to display, appreciate own and others work. • Learners could be guided to clear working area and wash their hands. 	4. What do you like modelling?
Core-Competence <ul style="list-style-type: none"> • Self-efficacy as they display finished work • Critical thinking and problem solving as they model materials • Digital literacy as they take or describe photos 				
Link to PCIs: Health education: Hygiene			Link to Values Responsibility	
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Caring for the environment through recycling of used paper. 	
Suggested Non-Formal Activity to support learning through application: Group art activities			Suggested assessment: <ul style="list-style-type: none"> • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information 	

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Suggested Resources: clay, plasticine, papier-mâché, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops. Digital cameras, mobile phones				

Suggested Assessment Rubrics

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Slab technique	Learner is able to identify modeling materials for coil technique, model using slab technique and appreciate own and others work besides helping others	Learner is able to identify modeling materials for slab technique, make some items using slab technique and talk about the work done	Learner is able to identify modeling materials for coil technique, attempts to model using slab technique and work with others with assistance	Learner is able to identify materials for modelling, model and talk about own work with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Paper Craft	3.1 Paper Folding 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify different methods of folding papers for creativity; b) make items using folding techniques for problem solving; c) make items using paper folding	<ul style="list-style-type: none"> Learners could be guided to identify different methods of folding papers for creativity Learners could be guided to observe different objects made out of folding techniques. Learners could be guided to observe or listen to video clips on folding techniques Learners could be guided to 	<ol style="list-style-type: none"> What items do we make by folding papers? Which items do you like making most using paper?

		techniques for fun.	<p>make items using paper folding techniques.</p> <ul style="list-style-type: none"> • Learners could be guided to fold papers to make items of their choice, • Learners could be guided to display their work. • Learners could be guided to talk about their art work 	
<p>Core-Competence</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they make items using paper folding technique. • Digital literacy as they watch or listen to video clips 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Citizenship: Social cohesion • Life skills: Skills of knowing and living with oneself - Interpersonal relationships 			<p>Link to Values</p> <ul style="list-style-type: none"> • Unity 	
<p>Links to other Activity Areas:</p> <ul style="list-style-type: none"> • Environmental activities, language, Mathematics 			<p>Suggested Community Service Learning</p> <ul style="list-style-type: none"> • Recycling paper to enhance cleanliness in the environment. 	
<p>Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Organised hobby/talent day show 			<p>Suggested assessment</p> <ul style="list-style-type: none"> • Listening, • Observation, • Open-ended questions, • Portfolio, • Self assessment. 	
<p>Suggested Resources: Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers, videos, DVD players, television sets</p>				

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Paper folding	Learner is able to identify all materials for folding paper, to fold paper to make items, fold paper to make items for play with joy without supporting others	Learner is able to identify some materials for folding methods, fold paper and make some items and enjoy folding paper to make items	Learner is able to identify some materials and folds paper with prompts	Learner is able to Identify materials to fold paper with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Creating Shapes and Forms Using ICT	4.1 Creating shape forms. 4 lessons	By the end of the sub-strand the learner should be able to; a) identify drawing icons for familiarization with digital devices; b) use digital device to create shapes and forms creativity; c) appreciate the use of ICT in creating shapes and forms.	<ul style="list-style-type: none"> • Learners could be guided to access drawing icons from digital devices with voice output independently • Learners could be guided to draw or describe shapes and forms using ICT devices randomly • Learners could be guided to create shapes and forms using digital devices • Learners could be guided to use electronic devices independently while observing personal safety. • Learners could be guided to share experience 	<ol style="list-style-type: none"> 1. Which are the digital devices tools used in drawing? 2. What is your favourite shape? 3. Which form do you enjoy drawing most? 4. Which digital device do you like using

Core-Competence to be developed Self efficacy: <ul style="list-style-type: none"> • Learning to learn as they create forms and shapes • Digital literacy as they use electronic devices 	
Link to PCIs <ul style="list-style-type: none"> • ESD-DRR; Safety • LSP 2- • Life skills: <ul style="list-style-type: none"> – Skills of knowing and living with oneself – self-esteem – Skills of knowing and living with others: Interpersonal relationships 	Links to Values <ul style="list-style-type: none"> • Responsibility
Links to other Activity Areas: <ul style="list-style-type: none"> • Mathematics, language, environmental Activities 	Suggested Community Service Learning <ul style="list-style-type: none"> • Work with parents and community to perfect their skills/ visit each other and share their gadgets
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group art activities outside the classroom 	Suggested assessment: <ul style="list-style-type: none"> • Portfolio, • Graphs, • Observation use rating forms, • Video recording, • Self assessment.
Suggested Resources: books, e learning, resource persons, computers and smart toys and appropriate software	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to display familiarity of using drawing tool, draw shape and form on the electronic gadgets with ease, colour using icons successfully and guide others	Learner is able to display familiarity of using drawing tool, draw shape and form on the electronic gadgets with ease, colour using icons successfully and work	Learner is able to display familiarity of using drawing tool, draw shape and form on the electronic gadgets with ease, colour using icons with prompts	Learner is able to display familiarity of using drawing tool and draw shape with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Paper Craft	5.1 Weaving 6 Lessons	By the end of the sub-strand the learner should be able to; a) identify materials for weaving; b) make weaves using paper for creativity; c) appreciate the use of local materials for making woven articles.	<ul style="list-style-type: none"> • Learners could be guided to identify materials for weaving • Learners could be guided to observe or describe photographs of weaving materials • Learners could be guided to cut paper strips for weaving • Learners could be guided to weave simple item using twining technique. • Learners could be guided to use technique of their choice to weave on article. • Learners could be guided to display work and share comments 	<ol style="list-style-type: none"> 1. What do we use to make a twine weave? 2. What are some of the tools used in weaving? 3. Where can weave articles be used?
<p>Core-Competence Learning to learn as they weave articles Self efficacy as they display their finished work Critical thinking and problem solving as they cut paper strips for weaving</p>				

<p>Link to PCIs Life Skills: Skills of knowing and living with oneself – self esteem Life skills: Skills of knowing and living with others – interpersonal relationships</p>	<p>Link to core value; respect.</p>
<p>Links to other Activity Areas: Language, Mathematics and IRE</p>	<p>Suggested Community Service Learning</p> <ul style="list-style-type: none"> • Recycling paper to enhance cleanliness in the environment.
<p>Suggested Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Group art activities 	<p>Suggested Assessment</p> <ul style="list-style-type: none"> • Listening, Observation, Checklist, • Question and answer, • Portfolio.
<p>Suggested Resources:</p> <p>Works of paper craft artists likes Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning, videos, video players, TV sets, mobile phones</p>	

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<p>Learner to be able to identify materials for weaving with ease, makes innovative weaves And talks of mats made and used besides supporting others</p>	<p>Learner to be able to identify materials for weaving Learner to be able to make innovative weaves and talk of how to make mats and use them</p>	<p>Learner to be able to identify few materials for weaving Learner to be able to make mats talk of the materials and the use with prompt.</p>	<p>Attempts to make but with a lot of assistance</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Construction	6.1 3-Dimensional forms 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify materials for construction; b) create forms in 3-d using locally found materials for innovation; c) handling construction materials for exploration and enjoyment; d) appreciate self and others work.	<ul style="list-style-type: none"> • Learner could be guided to identify materials for construction • Learners could be guided to familiarise with the found materials for making three dimensions forms. • Learners could be guided to observe or describe three dimensions objects from laptop and mobile phone • Learner could be guided to make three dimensions forms. • Learner could be guided to arrange and rearrange the found objects to create the three dimension items, keenly observing personal safety. • Learner could be guided to appreciate self and others work • Learner could be guided to guide learners to clean work place 	<ol style="list-style-type: none"> 1. What do you like making most? 2. What materials are used for construction? 3. Where do we get the materials for construction?
Core-Competence <ul style="list-style-type: none"> • Creativity and imagination as they construct three dimensional forms 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<ul style="list-style-type: none"> Self efficacy as learners arrange and re-arrange the objects Digital literacy as they use ICT devices 				
Link to PCIs ESD: DRR; Safety		Links to Values <ul style="list-style-type: none"> Unity Responsibility Sharing 		
Links to other Activity Areas: Environmental activities, Mathematics, Language Activities		Suggested Community Service Learning <ul style="list-style-type: none"> Recycle material within the school 		
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group construction activities 		Suggested Assessment <ul style="list-style-type: none"> Observation Question and answer Self assessment Portfolio 		
Suggested Resources: open-ended art materials or assorted materials, such as bottles, boxes, wooden blocks, wires and more; videos on three dimension making, artifacts of renown artists, Resource persons, mobile phones, laptops				

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify materials for constructing three dimension objects from their environment, construct three dimension objects using found materials, observe safety precaution as they construct three dimension objects and comment on self and others work and comment on self and others work	Learner is able to identify materials for constructing three dimension objects from their environment, cconstruct three dimension objects using found materials. observe some safety	Learner is able to identify some materials for constructing three dimensional objects from their environment and observe safety as they construct three dimensional with prompts, perform the activity to some extent and oobserve safety as they construct three dimension objects with prompts.	Learner is able to identify some materials for constructing three dimensional objects from the environment with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	7.1 Beading 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify locally available materials for beading; b) make an item using coloured beads for creativity; c) appreciate self and others work.	<ul style="list-style-type: none"> • Learner could be guided to identify locally available materials for beading • Learner could be guided to Sort and group the beads according to the colour scheme or shapes • Learner could be guided to thread the beads in sequence to come up with prescribed ornament. • Learners could be guided to take or describe photos of finished ornaments • Learner could be guided to observe safety as they make the ornaments. • Learner could be guided to appreciate self and others work 	<ol style="list-style-type: none"> 1. Which materials do we use for beading? 2. How can do we make a beading pattern? 3. Where do we get beading materials? 4. Which ornaments do you like making most?
<p>Core-Competence Self efficacy as they come up with finished ornaments</p> <ul style="list-style-type: none"> • . Imagination and Creativity as they make items from beads • Digital literacy as they take photos 				
<p>Link to PCIs</p> <ul style="list-style-type: none"> • <i>ESD –DRR</i>: Safety • <i>Life skills</i>: Skills of knowing and living with oneself – self-esteem 			<p>Links to Values</p> <ul style="list-style-type: none"> • Patriotism 	

Links to other Activity Areas: Environmental activities, Mathematics Activities	Suggested Community Service Learning <ul style="list-style-type: none"> • Make ornaments using locally available materials and use them for cultural functions and festivities
Non Formal activities supporting learning: use the made ornaments for cultural functions	
Suggested Resources: open-ended art materials, assorted found materials, videos on three dimension , artifacts of renown artist, resource persons, e books, internet; art websites, assorted beads, locally available materials, mobile phones, digital cameras	

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner to be able to identify all materials for beading, make beads for own choice from locally available materials and do beading sequentially without assistance and describe own work	Learner to be able to identify some material for beading, make beads of own choice and do beading sequentially	Learner to be able to identify few materials for beading bead sequentially and talk about his/her work with prompts	Learner to be able to identify some materials for beading, make beads and talk about his or her work with assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	7.2 Bracelets 4 lessons	By the end of the sub-strand the learner should be able to; a) identify local materials for making bracelets; b) make and decorate bracelets for friendship; c) making bracelets for enjoyment.	<ul style="list-style-type: none"> • Learner could be guided to identify locally available materials for making bracelets. • Learners could be guided to observe or describe a video on decoration of bracelets • Learner could be guided to decorate bracelets using techniques of their choice • Learner could be guided 	<ol style="list-style-type: none"> 1. What are the beads strung on? 2. What do you use to string the beads 3. How do we make bracelets beautiful?

			to observe safety as they make the bracelets.	
Core-Competence <ul style="list-style-type: none"> • Imagination and creativity; as they selecting materials • Communication and collaboration: as they working together • Digital literacy: as they interact with ICT devices 				
Link to PCIs ESD-DRR ; Safety – Safety when stringing Health Education ; - Observe cleanliness as they handle the beads		Link to Values <ul style="list-style-type: none"> • Sharing, co-operating, unity 		
Links to other Activity Areas: Environmental activities, language, Mathematics activity		Suggested Community Service Learning <ul style="list-style-type: none"> • Recycling material within the school 		
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Decorate items and share 		Suggested assessment: <ul style="list-style-type: none"> • Answering open ended questions • Observation; the students can demonstrate that they have in fact learned the skill of using their fine motor skills by demonstrating to the teacher. • Portfolio, • Self-assessment, • records 		
Suggested learning resources: paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads, ribbons, videos, laptops				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify local materials for making bracelet, use bracelet materials for making ornaments and make bracelet individually and in pairs and support others	Learner is able to identify some material used for making bracelets, make some bracelets and make bracelets in pairs and groups	Learner is able to identify few materials used for making bracelets and make bracelets in pairs with prompts	Learner is able to identify materials used for making bracelets and bracelets with a lot of assistance

2 Music Activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.1 Dance 5 Lessons	By the end of the sub-strand the learner should be able to; a) Perform a free dancing style for enjoyment; b) dance in pairs and groups for co-operation; c) respond to changes in tempo and rhythms through body movement for enjoyment; d) perform traditional dances within the locality to enhance culture.	<ul style="list-style-type: none"> • Learner could be guided to dance freely in pairs, small groups or individually. • Learners could be guided to watch or listen to video clip on free dancing style • Learner could be guided to dance individually, in pairs and groups • Learner could be guided to observe or describe a variety of dance. • Learner could be guided to respond to tempo and rhythms through body movement • Learner could be guided to guide learners to perform traditional dance using improvised costumes. 	<ol style="list-style-type: none"> 1. Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing?
<p>Core-Competence</p> <ul style="list-style-type: none"> • Communication and Collaboration as they dance in pairs and groups • Digital literacy as they interact with ICT materials • Learning to learn as they dance using improvised costumes 				

Link to PCIs <ul style="list-style-type: none"> • Citizenship: Social cohesion 	Links to Value Respect
Links to other Activity Areas: <ul style="list-style-type: none"> • Language Activities • Environment Activities • Mathematics Activities 	Community Service Learning Musical artefacts
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Clubs, Fun day 	Suggested Assessment: <ul style="list-style-type: none"> • Observation and actions, checklist, self assessment.
Suggested Resources: Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.\videos, TV sets, internet	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to perform a free dancing style for enjoyment, respond to changes in tempo and rhythms through body movement as they perform traditional dances and train others	Learner is able to perform a free dancing style for enjoyment, respond to changes in tempo and rhythms through body movement as they perform traditional dances	Learner is able to perform a free dancing style for enjoyment, respond to changes in tempo and rhythms through body movement as they perform traditional dances with prompts	Learner is able to perform a free dancing style for enjoyment with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.2 Musical Rhymes 5 Lessons	By the end of the sub-strand the learner should be able to; a) recite rhymes with repetitive phrases and rhythmic patterns; b) display the ability to recite simple rhymes; c) perform simple rhymes for entertainment; d) recite a range of musical rhymes to enhance creativity; e) appreciate others talents as they perform simple rhymes.	<ul style="list-style-type: none"> • Learner could be guided to recite different rhymes • Learner could be guided to play recorded rhymes. • Learner could be guided to perform simple rhymes through dramatization learners with total blindness could be given physical guidance. • Learner could be guided to guide learners to interact with each other during play to enhance social play. • Learner could be guided to sing and perform actions rhymes e.g. Baa baa black sheep • Learner could be guided to guide learners to appreciate self and others talents as they perform simple rhymes 	<ol style="list-style-type: none"> 1. What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?
Core-Competence <ul style="list-style-type: none"> • Self efficacy. As they perform simple rhymes • Communication and Collaboration as they sing and perform rhymes 				
Link to PCIs LSP ; Learners support programmes Mentorship and peer education			Links to Values <ul style="list-style-type: none"> • Respect 	

Links to other Activity Areas: <ul style="list-style-type: none"> Language, Environment and Mathematics Activity. 	Community Service Learning <ul style="list-style-type: none"> Visit the elderly and entertain by reciting and dramatizing rhymes
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Children to participate in music club 	Suggested Assessment: <ul style="list-style-type: none"> Observation and actions, Self assessment, Progress record.
Suggested Resources: Resource persons, resource centres, library, e-books, audio recorders, mobile phones, laptops	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to recite rhymes independently, repeat simple words in the rhymes with ease and to compose own rhymes besides guiding others	Learner is able to recite simple rhymes, repeat simple words in the rhymes and compose own rhythms	Learner is able to listen to the rhymes as others recite but have difficulty in pronouncing some words and compose own rhymes with prompts.	Learner is able to listen to the rhyme with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.3 Rhythmic Patterns 5 lessons	By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion; b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment;	<ul style="list-style-type: none"> Learner could be guided to identify percussion instrument Learner could be guided to observe or describe photos showing the different percussion instruments Learner in small groups, pairs or individually to create rhythmic movements 	<ol style="list-style-type: none"> Which rhythmic pattern do you like playing? Which percussion instruments produce rhythmic pattern? What do you use to make percussion instruments? Which is your

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		c) create rhythm using percussion instruments to enhance tempo; d) appreciate others talent as they perform rhythmic patterns using percussion instruments.	<ul style="list-style-type: none"> • Learners could be guided to create rhythmic patterns using percussion instruments • Learner could be guided to appreciate self and others talents 	favorite percussion instrument
Core-Competence <ul style="list-style-type: none"> • Creativity and imagination as they perform rhythmic patterns • Communication and collaboration as they work in pairs and groups • Self efficacy as they create rhythmic patterns • Learning to learn as they watch or observe others perform 				
Link to PCIs ESD: DRR; Safety			Links to Values <ul style="list-style-type: none"> • Patriotism 	
Links to other Activity Areas: <ul style="list-style-type: none"> • Language activities, Mathematics activities, CRE, IRE, HRE activities 			Community Service Learning <ul style="list-style-type: none"> • Perform in festivals, places of worship 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Dance club 			Suggested Assessment: <ul style="list-style-type: none"> • Observation, question and answer 	
Suggested Resources: drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones				

Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to create rhythmic patterns well, identify several percussion instruments that produce sound, follow the sounds and coordinate patterns and show fun daily in the rhythmic activities	Learner is able to follow rhythmic patterns, show skills in creating patterns accurately, identify percussion instruments that produce rhythmic patterns and co-ordinates the body movement	Learner is able to follow few rhythmic patterns accurately coordinate the body to follow few patterns identify few percussion instruments used and make rhythmic patterns with prompts.	Learner is able to create any pattern, co-ordinate the body parts to follow pattern but have difficulty in identify percussion instruments with difficulties

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.4 Singing Games 5 Lessons	By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence; b) perform varied cultural singing games using props for enjoyment; c) express feelings through singing games for appreciation.	<ul style="list-style-type: none"> Learners could be guided to sing songs from different cultural backgrounds Learners could be guided to watch or listen to songs sang from different cultural background. Learners with total blindness could be given verbal descriptions. Learners could be guided to display the ability to use props. Learners could be guided to have fun and enjoy as they sing and dance. Learners could be encouraged to sing and dance 	<ol style="list-style-type: none"> Which is your favourite singing game? How do you use props in singing games? Which props would you prefer to use in singing games?

			cooperatively in pairs and small groups.	
Core-Competence				
<ul style="list-style-type: none"> • Citizenship as they perform songs from other cultural backgrounds • Self efficacy as they display their abilities • Communication and collaboration as they sing and dance in pairs and groups 				
Link to PCIs: Life Skills – Skills of knowing and living with others; Interpersonal relationship			Links to Values	
Citizenship; Our diversity; Social cohesion			<ul style="list-style-type: none"> • Unity 	
Links to other Activity Areas: Mathematics, Language, Eenvironmental Activities			Suggested Community Service Learning	
			<ul style="list-style-type: none"> • Visit the elderly in community to learn songs and meanings. 	
Non-Formal Activity to support learning through application: Role play as they do the singing game			Suggested Assessment:	
			<ul style="list-style-type: none"> • Listening • Observation • Self-assessment 	
Suggested Resources: Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders				

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to perform singing games and enjoy using props, express feelings through singing games and identify different cultural singing games besides supporting other	Learner is able to sing songs from different cultures and display the ability to use prop in singing games	Learner is able to have fun and enjoy as they sing and dance cooperatively in pairs and in small groups with prompts	Learner is able to listen, hear and sing with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.5 Play simple musical instruments	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) identify various music ICT device with voice output for familiarization; b) play simple musical instruments for enjoyment; c) display ability to play various simple musical instruments including ICT device with voice output; d) play simple instruments and make movement for talent development. 	<ul style="list-style-type: none"> • Learners could be guided to interact with ICT devices, learners with total blindness could be given ICT devices with speech output. • Learners could be guided to play music using ICT devices e.g. piano, guitar • Learners could be guided to play virtual instruments downloaded on mobile phones or tablets. • Learners could be guided to play independently and cooperatively in pairs and small groups. • Learners could be guided to play, listen and make movements. Learners with total blindness could be given physical guidance on direction of movement. • Learners could be guided to work in pair in operating the gadgets. • Learners could be guided to observe safety and care of the gadgets. 	<ol style="list-style-type: none"> 1. What are some of the gadgets used for playing music? 2. Which gadgets do you enjoy playing music from? 3. How do you play music on/from the gadget you love? 4. Which is your favourite music?
Core-Competence <ul style="list-style-type: none"> • Creativity and Imagination as they play musical instruments 				

<ul style="list-style-type: none"> • Learning to learn as they make movements • Communication and collaboration as they work in pairs and groups • Digital literacy as they operate digital gadgets 	
Link to PCIs: ESD: DRR; Safety – observe safety precautions Life Skills: Skills of knowing and living with others. Effective communication: ESD: Financial Literacy: Care for the gadgets	Link to Values: Responsibility
Links to other Activity Areas: Mathematics, Language, Eenvironmental Activities	Suggested Community Service Learning Visit old peoples’ home
Suggested Non Formal Activity to support learning through application: <ul style="list-style-type: none"> • Music club • Entertain in Church/Mosque/Temple 	Suggested Assessment <ul style="list-style-type: none"> • Listening • Observation
Suggested Resources: Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments, mobile phones, tablets, Ipad	

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to listen to the music and make movements, play simple music using electronic gadgets and identify different electronic gadgets used to play music besides helping others to play	Learner is able to listen to music and explore with the gadgets, and play simple music and make movement	Learner is able to listen to music and make movements and playing the electronic gadget with prompts.	Learner is able to manipulate the gadget and make any rhythmic movement with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Listening and Responding	9.1 Musical Sounds 5 Lessons	By the end of the sub-strand the learner should be able to; a) listen to sounds from the environment for familiarisation; b) imitate sounds made from the environment for vocal development; c) appreciate sounds from the environment for correct response.	<ul style="list-style-type: none"> • Learners could be guided to listen to the sounds within the school environment • Learners could be guided to imitate the different sounds within the environment. • Learners could be guided to record sound within their environment and play the recorded sounds back • Guide learners to name sources of sound from within the school environment. 	<ol style="list-style-type: none"> 1. Which musical sound do you enjoy listening to? 2. Where does the sound come from? 3. Which sound do you like to imitate? 4. Make sounds like car
Core-Competence <ul style="list-style-type: none"> • Communication and collaboration; interact with one another. • Self efficacy as they imitate different sounds in the environment 				
Link to PCIs: ESD: DRR; Safety			Link to Values <ul style="list-style-type: none"> • Unity • Responsibility 	
Links to other Activity Areas: Environmental activities, language, Mathematics and CRE, IRE and HRE			Suggested Community Service Learning <ul style="list-style-type: none"> • Collect litter 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Nature Walk 			Suggested assessment <ul style="list-style-type: none"> • Listening, • Observation, 	

	• Question and answer
Suggested Resources: Resource persons, e- books, internet; music websites, toys, videos, mobile phones, audio recorders	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify musical sounds from the environment, imitate sounds they hear, name the source of sound differentiate, and dance to the musical sounds besides supporting others	Learner is able to listen to and identify musical sounds and appreciate the music sounds from the environment and imitate the sounds	Learner is able to name the source of music and listen to musical sounds from the environment with prompts	Learner is able to listen to and appreciate any one of the musical sounds and imitate the musical sounds heard with assistance.

3 OUTDOOR ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.1 Locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify common terms used in outdoor activities such as climbing or sliding; throwing and catching for correct response; b) climb and slide on playing objects for enjoyment; c) observe safety during climbing and sliding on playing objects.	<ul style="list-style-type: none"> • Learners could be guided to throw and catch, climb and slide. • Learners could be guided to watch or listen a video showing children throwing, catching, climbing and sliding • Learners could be guided to to throw and catch objects, e.g. balls, bean bags. • Learners could be to organize in pairs, groups or 	<ol style="list-style-type: none"> 1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
			individually, to play climbing sliding; throwing and catching games. <ul style="list-style-type: none"> Learners could be guided on learners on simple First Aid skills. 	
Core-Competence Self efficacy as they perform the activities Learn to learn as they throw and catch , climb and slide Communication and collaboration as they work in pairs and groups				
Link to PCIs: Life Skills: Skills of knowing and living with oneself – self-esteem Life skills; Skills of knowing and living with others – interpersonal relationships ESD: DRR; Safety			Link to Values: <ul style="list-style-type: none"> Patience 	
Links to other Activity Areas: Language activity, Mathematical activity Environment activity			Suggested Community Service Learning Help the elderly hang and unhang things from high level.	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Fun day for creativity 			Suggested assessment: <ul style="list-style-type: none"> Observation, Question and answers, Progress records 	
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean ball, videos, internet, laptops				

Suggested Assessment Rubrics

Exceeding above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to climb and slide, throw and catch play objects and even assist others.	Learner is able to slide well, climb, throw and catch objects.	Learner is able to slide, throw and catch objects with prompt.	Learner is able to throw and play with objects with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.2 Non-locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify common terms used in turning and twisting activities for appropriate response; b) turning and twisting for flexibility; c) turn and twist for safety.	<ul style="list-style-type: none"> Learners could be guided to play games related to turning and twisting Learners could be guided to role play games related to turning and twisting in groups and pairs Learners could be guided to guide learners to turn and twist as they play 	<ol style="list-style-type: none"> What are the playing materials and equipment used in twisting and turning? How do we turn and twist? How do you feel when twist and turn?
Core-Competence Communication and Collaboration as they play in pairs and groups Learning to learn as they turn and twist				
Link to PCIs: ESD: DRR - Safety Citizenship: Social cohesion			Links to Values • Appreciation	
Links to other Activity Areas: Language activity Environment activity.			Suggested Community Service Learning Participating in cultural celebrations and religious functions.	
Non-Formal Activity to support learning through application: • Gymnastics			Suggested assessment: Observation, question and answers, self assessment.	
Suggested Resources: Brightly coloured Hula hoops, rings, round shaped sticks, whistles				

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to stretch, bend, shake, and coordinate body parts as well as support others	Learner is able to stretch and bend in coordinating the body parts	Learner is able to stretch and bend with prompts	Learner is able to stretch and u bend with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.3 Manipulative Skills	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> kick freely for enjoyment; display the ability to balance the body for kicking technique; display manipulative skills through bouncing ball for distance estimation; bounce and kick balls safely. bounce and kick balls for enjoyment. 	<ul style="list-style-type: none"> Learners could be guided to kick freely. Learners with total blindness could be given orientation of the environment and given physical guidance with verbal instructions. Learners could be guided to watch and listen to videos showing different kicking techniques Learners with total blindness could be given verbal descriptions of video clips. In pairs and groups, learners could be guided to kick freely. Learners to sing songs while bouncing and kicking in pairs and in groups Learners could be guided to do more practise on kicking skills 	<ol style="list-style-type: none"> What do you use for kicking and bouncing? Which game do you enjoy playing most? How do we bounce a ball?
Core-Competence <ul style="list-style-type: none"> Self efficacy as they kick and bounce the ball Communication and collaboration as they work on pairs and groups Digital literacy as they listen top video clips 				
Link to PCIs: ESD: DRR;Safety			Links to Values	

Education: Hygiene Health:	<ul style="list-style-type: none"> • Sharing • Turn taking • Respect
Links to other Activity Areas: Language activity Mathematical activity, Environment activity, CRE, IRE, HRE	Suggested Community Service Learning Collect litters
Non-Formal Activity to support learning through application: Games day/sports day Brightly coloured	Suggested assessment: <ul style="list-style-type: none"> • Observation, • Question and answers, checklist
Suggested Resources: Sound Balls, bright coloured balloons and tennis balls, Resource person, videos, laptops, TV sets, DVD players. Sound players	

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to kick and bounce balls and even assist others	Learner is able to kick balls and bounce the ball	Learner is able to kick a ball and bounce objects with prompts.	The learner is able to kick bounce the ball with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 Swimming	11.1 Pool safety 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify basic water safety and hygiene rules for application in the pool; b) demonstrate ability to follow safety rules accordingly;	<ul style="list-style-type: none"> • Learners could be guided to name the rules of basic water safety and hygiene in the pool • Learners could be guided to follow safety rules accordingly 	1. What is the importance of basic water rules?
Core-Competence <ul style="list-style-type: none"> • Learning to learn as they follow safe rules 				
Link to PCIs : ESD-DRR; Safety			Link to Values <ul style="list-style-type: none"> • Responsibility 	
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental activity • Mathematics activity • Language activity 			Suggested Community Service Learning <ul style="list-style-type: none"> • Sharing experiences with others in the community. 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Participate in school fun day. • Visit a local swimming or water pool 			Suggested Assessment <ul style="list-style-type: none"> • Video tapes • Observation • Open ended question 	
Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to follow the safety rules, basic water safety hygiene rules, interact with water in the pool and change into correct swimming attire	Learner has the ability to follow the pool rules, sing song related to pool routines and appreciate the pool rules	Learner is able to follow the pool rules and in interacting with water with prompts	Learner is able to appreciate pool rules as others interact with water

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 Swimming	11.2 Water Orientation 15 Lessons	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) confidently move around the pool in readiness for swimming; b) opening eyes or listen confidently in water for safe swimming; c) identify basic floating techniques for swimming; d) appreciate the use of water for recreation. 	<ul style="list-style-type: none"> • Learners could be guided to walk around the pool to adapt to the environment. Learners with total blindness could be given orientation to the environment. • Learners could be guided to take or describe photos of the swimming pool • Learners with total blindness could be given descriptions of the photos taken and given physical guidance on different posture for photos taking with verbal instructions • Learners could be guided to open eyes in water confidently • Learners could be guided to watch or listen videos showing the different floating techniques. • Learners with total blindness could be given descriptions of the videos. • Learners could be guided to play games in the pool 	<ol style="list-style-type: none"> 1. How do you feel when walking in water? 2. How do you feel when you put your head in water with eyes open? 3. What do you like most about being in water?

			and how to float and walk safely in water <ul style="list-style-type: none"> • Learner could be shown how to float and walk safely in water 	
Core-Competence to be developed <ul style="list-style-type: none"> • Learning to learning as they play in water • Self efficacy as they float and walk in water • Digital literacy as they interact with IUCT devices 				
Link to PCIs <ul style="list-style-type: none"> • ESD-DRR; Safety • Health Education: Hygiene 			Link to Values <ul style="list-style-type: none"> • Responsibility • Respect 	
Links to other Activity Areas: <ul style="list-style-type: none"> • Environmental activity • Mathematics activity • Language activity 			Suggested Community Service Learning <ul style="list-style-type: none"> • Improve school grounds 	
Suggested Non-Formal Activity to support learning through application: Fun day			ASSESSMENT: Observation, question and answer, self assessment.	
Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys, digital cameras, mobile phones, videos, laptops, TV sets, DVD players Special Needs Learners digital device.				

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to move around the pool with confidence, open eyes in water, float in water and play games with materials in the pool.	Learner is able to move around the pool, open eyes or listen to instructions in water, float and play games in water	Learner is able to move around the pool, sing routine songs, open eyes or listen to instructions in water, float and play games with prompts	Learner is able to sing swimming routine songs, open eyes, or listen to instructions in water with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.0 Fun Games	12.1 Modern/ Traditional fun games. 15 Lessons	By the end of the sub-strand the learner should be able to; a) identify some fun games within their environment for play; b) perform fun games for enjoyment; c) appreciate and acknowledge each other as they perform the fun games.	<ul style="list-style-type: none"> • Learners could be guided to name some familiar fun games. • Learners could be guided to watch or listen to videos on familiar fun games. Learners with total blindness could be given descriptions of video clips. • Learners could be guided to practice in groups some fun games of their choice • Learners could be guided to play and relate with others in fun games. 	<ol style="list-style-type: none"> 1. Which fun game do you like most? 2. How do we perform the following fun games; telling time, skittle, killing a rat game 3. What are some of the activities done in fun games? 4. Which fun game do you enjoy most?
Core-Competence <ul style="list-style-type: none"> • Learning to learn as they perform games • Collaboration and communication as learners play and relate with others • Digital literacy as learners watch video clips 				
Link to PCIs: Skills of knowing and living with others – Interpersonal relationship			Link to Core Values <ul style="list-style-type: none"> • Co-operation 	
Links to other Activity Areas: <ul style="list-style-type: none"> • Language and Mathematics Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Learner to visit own community and source for fun games. 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Participate in fun day 			Suggested Assessment: Checklist, Observing/ demonstration, self-assessment, videos.	

Suggested Resources: Music artefacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library, TV sets, laptops, DVD players

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Learner is able to identify various modern and traditional games, identify materials used in the games, perform various modern traditional games assist others to and perform games with props	Learner is able to identify games with the environment, perform the games well and use props	Learner is able to identify and, perform the games with props with prompt.	Learners identify games within the environment, perform and use props with assistance.