



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DESIGNS

LANGUAGE ACTIVITIES

PSYCHOMOTOR AND CREATIVE ACTIVITIES

ENVIRONMENTAL ACTIVITIES

MATHEMATICS ACTIVITIES

PRE-PRIMARY 2 - VOLUME TWO

FOR LEARNERS WITH VISUAL IMPAIRMENT

APRIL 2017

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FOREWORD

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

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

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

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

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

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

c) Technological and Industrial Needs

Education should 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-fulfilment

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 for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice 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 psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

Core Competencies for Basic Education

Communication and Collaboration

Communication is the act of transferring information from one place to another, whether vocally, visually, or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand Friedrich (1994) suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communication performances."

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, learners must not only 'know' and 'know how,' but rather they must also 'do' and 'know that we did'. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration

among groups that ultimately increase the success of teams as they engage in collaborative problem solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people co-operate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners up into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

Self-efficacy

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes namely cognitive, motivational, affective and selection processes.

A strong sense of self-efficacy enhances a learner's accomplishment and personal well-being in many ways. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided. Self-efficacy fosters intrinsic interest and deep engrossment in activities. Learners set themselves challenging goals and maintain a strong commitment to them.

Self-efficacy as a competence will enable learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies will enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations. A learner with a strong sense of self-efficacy will be courageous and bold enough to set and pursue personal educational, family, community, entrepreneurial, professional, and career goals in all forms of employment that will lead to personal accomplishment (British Council, 2016). An efficacious learner will be aware of the resources at their disposal and will take personal responsibility for the use, care, management, protection and preservation of these resources.

A learner with strong self-efficacy will be internally motivated to establish and maintain healthy interpersonal relationships. They will demonstrate interpersonal relationship skills such as assertiveness, empathy, effective communication, negotiation skills, non-violent conflict resolution skills and peer pressure resistance skills. Creative and critical thinking that leads to effective decision making and problem solving is based on a strong sense of self-efficacy (British Council, 2016). Capacity building of teachers and parental

engagement are two crucial factors that would determine acquisition of self-efficacy. The school will be expected to provide opportunities for parents to be empowered and engaged in the affairs and welfare of their children's education.

Critical Thinking and Problem Solving

An important outcome of quality education is teaching learners how to think critically. The British Council (2015) identifies three types of thinking: reasoning, making judgements, and problem solving. It is possible for learners to reason in an uncritical way. When learners are empowered with critical thinking, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information.

Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum. For example, in the sciences learners need to think critically about observations and patterns to develop ideas on how to solve problems. These competencies are also important for solving problems in their lives and communities, and will ultimately help them to fulfil their potential, which is the vision for the basic education curriculum. This will contribute to addressing the unemployment challenge in Kenya.

Critical thinking and problem solving will be developed through age appropriate activities and programmes in the school curriculum. For example, at pre-primary school level learners can be asked to come up with the best ways of using and keeping their books, stationery and other personal items safe. At the other end of the basic education spectrum, learners can be asked to come up with the best ways of addressing the challenge of scarce resources such as water in the school and community.

Creativity and Imagination

Creativity and imagination refers to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016). It is the ability to imagine things that are not real, to form pictures in the mind of things that one has not seen or experienced, and turn those pictures into real things. It also refers to the act or power of forming mental images of things that are not present to the senses, or that are never wholly perceived in reality, and creating physical representations of those images.

Imagination only exists or happens in the mind, and it remains in the mind. Creativity and imagination on the other hand, is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It is a phenomenon whereby something new and valuable is formed.

In educational terms, creativity and imagination refers to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations. Learners who are imaginative and creative are able to make life interesting for themselves and others around them. They are able to use the knowledge, skills and values acquired in the learning process to create new ideas that result in products that add value to their lives and to the lives of others around them. The competence based curriculum recognizes this hidden ability in learners. It will therefore, inspire learners' imagination by presenting knowledge in ways that encourage learners to think as individuals. It will create scenarios that help learners to engage in imagination and encourage them to develop creations steered by the imagination. Their ability to imagine will be stretched through exposure to challenging situations that help to expand their thinking and creativity skills. The curriculum will also create room for innovative ways of teaching as well as creating an environment conducive to learning that offers all learners opportunities to explore their full potential in and through creativity and imagination.

Citizenship

Historically, human beings have always formed communities based on a shared identity. Such identities are forged in response to a variety of human needs, which might be economic, political, religious or social. As group identities grow stronger, those who hold them in commonality with others organize themselves into communities, articulate their shared values, and build governance structures to support their beliefs. The individuals in these communities identify themselves as citizens.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet.

Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among others. All these fall within the category of network enabled devices. Digital literacy focuses mainly on network enabled devices and should not be

confused with computer literacy skills. However, traditional forms of literacy and computer literacy are enhancers in the acquisition of digital literacy skills.

Individuals are presumed to be digitally literate if they possess a broad range of digital skills and knowledge, and have a basic understanding of the potential uses of computing devices. Digital literacy skills also include being able to use computer communication networks, being able to engage in online communication and social networks, being aware of and adhering to ethical behaviour protocols, being aware of societal issues raised through digital media, and being able to search, evaluate and use information channelled through digital platforms. Furthermore, the digital literate individual should also have the ability to safely and securely use technology while being able to assess the nature of the information acquired in order to support and enhance the environment (British Council, 2015). Digital literacy as a competence therefore encompasses knowledge and skills concerning the appropriate application of a variety of hardware platforms such as computers, tablets and mobile devices, and their software including but not limited to web search or internet application software. Digital literacy is a dynamic competence due to the fast-changing world of information communication technology and the ongoing development of technological devices as well as their related software. This is an area in which there is constant innovation and development as the industry attempts to keep up with a globally increasing demand for efficient and effective communication technologies.. Currently, digital literacy is considered as one of the main core competencies for learning and life in the 21st century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

Learning to Learn

Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference it can have very little significance beyond being random ideas that float through our consciousness.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn helps learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. There are four pillars of learning: Learning to know, learning to do, learning to be and learning

Learning Outcomes for Early Years Education

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

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

Essence Statements for the Pre-primary Curriculum

Language Activities

Language is an important tool for facilitating learning as children use it to interact with their immediate environment. It is a medium of communication and a critical component of socialization as it equips learners with skills that are necessary for listening and speaking as

well as developing literacy skills. Language acquisition at the formative level of human development is based on several theoretical frameworks attributed to a number of early childhood specialists and theorists such as Tricia (2004).

. Language activities

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

- Develop appropriate listening skills from varied experiences to enrich their ability to communicate.
- Express own opinions, ideas and feelings creatively freely and confidently in varied situations as they appreciate others.

PREAMBLE

Education for learners with visual impairment requires that the learners are provided with opportunities to utilize the remaining senses. This call for the teacher to employ various teaching and learning strategies and resources to meet unique needs of each individual learner.

The teacher as well as the learner is therefore expected to make use of resources such as print and electronic media, assistive devices, technology and braille material, resource person and interaction with realia in the environment

The vital role of the learner in the learning process has also been recognized, in connection the teacher is strongly advised to employ participatory approaches to learning in order to tap and incorporate the learners' experiences

The teacher for learners with visual impairment should

- a) Possess positive attitude towards the learners with visual impairment
- b) Exercise great patience and commitment when teaching.
- c) Be competent in learning areas.

d) Be competent and proficient in English, mathematical and Kiswahili braille.

ADAPTED PRE-PRIMARY LANGAUGE ACTIVITIES PP2 FOR LEARNERS WITH VISUAL IMPAIRMENT

Strand	Sub-strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>1.0 LISTENING</p>	<p>1.1 Common greetings and farewell related to relationship</p>	<p>By end of the sub-strand/ topic/ theme the learners should be able to:</p> <p>a) Respond appropriately to greetings with reference to relationship in and out of school</p> <p>b) Respond appropriately to farewell with reference to relationship in and out of school</p> <p>c) Enjoy responding to greetings with reference to relationship in and out of school</p>	<ul style="list-style-type: none"> • Learner be guided to demonstrate responding to greetings and farewell with reference to time and relationship and encourage others to imitate • In pairs or small groups, learners practice responding to greetings and farewell with reference to time and relationship • Learners be guided to respond to visitors’ greetings and farewell with reference to time and relationship • Learner be encourage to respond to visitors and family members’ greetings and farewell at home with reference to time and relationship using appropriate words • Learners practice responding to greetings and farewell with reference to time and relationship through role playing. • Learners sing interactive songs related responding to greetings and 	<ol style="list-style-type: none"> 1. What opportunities arise for responding to greetings with reference to time and relationship at home and at school? 2. What opportunities arise for responding to farewell with reference to time and relationship at home and at school? 3. Whose greetings do you respond to at home and at school? 4. Whose farewell do you respond to at home and at school?

			farewell with reference to time and relationship	
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCI: <u>Life skills:</u> Effective communication, inter-personal relationship,			Link to Values: Peace, unity, respect, social justice.	
Link to other activity areas: Environmental activities			Suggested community service learning:	
Non-formal activity to support learning through application Arrange for a visit to a needy family in the neighborhood and practice appropriate ways of responding to greeting and farewell with reference to relationship			Suggested Assessment: Oral questions, observation, portfolio	
Suggested Teaching/Learning Resources: Video clips, Pictures of people greeting, charts, digital device, radio programmes				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The learner listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses for example: Good Morning teacher, Good evening mother, Good night father	The learner consistently listens carefully and is able to respond to greetings and farewell appropriately both verbally and non-verbally. For example; Hello, Good Morning, Good bye	Appears to listen carefully but is not able to respond appropriately to greetings and farewell	The learner consistently has difficulty responding to greetings and bidding farewell both verbally and non-verbally.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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	1.2 Listening for comprehension	By end of the sub-strand/ topic/ theme the learners should be able to: a) Answer questions after a listening experience in class b) Solve simple riddles in class c) Sing songs with actions in and out of school d) Recite poems with actions in and out of school e) Recite rhymes with actions in and out of school f) Enjoy solving simple riddles in and out of class g) Enjoy singing songs with actions in and out of school h) Enjoy reciting poems with actions in and out of school i) Enjoy reciting rhymes with actions in and out of school	<ul style="list-style-type: none"> • Learners be guided to respond to simple verbal instructions • Learners be engaged in listening to a story related to theme and encouraged to answer questions from the story • Learners answer simple questions after listening to a recorded story related to theme • Learners be guided to solve simple riddles • Learners be guided to solve oral language puzzles • Learners be guided to sing songs with actions • Learners be guided to recite poems and rhymes with actions. • Learners listen to audio-visual digital comics and answer simple questions • In pairs, learners practice solving simple riddles 	<ol style="list-style-type: none"> 1. What daily opportunities require listening comprehension? 2. What makes listening comprehension fun?
Core-competence developed: Communication and collaboration, Critical and creative thinking for problem solving, Learning to learn, Digital literacy				
Link to PCIs: Life skills: Problem solving, Effective communication, Critical thinking, Interpersonal skills.			Link to Values: Unity	
Link to other activity areas: Psychomotor and creative activities			Suggested community service learning:	
Non-formal activity to support learning through application			Suggested Assessment: Oral questions, observation, portfolio	

Visit an elderly person for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host	
Suggested Teaching/Learning Resources: Recorded songs , Instrumental songs, poems, rhymes, puppets, pictures, animated stories, regalia, resource person, radio programmes	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Pays attention and responds with actions for example, nodding the head, making movements, humming, singing along	Responds with sustained attention	Responds but does not sustain attention	Appears to listen but makes no visible response to solve simple riddles, sing songs with action, recite poems and rhymes with action

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.3 Active Listening	By end of the sub-strand/ topic/ theme the learners should be able to: a) Pay attention to conversations in and out of school b) Respond to simple instructions at home and at school c) Appreciate the contribution of others during conversations	<ul style="list-style-type: none"> • In pairs or small groups, learners tell stories and poems while others listen • Learners be encouraged to retell stories told by the teacher and other learners • Learners listen to and solve riddles • Learners view and imitate recorded content using electronic devices • Learners be given simple instructions and encouraged to respond • In pairs or small groups, learners be guided to take turns in conversations • Learners could be encouraged learners to view and listen actively to recorded clips of 	<ol style="list-style-type: none"> 1. When do you listen attentively? 2. What do you do when your friend or another person is speaking to you?

		d) Answer questions after listening to a story	<p>their own conversations while providing positive feedback</p> <ul style="list-style-type: none"> • Learners could be guided to appreciate the contribution of others during conversations • In small groups, learners be involved in verbal games, songs, poems and rhymes that involve turn taking 	
Core-competence developed: Digital literacy, Communication and collaboration, Critical thinking and problem solving				
Link to PCIs: Life skills: Moral education – to listen attentively during conversations			Link to Values: Unity, peace.	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning:	
Non-formal activity to support learning through application Visit an elderly person for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host. Learners retell the stories later on in class.			Suggested Assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded programmes, video clips, radio programmes				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Responds to simple instructions and consistently takes turns in a conversation without guidance in and out of school	Responds to some simple instructions and sometimes takes turns in a conversation without guidance	Responds to some simple instructions, takes turns in a conversation with guidance	Responds to a few simple instructions but cannot pay attention in conversations

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Passing information	By end of the sub-strand/ topic/ theme the learners should be able to: a) Convey verbal messages effectively at home and at school b) Retell short stories in and out of class c) Engage in dialogue at home and at school d) Enjoy passing verbal messages in and out of class e) Enjoy retelling short stories in and out of class	<ul style="list-style-type: none"> • Learners be tasked to deliver verbal messages to and from parents/guardians • In pairs and small groups learners tell and retell news and short stories • Learners be encouraged to engage in dialogue with parents • Learners be engaged in short discussions and encourage them to answer questions • Learners be engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups 	<ol style="list-style-type: none"> 1. What do learners like to tell their teachers about their parents? 2. What do learners like to tell their parents about teachers?
Core-competence developed: Digital literacy, Communication and collaboration,				
Link to PCIs: Life skills: Effective communication, inter-personal relationship.			Link to Values: Unity, respect, responsibility	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning:	
Non-formal activity to support learning through application Organize a parents ‘day at school. Learners pass important messages through songs, poems and stories			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning Materials: audio clip				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Listens and delivers a precise/intended message	Listens and delivers a related but not fully accurate message	Listens but delivers a distorted message	Appears to listen but fails to deliver message or delivers a distorted message

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Listening	1.5 Auditory discrimination	<p>By end of the sub-strand/ topic/ theme the learners should be able to:</p> <p>a) Identify all letter sounds in the classroom environment.</p> <p>b) Differentiate closely related letter sounds in and out of class.</p> <p>c) Enjoy language games on differentiating closely related letter sounds in and out of class.</p>	<ul style="list-style-type: none"> • Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds • Learners listen to recorded audio clips of closely related sounds and recognize the sounds. • Learners could be encouraged to listen carefully and articulate the closely related letter sounds. • In pairs and small groups children be involved in letter sound games. • Learners could be exposed to digital content for example DVDs related to letter recognition. • Learners recite letter sound and rhymes. • Learners be guided to work with interactive programs with letter sounds 	<ol style="list-style-type: none"> 1. What are some of the closely related letter sounds 2. What experiences could enhance letter sound discrimination.

Core competence developed: Digital Literacy, Learning to Learn, communication and collaboration.	
Link to PCIs: <u>Life skills:</u> Effective communication, self-awareness	Link to Values: Unity, patience
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning
Non-formal activity to support learning through application Arrange for children to present a singing game incorporating auditory discrimination in a community function	Suggested Assessment: Oral questions, observation, portfolio
Suggested Learning Resources: recorded audio clips, letter sound games, DVDs, interactive digital programmes, radio programmes	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifies and consistently differentiates closely related sounds	Recognizes and responds appropriately to sounds	Identifies letter sounds but does not necessarily respond	May identify some letter sounds but does not necessarily differentiate between closely related sounds

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Listening	1.6 Auditory memory	By end of the sub-strand/ topic/ theme the learners should be able to: a) Say letter sounds after the teacher in class. b) Recall letter sounds in and out of class. c) Enjoy playing auditory memory games in and out of class.	<ul style="list-style-type: none"> Learners be guided to recall letters of the alphabet. Learners listen to audio clips of letter sounds and be encouraged to recognize or name corresponding letters. In pairs or small groups engage learners in letter recall/mention games for example search and pair, fishing game, letter hunt 	<ol style="list-style-type: none"> What is the sound corresponding to each letter? Which letter sounds are closely related?

Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration.	
Link to PCIs: Life skills: Effective communication for critical thinking and turn taking.	Link to Values: Unity, respect
Link to other activity areas: Psychomotor and creative activities	Suggested community service learning:

Non-formal activity to support learning through application: Arrange for children to present a singing game incorporating auditory memory during the school open day	Suggested Assessment: Oral questions, observation, portfolio
Suggested learning Materials: Flash cards, letter cut-outs, letter charts, glue, DVDs, tablets, projector, computer.	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Recalls letters of the alphabet, can demonstrate letter sound and correspondence through auditory memory games	Recalls letters of the alphabet and can demonstrate letter sound correspondence	Recalls most letters of the alphabet and the letter sounds	Recalls a few letters of the alphabet and letter sounds

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.1 Common greetings and farewell related to relationship.	By end of the sub-strand/ topic/ theme the learners should be able to: a) Use vocabulary related to greetings with reference to relationship in and out of class b) Use vocabulary related to bidding farewell with reference to relationship in and out of class c) Greet people appropriately with reference to relationship in and out of school	<ul style="list-style-type: none"> In pairs or small groups, learners practice greetings and farewell with reference to time and relationship. Learners should often greet and bid the teacher farewell with reference to time and relationship using verbal and non-verbal language Learners be guided to greet as well as bid farewell to visitors who come to class with reference to time and relationship Learners be encouraged to listen to and imitate greetings and farewell with reference to time and 	<ol style="list-style-type: none"> When do you greet people at home and at school? When do you bid people farewell at home and at school? Who do you greet at home and at school? Who do you bid farewell at

		<p>d) Bid people farewell appropriately with reference to relationship. In and out of school</p> <p>e) Enjoy greeting and bidding people with reference to relationship in and out of school</p>	<p>relationship presented on recorded clips</p> <ul style="list-style-type: none"> • Learners practice greetings and farewell with reference to time and relationship through role playing • Learners sing interactive songs on greetings and farewell with reference to time and relationships 	home and at school?
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCIs: <u>Life skills:</u> Effective communication, inter-personal relationship			Link to Values: Peace, unity, respect	
Link to other activity areas: Environmental activities			Suggested community service learning	
Non-formal activity to support learning through application Arrange for the learners to welcome and greet parents appropriately during the school open day. The learners can also bid parents farewell appropriately after the function			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning materials: Recorded audio clips, DVDs, radio programmes				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner can greet and bid farewell to visitors with reference to time and relationship at home at school appropriately	Learner can greet and bid farewell to visitors, with reference to time and relationship at home and at school	Learner can greet and bid farewell to visits with assistance	Has challenges when greeting and bidding farewell

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Self expression	<p>By end of the sub-strand/ topic/ theme the learners should be able to:</p> <p>a) Express their needs verbally at home and at school</p> <p>b) Express their ideas verbally in and out of class</p> <p>c) Use appropriate vocabulary to express their needs in and out of school</p> <p>d) Use appropriate vocabulary to express their ideas in and out of school</p> <p>e) Enjoy expressing their needs verbally and non-verbally at home and at school</p> <p>f) Enjoy expressing their ideas verbally and non-verbally at home and at school</p>	<ul style="list-style-type: none"> • Learners be guided to express their needs and ideas • Learners be encouraged to sing songs to express their needs • Learners could be encouraged to express their thoughts freely • In pairs of learners tell each other news and stories • Learners be involved in discussions on topics that interests them • Learners be guided to participate in conversations on topics of their choice • Learners be engaged in discussions involving problem solving tasks such as puzzles, riddles among others • Learners be guided to make deliberate efforts to express themselves verbally both in school and at home. • Learners be encouraged to ask questions. • The learners be guided to talk about the activities they engage in • Learners be guided to talk about themselves for example talk about who they are, how they look, how unique and special they are among others 	<ol style="list-style-type: none"> 1. What do you do when you need/want something? 2. Who are you? What can you say about yourself? 3. What do you do when someone wrongs you?

			<ul style="list-style-type: none"> Learners could be engaged in short discussions and be encouraged to answer questions Learners be guided to deliberate efforts to discouraged from inappropriate means of expressing needs such as grabbing, shouting, crying, fighting among others 	
Core-competence developed: Digital literacy, Communication and collaboration, Critical thinking and problem solving				
Link to PCIs: <u>Life skills:</u> Coping with emotions, effective communication, self awareness, self-esteem, critical thinking.			Link to Values: Unity, respect, love, peace	
Link to other activity areas: Environmental Activities, Religious Education.			Suggested community service learning:	
Non-formal activity to support learning through application Involve learners in organizing, planning and conducting an end of year party for the class. Ensure learners are actively involved in decision making and buying items in the shop			Suggested Assessment: Oral questions, observation, portfolio	
Suggested Assessment: Audio clip, flash cards, letter sound games				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The learner can express his/her needs and ideas verbally with ease appropriately	The learner can express his/her needs and ideas verbally with some ease	The learner exhibits the needs and ideas with assistance	The learner exhibits the needs and ideas with difficulty

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.3 Polite language	By end of the sub-strand/ topic/ theme the learners should be able to:	<ul style="list-style-type: none"> Learner be guided to demonstrate making requests, excusing self and apologizing. for example <i>'May I'</i>, <i>'Excuse me'</i> and <i>'I am sorry'</i> 	1. What do we say when requesting for something?

	<ul style="list-style-type: none"> a) Use appropriate vocabulary when making requests in and out of class b) Use appropriate vocabulary when excusing self in and out of class c) Use appropriate vocabulary when apologizing in and out of class d) Use the appropriate vocabulary for conveying an apology when need arises e) Enjoy making requests when need arises f) Enjoy excusing self when need arises g) Enjoy apologizing when need arises 	<ul style="list-style-type: none"> • In pairs learners practice making requests, excusing self and apologizing • Learners listen to stories that incorporate making requests, excusing self and apologizing • In pairs learners role play making requests, excusing self and apologizing • Learners view and imitate video clips on making requests, excusing self and apologizing • Learners make requests and excuse self and apologize in response to characters in interactive programmes • Learner be guided to model the habit of making requests, excusing self and apologizing in relevant situations • Learners view a video clip (LV) demonstrating situations for making requests, excusing self and apologizing 	<ul style="list-style-type: none"> 2. What do we say to be excused to go somewhere for example to the toilet? 3. What do you say when you want to make a request? 4. What do you say when you have wronged someone?
Core-competence developed: Digital literacy, Communication and collaboration,			
Link to PCIs: <u>Life skills:</u> Effective communication for inter-personal relationship, ESD: Conflict resolution for interpersonal relationship		Link to Values: Unity, humility, peace, respect, integrity	
Link to other activity areas: Environmental Activities, Religious Education		Suggested community service learning:	
Non-formal activity to support learning through application		Suggested Assessment: Oral questions, observation, portfolio	

Involvement learners in a pretend play activity depicting a classroom experience that incorporates scenes for making requests, excusing themselves and making apologies	
Suggested Assessment: Audio visual clips	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Uses polite language with ease to most people	Uses polite language with ease	Uses polite language with some ease	Appears to listen but does not practice use of polite language

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.4 Audience awareness	By end of the sub-strand/ topic/ theme the learners should be able to: a) Speak clearly when talking to others in and out of class b) Speak loud enough for the audience to hear in school and at home c) Demonstrate ability to speak confidently in and out of class	<ul style="list-style-type: none"> • Learners be guided to listen to recorded pieces of their own voice • Learners be encouraged to sing songs, tell stories and recite poems and rhymes with clarity • Learners be engaged in a conversation on a given picture • Learners be guided to retell stories told by the teacher or other learners • Individually and in groups, learners be involved in presenting songs, poems and rhymes in class and during parade • Learners could be given opportunities to dramatize 	<ol style="list-style-type: none"> 1. How should I speak to be heard clearly? 2. What should I do to make myself clear for example when narrating a story, reciting a poem or rhyme?

		d) Enjoy speaking to others in and out of class	<ul style="list-style-type: none"> In pairs learners practice telling and retelling stories Shy learners be guided to participate in activities 	
Core competence developed: Digital Literacy, Communication and Collaboration.				
Link to PCIs: <u>Life skills:</u> Effective communication and self awareness and self esteem			Link to Values: Unity, respect, responsibility	
Link to other activity areas: Psychomotor and Creative Activities			Suggested community service learning	
Non-formal activity to support learning through application With one or two other pre primary schools, organize a joint fun learning day with an emphasis on singing songs, reciting poems and rhymes and making speeches			Suggested Assessment: Oral questions, observation, portfolio	
Suggested Assessment: Audio clips, flash cards				

Assessment Rubrics

Exceeds Expectation		Meets Expectation	Approaches Expectation	Below Expectation
Learner demonstrates ability to speak confidentiality in and out of school		Learner relates with others well in and out of school	Learner relates with others in and out school with assistance	Learner relates with others with difficulty
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.5 Passing information	By end of the sub-strand/ topic/ theme the learners should be able to:	<ul style="list-style-type: none"> In pairs learners tell and retell news and short stories Learners be guided to engage in dialogue with parents 	1. When are learners sent to pass information to and from parents?

		<p>a) Use relevant vocabulary when engaging in dialogue</p> <p>b) Retell short stories in and out of school</p> <p>c) Enjoy passing verbal messages to others in and out of school</p> <p>d) Enjoy retelling short stories in and out of class</p>	<ul style="list-style-type: none"> • Learners to make use of opportunities to involve them in passing verbal information to and from parents/ guardians • Learners be engaged in short discussions and be encouraged to ask and answer simple questions • Learners be engaged in activities where they view a video clip and then talk about it in pairs or in small groups • Learners be guided to talk and discuss about what they saw in a field trip or nature walk 	<p>2. What do learners like to tell their teachers about their parents?</p> <p>3. What do learners like to tell their parents about teachers?</p>
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Core competence developed: Digital Literacy, Communication and Collaboration

Link to PCIs:

Life skills: Effective communication for self awareness, self-esteem and inter-personal relationship

Link to Values: Unity, responsibility

Link to other activity areas: Environmental Activities

Suggested community service learning:

Non-formal activity to support learning through application

Organize an inter-class contest that includes activities speech clarity and loudness

Suggested Assessment: Observation, demonstration, oral questions

Suggested learning Materials: Audio video clips

Assessment Rubrics

Exceeds Expectation		Meets Expectation		Approaches Expectation		Below Expectation	
Learner can pass information clearly from school to home and from home to school		Learner can pass information from school to home and from home to school		Learner can pass some information from school to home		Learner has difficulty passing information from home to school and school to home	
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences			Key Inquiry Questions	

	2.6 Naming	<p>By end of the sub-strand/ topic/ theme the learners should be able to:</p> <p>a) Name objects, people and colours in the immediate environment</p> <p>b) Name safe objects in the immediate environment</p> <p>c) Name unsafe objects in the immediate environment</p> <p>d) Enjoy naming colours in the immediate environment</p> <p>e) Enjoy naming objects in the immediate environment</p>	<ul style="list-style-type: none"> • Learners to name objects related to theme. (<i>for example; objects, people and colours</i>) • Learners to recite poems and rhymes related to objects, people and colours based on theme • Learners be involved in naming colours with reference to relevant objects related to theme • In pairs learners identify colours, naming objects and people in relation to theme • Learners to be engaged in naming safe and unsafe objects in the immediate environment • Engage learners in vocabulary games • The teacher should emphasize words through use of concrete objects and pictures • Learners be involved in power point presentations of words and illustrations to help them connect words with their meaning 	<ol style="list-style-type: none"> 1. Which people are we likely to find at home, in school, at the market or in a hospital? (<i>Depending on the theme</i>) 2. What objects are we likely to find at home, in school, at the market or in a hospital? (<i>Depending on the theme</i>) 3. What safe and unsafe objects are we likely to find at home, in school, at the market or in a hospital?(<i>Depending on the theme</i>)
Core competence developed: Digital Literacy, Learning to Learn				
Link to PCIs: <u>Life skills</u> : Effective communication DRR: Safety			Link to Values: Unity	
Link to other activity areas: Psychomotor and Creative Activities, Environmental Activities			Suggested community service learning:	

Non-formal activity to support learning: Depending on the theme, take learners for a nature walk or a field trip. Let them name objects, people and colours in that setting	Suggested Assessment: Oral work, audio clips
Suggested resources: Audio video clips	

Assessment Rubrics

Exceeds Expectations		Meets Expectations	Approaches Expectations	Below Expectations
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions

	<p>2.7 Articulation of Letter Sounds</p>	<p>By end of the sub-strand/ topic/ theme the learners should be able to:</p> <p>a) Articulate vowels in and out of class.</p> <p>b) Articulate consonants in and out of class.</p> <p>c) Demonstrate awareness of letter-sound correspondence</p> <p>d) Enjoy participating in activities relating to letter sounds in and out of class</p>	<ul style="list-style-type: none"> • Learners should be guided to recite letters of the alphabet • Learners be guided to practice articulating vowel sounds • Learners be engaged in singing songs, reciting poems and rhymes relating to all letter sounds • Learners be encouraged to practice articulating consonant sounds • Learners be engaged in singing songs, reciting poems and rhymes relating to all letter sounds • In pairs learners could be engaged sound articulation activities for example; Fishing games, skittle games, dice games among others to enhance sound articulation • Emphasize articulation of all sounds through use of flash cards and charts • The learners be involved in viewing and listening to sound video clips and other interactive programmes that enhance letter sound articulation. 	<ol style="list-style-type: none"> 1. What is the sound corresponding to each upper case (capital) letter and its equivalent lower case (small) letter? 2. Which themes provide opportunities for learners to articulate specific letter sounds? For example; The sub-theme ‘market’ provides opportunities for learners to hear articulation of sound /p/ as in pineapple, pawpaw, peas, pepper, pumpkins, potatoes 3. Which letter sounds are closely related?
<p>Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration</p>				
<p>Link to PCIs: Life skills: Effective communication, turn taking</p>			<p>Link to values: Unity, responsibility</p>	
<p>Link to other activity areas: psychomotor and creative activities</p>			<p>Suggested community service learning :</p>	

Non-formal activity to support learning through application: Involve learners in an inter-group contest on sound articulation.	Suggested Assessment: Oral questions, observation, portfolio
Suggested learning Materials: Flash cards, letter cut-outs, letter charts, glue, DVDs, tablets, projector, computer	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation

**PSYCHOMOTOR AND CREATIVE ACTIVITY PRE-PRIMARY 2
FOR LEARNERS WITH VISUAL IMPAIREMENT**

ESSENCE STATEMENT

Psychomotor and Creative Activities

Psychomotor and creative activities at pre-primary level enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of different parts of the body. These activities enhance exploration and development of personal talents and skills as well as appreciation of their cultural heritage.

Pre-primary physical and creative curriculum comprises play and learning activities through which children exercise their bodies thereby facilitating blood and oxygen circulation for healthy and strong growth and development as well creative activities through which children develop their fine motor skills, imagination and creativity thereby developing their talents.

. Environmental activities

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

- Observe proper hygiene, sanitation, and nutrition to promote health.
- Explore the immediate environment for learning, conservation and enjoyment.
- Apply technological skills for learning and enjoyment within their local environment.
- Demonstrate acquisition of social skills for interpersonal relationship.
- appreciate the rich and diverse cultural heritage in the local environment
- make appropriate choices for safe interaction with the immediate environment

DESIGN FOR PSYCHOMOTOR AND CREATIVE ACTIVITY PP2

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
1.0 PICTURE AND MODEL MAKING TECHNIQUES	1.1 Drawing (LV) and Model Making(TB) <i>(5 Lessons of 35 Minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify basic picture making techniques through scribbling, doodling and dot jointing for fine muscle development (LV) (k) b) Identify basic manipulative objects for fine muscle development (TB) (k) c) Draw simple pictures using drawing materials to enhance creativity (LV) (s) d) Make simple models using flexible wires or strings to enhance creativity (TB) (s) e) Appreciate own and others work for self esteem (a)	<ul style="list-style-type: none"> • Learners could be guided to identify basic picture techniques (LV) • Could be guided to identify basic manipulative objects(TB) • Shown large drawn charts with contrasting colors and given drawing materials (LV) • Learners could be guided to manipulate simple models and objects (TB) • Learners to doodle and join dots (LV) • Learner could be guided to use strings and flexible wires to make models(TB) • In pairs and groups learners to talk about their work • Display their work and gallery walk 	<ol style="list-style-type: none"> 1. What have you drawn or made? 2. What did you enjoy making or drawing? 3. What materials do we use for drawing or making models?
<p>Core Competences to be developed</p> <p>Imagination and Creativity – giving meaning to their work</p> <p>Communication and collaboration – learners discuss own and others work in pairs and groups.</p> <p>Critical thinking and problem solving – as they draw or make models.</p>				
<p>Link to PCIs</p> <p>Health education</p> <p>Personal hygiene</p> <p>Life skills and values</p> <p>Self esteem</p>			<p>Link to values: Respect, responsibility, unity</p>	

Links to other subjects Mathematics Environmental	Suggested Community Service Learning Activities: They nature walk in the immediate environment as they discover and collect items.
Non-formal activity to support learning through application: Learners to go for a nature walk in the school compound to identify and collect materials and objects that could be used in drawing and model/making	Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions
Resources: charts, drawing materials e.g. pencils, crayons charcoal ,colored pencils, papers, strings flexible , wires	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<ul style="list-style-type: none"> The learner is able to identify basic picture making techniques and draw meaningful pictures (LV) The learner is able to identify basic manipulative objects and materials and make meaningful models using flexible wires or strings (TB) 	<ul style="list-style-type: none"> The learner is able to identify basic picture making techniques, draw simple pictures using drawing materials (LV) The learner is able to identify basic manipulative objects and materials and make simple models using flexible wires and strings (TB) 	<ul style="list-style-type: none"> The learner is able to identify some picture making techniques and draw some pictures using drawing materials with assistance (LV) The learner is able to identify some manipulative objects and materials and make some simple models with assistance (TB) 	<ul style="list-style-type: none"> The learner is not able to identify picture making techniques or draw pictures (LV) The learner is not able to identify manipulative objects and materials or make simple models (TB)

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
2.0 PICTURE AND MODEL MAKING TECHNIQUES	2.1 Coloring (5 Lessons of 35 minutes)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify the common colors in the environment for mastery and association (LV) b) Name the common colors in the environment for mastery and association (TB) (k) c) Color pictures using common colors for aesthetic value (LV) d) Color models using common colors with assistance of a sighted peer for aesthetic value (TB) (s) e) Associate colors with common materials and objects in the environment for identification (s) f) Appreciate uses of different colors for aesthetic value (a)	<ul style="list-style-type: none"> • In pairs or groups learners could be guided to collect materials of different colors from the environment • Could be guided to color drawn items (LV) • Learners could be guided to color models (TB) • Associate different colors with common materials and objects in the environment • In pairs or in groups learners could display and talk about colored work 	<ol style="list-style-type: none"> 1. Which colors do you know? 2. Which color(s) do you like? 3. Name and associate colors with materials and objects in the environment
<p>Core Competences to be developed</p> <p>Critical thinking and problem solving as they identify colors of items</p> <p>Communication and collaboration – discuss in groups and in pairs their colored work</p> <p>Self-efficacy – displaying own work</p>				
Link to PCIs: ESD: safety and security			Link to values: Respect, responsibility, unity	
<p>Links to other subjects</p> <p>Environmental Activities</p> <p>Language Activities</p>			<p>Suggested Community Service Learning Activities:</p> <p>Nature walk and name colors of the around their home and school</p>	
<p>Non-formal activity to support learning through application:</p> <p>Learners to collect different materials in the school compound which can</p>			<p>Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions</p>	

be used to make colours e.g. leaves, soil, charcoal, chalk, flowers and back of trees	
Resources: Materials from local environment eg. Leaves, flowers, stones, soil, grass, twig, charcoal, papers	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify, name and associate colors in and outside the environment, color pictures and models appropriately	The learner is able to identify, name and associate colors in the environment, color pictures and models.	The learner is able to identify, name and associate some colors in the environment, color some pictures with assistance	The learner is not able to identify, name or associate colors in the environment, color pictures or models.

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
	2.2 Painting (LV) and Printing (TB) <i>(5 Lessons of 35 minutes)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify different painting tools for familiarization (LV) (K) b) Identify printing materials for familiarization(TB)(K) c) Develop simple painting tools for creativity (LV) Improvise simple printing materials for creativity(TB) (S)	<ul style="list-style-type: none"> • In pairs and groups learners to nature walk as they identify and collect different printing and painting materials • Learners to be guided on safety precautions to be observed during printing and painting activities • Develop and improvise painting and printing materials 	<ol style="list-style-type: none"> 1. Which materials did you use for painting and printing? 2. Which painting and printing activities did you enjoy most? 3. Which safety precaution should you take when printing and painting?

		<p>d) Create simple patterns using painting materials for creativity (LV) (S)</p> <p>e) Create simple patterns using printing materials for creativity (TB) (S)</p> <p>g) Appreciate use of painting and printing materials and tools in creative activities (S)</p>	<ul style="list-style-type: none"> • Allow learners to print and paint according to their own interest • Learners to be guided to paint and print using different materials • In pairs and groups learners to practice printing and painting • Display own painted and printed work and gallery walk 	
<p>Core Competences to be developed</p> <p>Imagination and Creativity- as they Paint and print freely</p> <p>Communication and collaboration – as they share painting printing materials</p> <p>Self-efficacy- as they display their painted printed work</p>				
<p>Link to PCIs: Health education - personal hygiene, ECD: safety and security</p>			<p>Link to values: Respect, responsibility, unity</p>	
<p>Links to other subjects</p> <p>Environmental Activities</p> <p>Language Activities</p>			<p>Suggested Community Service Learning Activities:</p> <p>Mentorship as they interact with parents and siblings.</p>	
<p>Non-formal activity to support learning through application:</p> <p>Learner to display their labelled paintings and printings at a designated area in the school compound</p>			<p>Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions</p>	
<p>Resources ; Water paints, water, improvised brushes, eg (stick brushes, sisal brushes, feathers, maize cobs,) containers, potatoes, leaves, banana stalks</p>				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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Learner is able to identify different painting and printing tools and materials , develop and create complex patterns	The learner is able to identify different painting and printing tools and materials, develop and improvise them and create simple patterns.	The learner is able to identify some painting and printing tools, develop and create simple patterns	Learner is not able to identify different painting and printing tools or develop and create simple patterns
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Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude (A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
3.0 PICTURE MAKING TECHNIQUES	3.1 Mosaic <i>(5 Lessons of 35 minutes)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify locally available materials for making mosaic items for creativity (k) b) Make simple items using mosaic techniques for creativity (s) c) Appreciate own and others mosaic works to boost their self-esteem (a)	<ul style="list-style-type: none"> • Learners could be guided to identify locally available materials provided for making mosaic items • Learners could be guided to make simple mosaic items • In pairs or groups learners to practise the technique • Learners to select materials for mosaic work • Could be shown various finished mosaic items 	<ol style="list-style-type: none"> 1. What materials can you use to make mosaic items? 2. What could we use to make mosaic items? 3. Which materials did you use to make your mosaic items?
Core Competences to be developed				
Imagination and creativity – as they Create mosaic items				
Communication and collaboration –as they work in pairs and groups				
Self efficacy -as they display and talk about their mosaic work				
Link to PCIs: Health education - ECD: safety and security, financial literacy			Link to values: Respect, responsibility, unity	
Links to other subjects Mathematics, Language, environmental			Suggested Community Service Learning Activities: Visit the neighborhood to touch and feel different materials which can be used for mosaic work	

Non-formal activity to support learning through application:	Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions
Resources ; Paper, glue, cartons, sap, wheat flour, soil, stones, seeds, beads, feathers, leaves, grass (sticking materials)	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify materials used for mosaic and use them to make meaningful mosaic items	The learner is able to identify materials used for mosaic and use them to make mosaic items	The learner is able to identify some materials used for mosaic and use them to make some mosaic items with assistance	The learner is not able to Identify mosaic materials or use them to make mosaic items

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude (A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
	3.2 Collage <i>(5 Lessons of 35 minutes)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify materials used in creating collage items for familiarization (k) b) Select and stick different materials to make simple collage items for aesthetic value (s) c) Express their feelings as they display their work and	<ul style="list-style-type: none"> • Learners to be guided to identify and collect materials from their immediate environment • Select materials of their choice • Learners to be guided on safety precaution to observe as they work • Stick different materials on the paper using glue, wheat flour, sap • Discuss their work in pairs, small groups and as a whole class • Display their work at the creative corner • Clean up the working area 	<ol style="list-style-type: none"> 1. Which items did you like making? 2. Where do we get materials for making collage? 3. What materials did you collect? 4. What materials did you use to make collage?

		gallery walk to promote self confidence (a)	• Proper use and storage of finished items	
Core Competences to be developed Critical Thinking – as they select materials Communication and collaboration;- as learners discuss their work in groups and pairs Imagination and creativity – as learners stick materials on paper Self-efficacy – displaying own work				
Link to PCIs: Life skills – Creative thinking skills Coping with emotions ESD-safety and security			Link to values: Respect, sharing, co-operation	
Links to other subjects Mathematics, Language, environmental			Suggested Community Service Learning Activities: Visit the neighborhood and collect materials	
Non-formal activity to support learning through application: Learners to display their labelled collage items at designated areas in the school compound			Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions	
Resources: glue, soil, stones, seeds, beads, feathers, leaves, grass, cartons, papers, sap, wheat flour				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify materials for collage and make meaningful items	The L earner is able to identify materials for collage and use them to make items	The learner is able to identify some of the materials used for collage and make some of the items with assistance	The Learner is not able to identify collage materials or use them to make items

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
4.0 MODELLING	4.1 Modeling Techniques <i>(5 Lessons of 35 minutes)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify different types of materials and techniques used in modeling for familiarization (k) b) Model simple objects using different techniques for creativity (S) c) Express their ideas feelings and emotions for harmonious co-existence (A)	<ul style="list-style-type: none"> • Learners could guided to identify and collect modeling materials from the environment • Sort and select the modeling materials o use • Learner could be guided on safety precaution to be observed as they model • Could prepare selected materials for modeling <ul style="list-style-type: none"> ○ model freely • Make simple materials using coil, ball and slap techniques • In pairs and groups learners to practice different modeling techniques • Display and gallery walk 	<ol style="list-style-type: none"> 1. What materials do you use for modeling? 2. How do you model? 3. How do we use modeled items? 4. What do you like modeling?
<p>Core Competences to be developed</p> <p>Communication and collaboration when working in groups Self efficacy as they model and display their modeled work Critical thinking and problem solving as they apply different modeling techniques</p>				
<p>Link to PCIs:</p> <p>ESD- safety and security, environmental awareness Life Skills- coping with the emotions, self esteem</p>			<p>Link to values: Co-operation, responsibility, sharing, unity</p>	
<p>Links to other subjects: language, environmental and religious activities</p>			<p>Suggested Community Service Learning Activities: Visit a nearby porter in the community to learn more on modeling techniques</p>	

Non-formal activity to support learning through application:	Suggested Assessment: Demonstration, interviews, observations, portfolio, checklists, oral questions
Resources: glue, soil, stones, seeds, beads, feathers, leaves, grass, cartons, papers, sap, wheat flour	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify different types of materials used in modeling and model simple objects using different modeling techniques with ease	The learner is able to identify different types of materials and techniques used in modeling and model simple objects using different modeling techniques	The learner is able to identify some types of materials and techniques used in modelling and model some objects using different modeling techniques with assistance	The learner is not unable to identify types of materials and techniques used in modelling or model objects using different modeling techniques

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
5.0 PERFORMING	5.1 Musical Instruments <i>(3 Lessons of 35 minutes)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify various locally available musical instruments (k) b) play various locally available musical	<ul style="list-style-type: none"> • Learners to be guided to identify various locally available musical instruments • Learners to be provided with different locally available musical instruments for manipulation • Allow learners to play freely 	<ol style="list-style-type: none"> 1. Which locally available musical instruments do you know? 2. Which musical instrument did you enjoy playing?

		instruments for enjoyment (s) c) have fun as they play various locally available musical instruments	<ul style="list-style-type: none"> • Learners to be guided to play the locally available musical instruments • In pairs and groups learners to practice playing the instruments • Learners to observe safety precautions when playing and storing of the musical instruments 	3. Which safety precaution should you take when playing the musical instrument?
Core Competences to be developed Communication and collaboration as they work in pairs and in groups Learning to learn as they play the musical instruments Self efficacy as they play musical instruments				
Link to PCIs: ESD- safety and security, financial literacy Life Skills- self esteem			Link to values: Responsibility, sharing	
Links to other subjects: language, mathematics and religious activities			Suggested Community Service Learning Activities: Visit cultural centres to learn more on locally available musical instruments	
Non-formal activity to support learning through application: Learners could be guided to make simple musical instruments outside the classroom			Suggested Assessment: Demonstration, observations, oral questions	
Resources: Locally available musical instruments				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identify and play various musical instruments from his and her local	The learner is able to identify and play various locally	The learner is able to identify and play some locally available musical instruments with assistance	The learner is not able to identify or play

environment and outside the community	available musical instruments		locally available musical instruments
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Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	5.2 Dances <i>(3 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify contemporary and traditional dance for harmonious coexistence. (k) b) Demonstrate different dancing styles for enjoyment (s) c) Appreciate use of dance in their day to day lives for enjoyment (a)	<ul style="list-style-type: none"> • Learners could guided to identify contemporary and traditional dance • Could be given opportunity to perform free dance • Learners could watch or listen to films on dance • Dance using costumes made from locally available materials • In pairs and groups learners to dance 	<ol style="list-style-type: none"> 1. Whom did you dance with? 2. Which dance did you like most? 3. Which costume did you use?
Core Competences to be developed Self-efficacy – dancing using costumes Communication and collaboration – Dancing in pairs and small groups. Citizenship –as they dance and listen to other dances from other communities.				
Link to PCIs: ESD- safety and security, LSP - clubs and societies Life Skills- self esteem, coping with emotions Effective communication			Link to values: Unity, respect, responsibility, co-operation, sharing	
Links to other subjects: language, environmental, mathematics and religious activities			Suggested Community Service Learning Activities: Learners to visit cultural centres in the neighbourhood to learn more on dances	

Non-formal activity to support learning through application: Learners to be involved in entertainment programmes in the school e.g. during school assemblies, parent's meetings	Suggested Assessment: Demonstration, observations, oral questions
Resources: films and videos, singing costumes e.g. sisal skirts, head gears, lesos, jingles, bangles, masks, drums	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to perform contemporary and traditional dances and demonstrate different dancing styles from even other communities	The learner is able to perform contemporary and traditional dances and demonstrate different dancing styles	The learner is able to perform some traditional dances and demonstrate some dancing styles with assistance	The learner is not able to perform contemporary and traditional dances or styles

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	5.3 Musical Rhymes <i>(3 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify simple rhymes for familiarization(k) b) Recite and perform simple rhymes for enjoyment (s) c) Appreciate the use of musical rhymes in their day to day lives for fun (A)	<ul style="list-style-type: none"> • Learner could be guided to identify simple rhymes • Could be given opportunity to present own rhymes • Learners could listen to recorded rhymes • In pairs or groups learners could practice reciting and performing simple rhymes 	<ol style="list-style-type: none"> 1. Which rhyme do you like most? 2. Whose rhyme did you like most? 3. Which rhyme do you like most?

				4. Whose rhyme did you like most?
Core Competences to be developed Digital literacy-listening to recorded rhymes. Self efficacy as they recite and perform the rhymes.				
Link to PCIs: Link to PCIs: LSP-mentorship and peer education, clubs and societies Link to other subjects-environmental, language, mathematics Life skills - coping with emotions, self-esteem, effective communication			Link to values: Respect, patriotism	
Links to other subjects: language, environmental and mathematics activities			Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Invite a specialist to demonstrate different rhymes to them • Invite peers from other classes or levels to demonstrate rhyming 	
Non-formal activity to support learning through application: Learners to be involved in entertainment programmes in the school e.g. during school assemblies, parents meetings			Suggested Assessment: Demonstration, observations, checklists, oral questions	
Resources: electronic gadget resource persons and peers				

ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify, recite, perform and compose own musical rhymes	The learner is able to identify, recite and perform simple musical rhymes	The learner is able to identify, recite and perform some simple musical rhymes with assistance	The learner is not able to identify, recite or perform simple musical rhymes

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	5.4 Singing Games <i>(3 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify singing games from people in their neighborhood for familiarization (k) b) Perform simple singing games from different cultures with props for harmonious coexistence (S) c) Appreciate others culture as they perform different games for harmonious co-existence (A)	Learners to be guided to <ul style="list-style-type: none"> • Identify singing games and props to accompany the games. • Perform singing games freely • Watch and listen to films and videos on singing games from different cultures • Perform singing games from different cultures in pairs and groups 	<ol style="list-style-type: none"> 1. Which singing games do you know? 2. Which singing game do you enjoy most? 3. Which costumes did you use?
Core Competences to be developed Communication and collaboration – as they work in pairs and small groups. Self-efficacy – as learners perform singing games. Digital literacy- use of electronic gadgets. Citizenship- perform singing games from different cultures				
Link to PCIs: Citizenship			Link to values: Respect, sharing, co-operation	
Links to other subjects: language, environmental and Mathematics activities			Suggested Community Service Learning Activities: Attend music or drama festivals to listen to and watch singing games	
Non-formal activity to support learning through application: Learners to be involved in entertaining during prize giving days and parents days			Suggested Assessment: Demonstration, observations, oral questions	
Resources: Electronic gadgets, flywhisk, sisal skirts, make ups, lessos, whistle, banana fibres, shakers, jingles, sticks				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify singing games and props to accompany the games, perform them, watch and listen to films and videos on singing games with ease	The learner is able to identify singing games and props to accompany the games, perform them, watch and listen to films and videos on singing games	The learner is able to identify some singing games and props to accompany the games, perform some of them, watch and listen to some films and videos with assistance	The learner is not able to identify singing games and props to a company the games, or perform them, watch or listen to films and videos

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	<p>1.5 Play Simple Music</p> <p><i>(3 Lessons of 35 minutes each)</i></p>	<p>By the end of the sub-strand/ topic/ theme learner should be able to:</p> <p>a) Identify various electronic gadgets that produce music for digital literacy (k)</p> <p>b) Operate an electronic media, listen and perform music for enjoyment (s)</p> <p>c) Appreciate others perform music in response to electronic media (a)</p>	<ul style="list-style-type: none"> • Learners to be guided to identify various electronic gadgets • Operate electronic gadgets, listen and respond to music. • Perform simple music from various electronic gadgets • Coordinate parts of the body as they play music from electronic gadgets in pairs and groups • Observe safety as they use or operate electronic gadgets. 	<ol style="list-style-type: none"> 1. Which electronic gadgets produce music? 2. Which electronic gadget do you like playing most? 3. How did you respond to music produced? 4. Which safety precautions did

			<ul style="list-style-type: none"> Practice safe storage of electronic gadgets 	you observe while using the gadgets?
Core Competences to be developed <ul style="list-style-type: none"> Self efficacy-as they perform simple music Critical thinking- as they identify various electronic gadgets Imagination and creativity- as they perform simple music using the gadgets as they work in pairs and groups Digital literacy- as they operate electronic gadgets Communication and collaboration- as they listen and respond to music Financial Literacy –as learners practice safe storage of materials 				
Link to PCIs: ESD - safety and security, financial literacy			Link to values: Respect, sharing, responsibility	
Links to other subjects: mathematics, religious activities and environmental. Life skills - self esteem, coping with emotions			Suggested Community Service Learning Activities: invite an ICT expert to guide them on the safe use of electronic gadgets or visit a socially acceptable place where electronic gadgets are played Music is played	
Non-formal activity to support learning through application: Learners to visit a computer lab in the school to interact with electronic gadgets e.g. keyboards, phones, computers			Suggested Assessment: Demonstration, observations, oral questions	
Resources: electronic gadgets e.g. mobile phones, tablets, computers/desktops, lap tops				

ASSESSMENT RUBRICS

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Learner is able to identify and operate various electronic gadgets, listen to and perform simple music	Learner is able to identify and operate various electronic gadgets, listen to and perform simple music from an electronic media	Learner is able to identify and operate some electronic gadgets, listen to and perform simple music from electronic media with assistance	Learner is unable to identify or operate electronic gadgets, listen to or perform simple music from electronic media

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	5.6 Play Simple Games <i>(3 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify various electronic gadgets that could be used to play simple games for recreation (k) b) Play simple games using electronic gadgets for enjoyment.(s) c) Have fun as they play simple games using electronic gadgets(A)	<ul style="list-style-type: none"> • Learners to be guided to identify various electronic gadgets that could be used to play simple games • Learners interact freely with electronic gadgets for familiarization. • Play simple games using electronic gadgets • Maintain co-ordination of various body parts as they play electronic gadgets • In pairs and groups learners to practice playing simple games using electronic gadgets • Observe safety as they use electronic gadgets • Practice safe storage of electronic gadgets 	<ol style="list-style-type: none"> 1. Which electronic gadgets produce music? 2. Which electronic gadgets do you like playing most? 3. How did you respond to the music produced? 4. Which safety precautions did you observe while using the gadgets?
Core Competences to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving as they identify various electronic gadgets • Self efficacy as they perform simple music • Communication and collaboration as they work in pairs and groups • Digital literacy as they use the electronic gadgets 				
Link to PCIs: ESD - safety and security, financial literacy Life skills: Self -esteem, coping with emotions			Link to values: Respect, unity, sharing, responsibility	

Links to other subjects: mathematics, religious activities and languages	Suggested Community Service Learning Activities: Learners to visit an electronic shop in the community and learn more on electronic gadgets
Non-formal activity to support learning through application: Learners to participate in school based competitions on playing games using electronic gadgets	Suggested Assessment: Demonstration, observations, oral questions
Resources: Electronic gadgets that can be used to play games	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify and operate various electronic gadgets and coordinate various body parts appropriately while using the gadget	The learner is able to identify and operate various electronic gadgets that are used to play simple games	The Learner is able to identify and operate some electronic gadgets that are used to play simple games with assistance	Learner is not able to identify or operate electronic gadgets that are used to play simple games

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
6.0 BASIC MOTOR SKILLS	6.1 Locomotive <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify various locomotive activities for flexibility and strength (k)	<ul style="list-style-type: none"> Learners to be guided identify various locomotive activities Give learners opportunity for free performance Crawl and swing in turns, pairs and groups. 	<ol style="list-style-type: none"> Which activity did you enjoy most? Which activity did you perform? What did you use when

		b) crawl and swing for development of fine and gross motor skills (s) c) have fun as they crawl and swing in turns(a)	<ul style="list-style-type: none"> • Guide them to observe safety as they perform activities • Guide them on how to deal with emotions 	performing the activity?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- as they take turns and work in pairs and groups • Critical thinking and problem solving- as learners perform the activities • Learn to learn as they mentor each other 				
Link to PCIs: Life skills- coping with emotions ESD-Safety and security		Link to values: Co-operation, sharing, unity		
Links to other subjects: Languages, environmental		Suggested Community Service Learning Activities: visit community recreation places and enjoy swinging		
Non-formal activity to support learning through application: Learners to be involved in performing locomotive activities during outdoor activities and competitions		Suggested Assessment: Demonstration, observations, checklist		
Resources: playing pen, swings, tyres, ropes, strong poles				

Assessment Rubrics

Exceeds Expectations		Meets Expectations		Approaches Expectations		Below Expectations	
The learner is able to identify various locomotive activities, crawl swing perfectly and independently		The learner is able to identify various locomotive activities crawl and swing		The learner is able to identify some locomotive activities and crawl with assistance		The learner is not able to identify locomotive activities, crawl or swing	
Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)		Suggested learning experience		Key inquiry questions	

	6.2 Non Locomotive <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify stretching and bending skills for muscle development (K) b) Practice bending and stretching skills for body co-ordination (S) c) Have fun as they stretch and bend(A)	<ul style="list-style-type: none"> • Learners to be guided to identify various non locomotive activities • Learners could perform stretching and bending activities • In pairs and groups learners could practice bending and stretching 	<ol style="list-style-type: none"> 1. Which activity did you perform 2. Which activity did you enjoy? 3. Which safety precautions did you observe? 4. How did you feel as you perform with your partner?
Core Competences to be developed communication and collaboration as they work in groups Self efficacy as they express their emotions during performance				
Link to PCIs: life skills- assertiveness e.g. turning taking during play ESD-Safety and security as they bend and stretch		Link to values: respect, love, unity, co-operation		
Links to other subjects: Languages, environmental		Suggested Community Service Learning Activities: learn from other siblings at school and at home about the non locomotive activities		
Non-formal activity to support learning through application: Learners to perform these activities during school interhouse competitions		Suggested Assessment: Demonstration, observations		
Resources: ropes, springs, strong poles, balls				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify various non locomotive activities, bend and stretch appropriately, follow steps or styles of doing activities well	The learner is able to identify various non locomotive activities bend and stretch	The learner is able to identify some non locomotive activities,	The learner is not able to identify non locomotive activities, stretch or bend

		stretch and bend l with assistance	
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Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	<p>6.3 Manipulative Skills</p> <p><i>(5 Lessons of 35 minutes each</i></p>	<p>By the end of the sub-strand/ topic/ theme learner should be able to:</p> <p>a) identify items and materials from the immediate environment that can be used for manipulation (k)</p> <p>b) perform various activities for development of fine motor skills(s)</p> <p>c) have fun as they practice various manipulative skills (a)</p>	<ul style="list-style-type: none"> • Learner to be guided to identify and collect items and materials from the immediate environment that they can use for manipulation • Learners to throw and catch objects freely (sound balls for totally blind) • Guide them on the safety precautions to be followed during throwing and catching • Give them opportunity to practice throwing at a designated destination in turns • Learners to express their emotions during throwing activity • Guide the learners on the safety precautions to be followed during catching • Learners to be guided to catch thrown objects • Practice catching thrown objects in pairs, small groups and in turns • Demonstrate the phases of kicking(initial transition and nature) 	<ol style="list-style-type: none"> 1. Which skills did you enjoy? 2. What do you need to observe while performing the activity?

			<ul style="list-style-type: none"> • Give learners opportunity to practice good dynamic balance • Could practice ‘in step’ kicking, kicking with the inside of the foot and kicking from a stationary position • Observe safety precautions to be followed when kicking objects. • Learners to practice kicking different objects in pairs, small groups and in turns • Practice proper use and storage of materials 	
<p>Core Competences to be developed Communication and collaboration When collecting materials, when playing in groups in pairs and taking turns Critical thinking and problem solving- when throwing and catching and kicking different objects Self – efficacy- as they take turns and appreciate own and others</p>				
<p>Link to PCIs: Financial literacy ESD: Safety and security - observe safety as they throw and catch objects, financial literacy Life skills - coping with emotions - accepting defeat</p>			<p>Link to values: co-operation, respect, responsibility</p>	
<p>Links to other subjects: religious activities, language mathematics and environmental</p>			<p>Suggested Community Service Learning Activities: visit neighborhood school and participate in activities involving throwing and catching</p>	
<p>Non-formal activity to support learning through application: Learners to sing a throw and catch song outside the classroom</p>			<p>Suggested Assessment: observations and recording learners reaction</p>	
<p>Resources: scarf, balloon, stuffed toys, baskets, pails, carton boxes, plastic bottles, and colored ribbons/pieces of clothes, sound balls, old socks, rings, bean bags, strings, Banana fibres and cereals.</p>				

Assessment Rubrics

Exceeds Expectations		Meets Expectations		Approaches Expectations		Below Expectations	
The learner is able to throw, catch and kick items and materials with precautions and demonstrate the phases of kicking well		The learner is able to throw, catch and kick items and materials with precaution		The learner is able to throw and kick some of the items and materials with assistance		The learner is unable to throw, catch or kick materials and items	
Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)		Suggested learning experience		Key inquiry questions	
7.0 LISTENING AND RESPONDING	7.1 Musical Sounds <i>(3 lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify sounds made by various animals from the environment to familiarize with musical sound.(K) b) sing songs related to musical sounds made by animals in the environment for enjoyment.(s) c) appreciate various musical sounds made by animals for association (A)		<ul style="list-style-type: none"> Learners to be guided to identify and listen to various sounds made by animals in their environment. Learners to go for nature walk to listen to various sounds made by animals in their environment Observe safety as they nature walk Identify various sounds from the environment In pairs and groups learners to imitate various sounds from the environment 		<ol style="list-style-type: none"> Which sounds did you listen to? What were the sources of the sounds? 	
Core Competences to be developed Learning to learn-as they nature walk Communication and collaboration as they work in pairs and groups							
Link to PCIs: ESD - Introduction to animal welfare Safety and security				Link to values: Love, care, responsibility, co-operation			

Life skills - Empathy	
Links to other subjects: religious activities, language mathematics and environmental	Suggested Community Service Learning Activities: Take care of animals in their environment.
Non-formal activity to support learning through application: Learners to rear domesticated animals in the school compound e.g. rabbits	Suggested Assessment: observations, interviews, questions and answers
Resources: Immediate environment e.g. Singing birds, animals, toys and models	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify and imitate sounds, sing songs related to musical sounds made by animals in and outside the environment	The learner is able to identify and imitate sounds, sing songs related to musical sounds made by various animals in the environment	The learner is able to identify and imitate some sounds made by various animals in the environment	The learner is not able to imitate sounds made by various animals in the environment

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions

8.0 LISTENING AND RESPONDING	8.1 Imitating Musical Sounds <i>(3 lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify sources of sound in the environment for familiarization(k) b) imitate sounds made in the environment for enjoyment.(S) c) appreciate sounds produced in the environment for fun (A)	<ul style="list-style-type: none"> • Learner to be guided to identify sources of musical sound in the environment • Listen to different musical sounds in the environment • In pairs and groups could imitate musical sounds produced in the environment • Sing songs related to sources of musical sounds from the environment • Could identify the direction from which the musical sounds are coming from 	<ol style="list-style-type: none"> 1. Which musical sounds did you hear? 2. What were the sources of the musical sounds? 3. Which musical sound did you like most?
Core Competences to be developed -communication and collaboration- imitating sounds in pairs -self efficacy- individual imitation of the sounds				
Link to PCIs ESD – Animal awareness Environmental awareness Life skills : Empathy		Link to values: Love, care, responsibility		
Links to other subjects: Environmental, language, religion and mathematics		Suggested Community Service Learning Activities: Nature walk in the neighborhood – caring for animals.		
Non-formal activity to support learning through application: Learners to visit an animal orphanage		Suggested Assessment: observations, demonstration, interviews		
Resources: immediate environment, charts with songs on animals, windsock				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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The learner is able to identify sources of sounds and imitate sounds made in and outside the environment	The learner is able to identify sources of sounds and imitate sounds made in the environment	The learner is able to identify some sources of sounds and imitate them with assistance	The learner is unable to identify or imitate sources of sounds made in the environment
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Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
9.0 PAPER CRAFT	1.9 Weaving <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify weaving materials for fine motor development (k) b) Cut and weave using papers for creativity(s) c) Appreciating own and others work for self esteem (a)	<ul style="list-style-type: none"> • Learner to be guided to identify weaving materials • Assemble weaving materials • learners to cut papers -freely • Teacher guides learners on how to cut papers for weaving • Learners could work in pairs, small groups as they practice weaving • Observe safety as they work in groups • Display their work and gallery walk • Guide them on how to express their emotions 	<ol style="list-style-type: none"> 1. Which item did you weave? 2. Which materials did you use for weaving? 3. What did you use the woven materials for?
<p>Core Competences to be developed</p> <p>Self-efficacy- as they display their work</p> <p>Communication and collaboration – as they work in groups</p> <p>Imagination and creativity- as they weave</p> <p>Critical thinking and problem solving- as they decide on the material to weave</p>				
<p>Link to PCIs</p> <p>PCI's Life skills- coping with the emotions</p>			<p>Link to values: Respect, sharing, patriotism</p>	

Effective communication- respond to simple verbal and non-verbal communication through observation ESD- safety as they work in groups	
Links to other subjects: environmental, language and mathematics	Suggested Community Service Learning Activities: collection of weaving materials from the local environment
Non-formal activity to support learning through application: Learners to display their labelled woven items at designated areas in the school compound e.g. school noticeboard	Suggested Assessment: observations, demonstration, checklists, oral questions
Resources: Papers, flip charts, fibres	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify and assemble weaving materials, cut and weave papers and make simple design	The learner is able to identify and assemble weaving materials, cut and weave papers	The learner is able to identify and assemble some weaving materials, cut and weave with assistance	The learner is not able to identify or assemble weaving materials, cut or weave

Strand	Sub-Strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	9.2 Paper Folding <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify different ways of folding papers for problem solving.(k) b) Make items using folding techniques for creativity(S) c) Have fun in making items using paper folding techniques(A)	<ul style="list-style-type: none"> • Learner Could fold papers freely in different ways • Could be guided on different ways of folding papers • Learners Could practice making items using paper folding technique in pairs and small groups • Express their emotions as they display their work. 	<ol style="list-style-type: none"> 1. How did you fold the paper? 2. Which items did you make using paper folding techniques? 3. Which items did you enjoy making?

Core Competences to be developed - Communication and collaboration- as learners work in groups -Imagination and creativity- as they fold paper and make items. -Self-efficacy- as they display their work. -Critical thinking- as they fold papers to make items.	
Link to PCIs life skills- coping with emotions ESD - safety and security Life skills - coping with emotions, self-esteem	Link to values: Sharing, co-operation, respect
Links to other subjects: environmental, language and mathematics	Suggested Community Service Learning Activities: Learners to visit a designer in the community to learn more on paper folding techniques
Non-formal activity to support learning through application: learners to make items using paper folding techniques and play with them outside the classroom e.g. kites	Suggested Assessment: observations, demonstration, checklists, oral questions
Resources: papers of different kinds e.g. newspapers, magazines, old calendars and flip papers	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify different ways of folding papers and make items using folding technique with ease.	The learner is able to identify different ways of folding papers and make items using folding technique.	The learner is able to identify some ways of folding papers and make some items using folding techniques with assistance	The learner is not able to identify ways of folding or make items using folding techniques

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
10.0 SWIMMING	10.1 Pool safety <i>(5 lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify basic water rules in the pool for safety (k) b) Practice basic water rule in the pool for safety (s) c) Have fun as they role play basic water safety rules in the pool (a)	<ul style="list-style-type: none"> • Guide learners on the basic water safety rules to observe in the pool • Learner to be guided on swimming safety gears • Learner could watch a film on swimming safety gears • Guide learners to use improvised pools as they observe safety rules • Take turns as they practice safety rules in the pool • Appreciate own and others efforts 	<ol style="list-style-type: none"> 1. Which safety rules should you observe in the pool? 2. Which materials did you use in the pool for safety?
<p>Core Competences to be developed self-efficacy- as they practice safety rules communication and collaboration- as they take turns and watch video</p>				
<p>Link to PCIs: ESD - personal safety Life skills - self awareness</p>			<p>Link to values: Sharing, co-operation, responsibility</p>	
<p>Links to other subjects: environmental, language</p>			<p>Suggested Community Service Learning Activities: visit a nearby swimming pool to learn more on swimming.</p>	
<p>Non-formal activity to support learning through application: Learners to play water games outside the classroom as they observe water safety rules</p>			<p>Suggested Assessment: observations, demonstration, oral questions</p>	
<p>Resources: basins, buckets swimming costumes, materials eg tires, floaters, improvised pools</p>				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify basic water rules in the pool and practice with confidence	The learner is able to identify basic water safety rules in the pool and practice them	The learner is able to identify some basic water safety rules and practice them with assistance	The learner is unable to Identify basic water rules or practice them

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
	10.2 Water Orientation <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify basic swimming skills for talent development (k) b) Demonstrate ability to take care of themselves when playing in water for personal safety (s) c) Have fun when playing in water (a)	<ul style="list-style-type: none"> • Learners to be guided to identify basic swimming skills for talent development • Guide them to acquire basic safety precautions when playing with water • Guide them acquire responsive measures in case of accident. • Learners could interact with water freely • Sing routine songs as they enter and exit water. Walking in a baby pool • Guide learners to demonstrate basic swimming styles in turns 	<ol style="list-style-type: none"> 1. What are some of the improvised pools you used? 2. What do you do before entering the pool? 3. How do you feel while in water?
Core Competences to be developed Self efficacy as they swim Critical thinking and problem solving- as they observe safety precaution when playing with water				
Link to PCIs:			Link to values: Sharing, co-operation, responsibility	

ESD – safety and security - simple first aid techniques Life skills – making choices LSP- Sports and games. Health Education- Personal Hygiene	
Links to other subjects: environmental, language	Suggested Community Service Learning Activities: a nature walk to a river/pool and take safety precautions with water
Non-formal activity to support learning through application: Learners to play water games outside the classroom as they observe safety	Suggested Assessment: observations, demonstration, oral questions
Resources: basin, water, water ponds, polythene sheat pools, water googles, towels, shower caps whistle, clean clothing and floaters	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify basic swimming skills and demonstrate ability to take care of themselves when playing with water and swim in different styles	The learner is able to identify basic swimming skills and demonstrate ability to take care of themselves when playing with water	The learner is able to identify , name and associate some colors in the environment, color some pictures with assistance	The learner is unable able to Identify swimming skills or demonstrate ability to take care of themselves when playing with water

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions

<p>11.0 CREATING SHAPES AND FORMS USING ICT</p>	<p>11.1 Creating Shapes and Forms <i>(5 Lessons of 35 minutes each)</i></p>	<p>By the end of the sub-strand/ topic/ theme learner should be able to:</p> <p>a) identify various skills in creating shapes and forms using electronic gadgets for digital literacy (k)</p> <p>b) create various shapes and forms using electronic gadgets for innovations (s)</p> <p>c) have fun as they create shapes and forms using electronic gadgets (a)</p>	<ul style="list-style-type: none"> • Learner could be guided identify various electronic gadgets used. • guide learners to create shapes using electronic gadgets • should be guided to operate electronic gadgets to create various shapes and forms • coordinate eye-hand movement as they create different shapes and forms using electronic gadgets (totally blind to discuss with the low vision how to create different shapes and forms using electronic gadgets) • observe safety on the use of electronic gadgets • practice safety and storage of electronic gadgets after use 	<ol style="list-style-type: none"> 1. What electronic gadget did you use to create forms and shapes? 2. How do you operate electronic gadgets for safety use? 3. How did you operate electronic gadgets to create shapes and forms?
<p>Core Competences to be developed Imagination and creativity-creating shapes and forms Self efficacy-as they work with gadgets Digital literacy-as learners operate the gadget</p>				
<p>Link to PCIs: LSP -sports and games ESD-safety and security Life skills - self esteem</p>			<p>Link to values: Sharing, co-operation, responsibility</p>	
<p>Links to other subjects: environmental, language, mathematics</p>			<p>Suggested Community Service Learning Activities: Visit ICT centre in the neighborhood to learn more on creating shapes and forms</p>	

Non-formal activity to support learning through application: Learners to visit the computer lab in the school to learn more on creating shapes and forms using ICT	Suggested Assessment: observations, demonstration, oral questions
Resources: electronic gadgets e.g. laptops, tablets, checklists and mobile phones	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify various electronic gadgets, operate and use them to create even own shapes and forms	The learner is able to identify various electronic gadgets and use them to operate to create forms and shapes	The learner is able to identify some electronic gadgets operate and use them to create some shapes and forms with assistance	The learner is unable to identify electronic gadgets or operate or use them to create shapes and forms

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
12.0 CONSTRUCTION	12.1 3D Forms <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify basic skills to construct 3D objects using found materials for creativity (K) b) construct simple 3D objects for creativity(S) c) arouse curiosity as they construct 3D Objects and using simple play materials (A)	<ul style="list-style-type: none"> • Guide learners to identify basic skills to construct 3D objects • Learners could be guided on safety precautions when collecting and - working with materials • In groups learners could be taken for an environmental walk to identify and collect play materials and 3d objects • Interact with materials as they make objects 	<ol style="list-style-type: none"> 1. What materials are found in the environment that are used to make 3D forms? 2. What should you consider when collecting materials? 3. How do you make 3D forms?

		d) have fun and enjoyment as they construct 3D objects and play materials (A)	<ul style="list-style-type: none"> • Learners construct 3d Objects and simple playing materials • Learners display work and talk about own and others work • Express their emotions as they display work • Store and care for materials 	
Core Competences to be developed <ul style="list-style-type: none"> • communication and collaboration as they collect material • critical thinking and problem solving –as they make and identify 3D objects • self efficacy as they display work 				
Link to PCIs: <ul style="list-style-type: none"> • ESD-safety as they walk • financial literacy- storage and care of materials • life skills- coping with emotions 		Link to values: Respect, responsibility, sharing, co-operation		
Links to other subjects: environmental, mathematics		Suggested Community Service Learning Activities: Collect materials at home and within the immediate environment		
Non-formal activity to support learning through application: Learners to display their finished work at designated areas in the school		Suggested Assessment: observations, demonstration, oral questions		
Resources: materials from the environment eg carton boxes, curtains, plastic bottles blocks, bottle tops, maize cobs tins, sticks				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Learner is able to identify ways of constructing 3D objects and show	Learner is able to identify ways of constructing 3D	Learner is able to identify some ways of constructing 3D	Learner is unable to identify ways of

curiosity in playing to play with constructed objects	objects and use simple play materials	objects and use some simple play materials with assistance	constructing 3D objects or use them
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Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
13.0 ORNAMENTS	13.1 Beading <i>(5 Lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify materials used for beading for creativity (k) b) Make beads using locally available materials for aesthetic (s) e) Appreciate own and others people’s work to promote self esteem (a)	<ul style="list-style-type: none"> • Learners could be guided to identify locally materials used for beading • Learners could be guided on safety precaution to be taken while handling beading materials • Could be guided to collect locally available materials • Learners guided to sort the materials to use • learners could be guided on how to bead • Learners to work in pairs and small groups to make beads • Observe safety as they bead • Learners to express their emotions as they display their work and gallery walk 	<ol style="list-style-type: none"> 1. Which materials did you collect? 2. Which items did you make? 3. What will you use the made items for? 4. How do different communities use ornaments?
<p>Core Competences to be developed</p> <p>Learning to learn- as they make beads</p> <p>Imagination and creativity- as learners make the beads</p> <p>Self-efficacy- as they display and gallery walk</p>				

ESD-safety as they do the beading Citizenship and out diversity - use of ornaments by different communities	
Link to PCIs: <ul style="list-style-type: none"> • safety and security as they bead • life skills- self esteem, coping with emotions • 	Link to values: Respect and working together
Links to other subjects: environmental, mathematics	Suggested Community Service Learning Activities: learn beading from the community members, visit museums
Non-formal activity to support learning through application: Learners to display their complete work at designated area in the school	Suggested Assessment: observations, demonstration, oral questions
Resources: materials from the environments, ready made ornaments, beads, straws, bottle tops flexible wire, strings	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify materials used for beading and make beads using locally available materials and create simple patterns for aesthetic	The learner is able to identify materials used for beading and make beads using locally available materials	The learner is able to identify materials used for beading and make beads using locally available materials with assistance	Learner is unable to identify materials used for bidding and make beads using locally available materials

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
13.0 ORNAMENTS	13.1 Bracelet Making	By the end of the sub-strand/ topic/ theme learner should be able to:	<ul style="list-style-type: none"> • Learner could be guided to identify and collect materials from the environment 	1. What materials did you collect

	<i>(5 Lessons of 35 minutes each)</i>	<p>a) Identify different materials for making bracelets for innovation (k)</p> <p>b) Make simple bracelets using locally available materials for creativity(s)</p> <p>c) Appreciate own and other's work for self esteem (a)</p>	<ul style="list-style-type: none"> • Learners to observe and manipulate samples of bracelets • Learners could be guided to identify different materials used for making bracelets • Could be guided on the safety precaution on collection and use of materials for making bracelets, • Could collect materials from the environment for making bracelets • Learners could display samples of bracelets • Sort materials for bracelet making • Learners to demonstrate ability to make bracelets using materials • Making bracelets of their choice in pairs or small groups. • Display the made bracelets in children's creative corner 	<p>from the environment?</p> <ol style="list-style-type: none"> 2. Which bracelets did you make? 3. Which materials did you use? 4. which steps did you follow in making the bracelets? 5. Which safety precautions did you observe during collection and use of materials?
<p>Core Competences to be developed</p> <p>Communications and collaboration- working in pairs</p> <p>Self efficacy during materials display</p> <p>Critical thinking and problem solving- during material collection, selection and use</p>				
<p>Link to PCIs:</p> <p>ESD- environmental awareness</p> <p>Life skills: self esteem, coping with emotions</p>			<p>Link to values: Co-operation, sharing, love, patriotism</p>	

Links to other subjects: environmental, mathematics	Suggested Community Service Learning Activities: Nature walk to collect materials for beading
Non-formal activity to support learning through application: Learners to display their finished bracelets at designated areas in the school	Suggested Assessment: observations, demonstration, questions and answer
Resources: ; materials from the environment, sample bracelets, beads, seeds, threads, strings, fresh sticks, clay models, maize cobs, bottle tops flexible wires, straws	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify locally available materials for making bracelets and make simple bracelets using locally available materials of different patterns	The learner is able to identify different materials for making bracelets and make simple bracelets using locally available materials	The learner is able to identify some materials for making bracelets and make some simple bracelets using locally available materials	learner is unable to identify materials for making bracelets or make simple bracelets using locally available materials

Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
14.0 CREATING AND COMPOSING	14.1 Rhythmic Patterns <i>(3 lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify basic skills of creating rhythmic patterns using body	<ul style="list-style-type: none"> Learners to be guided to identify basic skills of creating rhythmic patterns Learners to create free rhythmic patterns 	1. What are the percussion instruments used use to create rhythmic patterns?

		<p>for strength and body coordination(K)</p> <p>b) Create various rhythmic patterns for talent development(S)</p> <p>c) Have fun playing simple percussion instruments (A)</p>	<ul style="list-style-type: none"> • Could watch and listen to films on different rhythmic patterns from videos and films • Identify percussion instruments to use • Practice playing simple percussion instruments in pairs and in small groups • Observe safety as they play and create rhythmic patterns • Practice safe storage of the materials 	<p>2. Which percussion instruments did you use?</p> <p>3. How do you play different percussion instruments?</p>
<p>Core Competences to be developed</p> <p>Digital literacy-as they watch films and videos</p> <p>Critical thinking and problem solving- as they play percussion instruments and creating rhythmic patterns</p> <p>Imagination and creativity-as they create free rhythmic patterns</p> <p>Communication and collaboration-as they repeat verbal and non-verbal communication</p>				
<p>Link to PCIs:</p> <p>ESD –safety</p> <p>Life skills- cooperation as they play percussion to create rhythmic patterns</p>			<p>Link to values: Co-operation, sharing, care</p>	
<p>Links to other subjects: environmental, mathematics</p>			<p>Suggested Community Service Learning Activities:</p> <p>Visit cultural centres e.g. bomas</p>	
<p>Non-formal activity to support learning through application:</p> <p>Learners to perform in the school during special occasions e.g. parents day</p>			<p>Suggested Assessment: observations, demonstration, questions and answer</p>	
<p>Resources: simple percussion instruments, electronic gadgets</p>				

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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The learner is able to identify and create basic rhythmic patterns with ease perform various traditional and modern games from own and other communities	The learner is able to identify and perform basic rhythmic patterns	The learner is able to identify and perform some basic rhythmic patterns with assistance	The learner is unable to identify or perform rhythmic patterns
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Strand	Sub-strands	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
15.0 FUN GAMES	15.1 Modern and traditional games <i>(3 lessons of 35 minutes each)</i>	By the end of the sub-strand/ topic/ theme learner should be able to: a) identify various traditional and modern games for performance (k) b) perform different traditional and modern games for enjoyment (s) c) have fun as they perform various games (a)	<ul style="list-style-type: none"> • Learners could be guided to identify various modern and traditional materials from home and neighborhood • Learners could be guided to collect materials from home and neighborhood • Learners identify the various traditional and modern games played in the environment • Give opportunity to perform traditional and modern games in pairs, small groups and whole class • Observe safety when playing various traditional and modern games • Practice proper storage of playing materials 	<ol style="list-style-type: none"> 1. Where can we get the materials for making traditional and modern games? 2. What are the fun games you played? 3. How did you play the games? 4. What should we observe when collecting materials for the games?
Core Competences to be developed				
Communication and collaboration –as they collect material from the environment				

<p>Imagination and creativity-as they perform various modern/traditional games Collaboration and communication as they perform in pairs and small groups. Self efficacy-as they perform in small groups and individually.</p>	
<p>Link to PCIs: Financial literacy-proper storage of materials ESD-safety as they walk/play LSP2-sport and games-during performance Life skills - self esteem</p>	<p>Link to values: Co-operation, sharing, respect</p>
<p>Links to other subjects: environmental, mathematics, language</p>	<p>Suggested Community Service Learning Activities: Visit the elderly persons to inquire on various traditional games played.</p>
<p>Non-formal activity to support learning through application: Learners to perform during special occasions in the school e.g. parents day</p>	<p>Suggested Assessment: observations, demonstration, questions and answer, checklists</p>
<p>Resources: immediate environment, electronic gadgets, sisal skirts, ,rattle, sticks ,drums ,shakers</p>	

Assessment Rubrics

Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The learner is able to identify and perform various traditional and modern games from own and other communities	The learner is able to identify and perform various traditional and modern games	The learner is able to identify and perform some traditional and modern games with assistance	The learner is unable to identify or perform traditional and modern games

ENVIRONMENTAL ACTIVITIES
FOR
LEARNERS WITH VISUAL IMPAIRMENT

PRE – PRIMARY 2

ESSENCE STATEMENT

Environmental activities entail the relationship between human beings and their environment. These activities enable the child to develop positive relationships, appreciate the surrounding environment and cultural heritage, develop observation and discovery skills, and acquire life skills required to ensure safety in their environment. The curriculum must therefore offer opportunities for the children to explore the environment around them in order to acquire knowledge and skills that form the foundation for further learning. Exploration of the environment allows unlimited opportunities for children to learn and satisfy their curiosity and makes learning more fun for them.

The essence of environmental activities at the pre-primary level is to develop social, experimentation and discovery, personal hygiene and safety skills among the children. Nature study activities are best learnt through the inquiry method which includes simple experimentation and observation. Social activities deal with acquisition of values and attitudes which aid in the holistic development of an individual, while safety activities mainly deal with life skills that ensure children remain safe and are not exposed to risks that may endanger their lives.

Environmental activities

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

- Observe proper hygiene, sanitation, and nutrition to promote health.
- Explore the immediate environment for learning, conservation and enjoyment.
- Apply technological skills for learning and enjoyment within their local environment.
- Demonstrate acquisition of social skills for interpersonal relationship.
- appreciate the rich and diverse cultural heritage in the local environment
- make appropriate choices for safe interaction with the immediate environment

PREAMBLE

Education for learners with visual impairment requires that the learners are provided with opportunities to utilize the remaining senses. This call for the teacher to employ various teaching and learning strategies and resources to meet unique needs of each individual learner.

The teacher as well as the learner is therefore expected to make use of resources such as print and electronic media, assistive devices, technology and braille material, resource person and interaction with realia in the environment

The vital role of the learner in the learning process has also been recognize ,in connection the teacher is strongly advice to employ participatory approaches to learning in order to tap and in cooperate the learners experiences

The teacher for learners with visual impairment should

- e) Possess positive attitude towards the learners with visual impairment
- f) Exercise great patience and commitment when teaching.
- g) Be competent in learning areas.

h) Be competent and proficient in English, mathematical and Kiswahili braille.

ENVIRONMENTAL ACTIVITIES PP 2 VI

Curriculum Design Template

Strand HEALTH PRACTICES	Sub- strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k) skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	HAND WASHING 4 Lessons of 35 minutes each	Learner to state : a) Identify the reasons for washing hands before meals and after visiting the toilet (K) b) Demonstrate appropriate hand	<ul style="list-style-type: none"> • Learner be guided to state why hands are washed before meals and after visiting the toilet. • In pairs learners describe dangers of not washing hands before meals and after 	<ol style="list-style-type: none"> 1. Why do we wash our hands? 2. What are the dangers of not

		<p>washing skills by washing hands (S)</p> <p>c) Washing hands at the appropriately (S)</p> <p>d) appreciate the need to wash hands and develop interest to wash hands at the appropriate time(A)</p> <p>e) describe the dangers of not washing hand before meals and after visiting the toilet (k)</p> <p>f) learner to state reasons why we need a handkerchief (k)</p>	<ul style="list-style-type: none"> • Learners explore hand washing steps observing and listening to the teachers demonstrations and descriptions. • Learners with low vision would observe the teacher demonstrate hand washing steps sequentially. • learner be guided to wash hands using the appropriate steps sequentially • in pairs the learners demonstrate hand washing • learners watch/listen to videos on hand washing • learners could sing songs and recite poems related to hand washing • learners use tactile charts and pictures posters in identifying appropriate times for hand washing 	<p>washing our hands?</p> <p>3. When do we wash our hands?</p> <p>4. How do we wash our hands?</p>
<p>Core-competence to be developed: developed Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) -communication and collaboration: when in pairs working -learning to learn: steps of washing hands -self efficacy: hand washing -critical thinking and problem: Solving dangers of not washing hands •</p>				
<p>Links to PCI's :</p> <ul style="list-style-type: none"> - life skills in self-esteem: washing hands at appropriate time - health education by personal hygiene 		<p>Links to Values:</p> <ul style="list-style-type: none"> - responsibility - cooperation 		

Links to other subjects: <ul style="list-style-type: none"> - language - music and movement - psychomotor - Activities of daily living 	Suggested Community Service Activities: Construction of washing points
Suggested Non Formal Activity to support learning:	Suggested assessment: Observation
Suggested Learning Resources : Learners, posters, pictures, water, soap, hand washing facilities, charts	

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to wash hands at appropriate time using the right skills and identifies the reasons for washing hands and the dangers of not washing	Able to wash hands at appropriate time using the right skills and identifies the reasons for washing	Able to wash hands at appropriate time using the right skills but cannot identify the reasons for washing hands and the dangers of not washing hands	Able to wash hands at appropriate time with assistance.

hands besides assisting others to wash hands	hands and the dangers of not washing hands		
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Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	CARE FOR THE NOSE 4 lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) state reasons why we need a handkerchief (k) b) use a handkerchief to clean the nose(S) c) Clean handkerchief after use(S) d) appreciate the need to own and care for a handkerchief (A)	<ul style="list-style-type: none"> • learners would be guided on the steps of cleaning the nose using a handkerchief • learner to be guided to observe (LV) or /listen to description on steps on how to use a handkerchief to clean the nose • learner practice to clean nose using a handkerchief following the steps sequentially • Learner would be guided to clean and care for a handkerchief after use • learners could sing songs, recite poems , and tell to stories related to 	<ol style="list-style-type: none"> 1. What do we use to clean our nose? 2. When do we clean our nose? 3. How do we clean our nose? 4. Why should we not share a handkerchief?

		handkerchiefs and how to us it	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> - Self efficacy: Using a handkerchief - Communication and collaboration: Cleaning handkerchief - Critical thinking and problem solving: when to clean the nose 			
Link to PCIs <ul style="list-style-type: none"> - life skills: taking care of self (nose) - values: Using clean and not sharing handkerchief - health education: cleanliness 		Links to values: Responsibility	
Link to other subjects <ul style="list-style-type: none"> -music and movement -language -psychomotor -Activities of daily living skills 		Suggested Community Service Activities: Activities of daily living	
Suggested Non-Formal Activity to support learning: Handkerchief making			
Suggested Resources Learner, water, soap, salt, basin, Handkerchief, pictures			

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to use a handkerchief to clean nose , care for the handkerchiefs and assist other learners	Able to use a handkerchief to clean nose and care for the handkerchief	Able to use a handkerchief to clean the nose only	Can only use a handkerchief to clean the nose with assistance

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	CARE FOR TEETH 4 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) differentiate between bad and good teeth b) identify substances that destroy teeth and tell the dangers of using them(K) c) brush teeth using appropriate brushing material found in their locality (S) d) Appreciate the need to care for our teeth	<ul style="list-style-type: none"> • Learner explore and differentiate observe and listen to descriptions of bad and good teeth. • learners be guided to identify substances that destroy teeth • in groups learners discuss steps followed • When brushing teeth sequentially using locally available materials. • Learner practice brushing teeth while following the steps sequentially 	<ol style="list-style-type: none"> 1. How does a bad tooth look like? 2. How does a good tooth look like? 3. Which are the substances that destroy our teeth? 4. What steps do we follow when brushing our teeth? 5. What do we use to brush our teeth?

			<ul style="list-style-type: none"> • sing songs and recite poems on teeth brushing 	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> – Communication and collaboration- talking about substance that destroy teeth – Self-efficacy-brushing teeth – Learning to learn-steps in brushing teeth. 				
Link to PCIs : <ul style="list-style-type: none"> – health education-personal hygiene – caring for teeth 			Links Values: Responsibilities	
Links to other subjects: <ul style="list-style-type: none"> – language – music and movement – psychomotor – Activities of daily living skills 			Suggested Community Service Learning Activities: Health care day	
Suggested Non-Formal Activity to support learning Visit a nearby health facility to be talked to about care of teeth				
Suggested Resources <ul style="list-style-type: none"> – tooth brush and paste, a dentist, cup/glass, water, chewed sticks, ash/salt 			Suggested Assessment <ul style="list-style-type: none"> – Observation 	

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
(A)	(B)	(C)	(D)

Able to identify bad and good teeth, identify substances that destroy teeth and tell the dangers of using them, brush teeth using appropriate brushing material found in their locality and assist others to brush teeth	Able to identify bad and good teeth, identify substances that destroy teeth and tell the dangers of using them, brush teeth using appropriate brushing material found in their locality	Able to identify bad and good teeth, identify substances that destroy teeth only	Unable to identify bad and good teeth, and can only brush teeth with assistance
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Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	SANITATION (Using the toilet) 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Explain steps involved in using the toilets(K) b) Learner to demonstrate the use toilet following the steps safely (s) c) appreciate the need to use the toilet properly(a)	<ul style="list-style-type: none"> • Learners be guided to identify the steps involved in using the toilet • Learner (LV) observe/ while (TB) listen to the teacher describing/ demonstrating use of toileting facilities properly • Learners use the toilet well and safely following the steps sequentially • Learners participate in singing games on 	<ol style="list-style-type: none"> 1. How do we use the toilets? 2. What do you do when in the toilet? 3. What do you do after using the toilet?

			toileting and songs and recite poems related to toileting skills	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> - Self efficacy: Using the toilet well - Communication and collaboration: steps followed when using the toilet - Learning to learn: using the toilet safely 				
Link to PCIs: <ul style="list-style-type: none"> - health education-personal hygiene - life skills and values: using the toilet 			Links to Values: responsibility <ul style="list-style-type: none"> - Activities of daily living skills 	
<ul style="list-style-type: none"> - Links to other subjects: - music and movement - language - psychomotor 			Suggested Community Service Learning Activities: Personal safety as the use of toileting to avoid accident	
Suggested Non-Formal Activity to support learning through application Talking to members of the community about using the toilet			Suggested Assessment Portfolio	
Suggested Resources Learner, toilet facilities				

FORMATIVE ASSESSMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
-Able to use toilet safely following the steps involved sequentially besides cleaning the toilet.	Able to use toilet safely following the steps involved sequentially	Able to use toilet safely but cannot follow the steps involved sequentially	Able to use toilet safely only with assistance.

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	FOOD (Feeding) 5 Lessons of 35 minutes each	The learner to a) Outline steps involved in feeding self (K) b) Demonstrate steps involved in feeding self on fruits (S) c) Identify appropriate table	<ul style="list-style-type: none"> • Learners outline identify steps involved in feeding self • In groups learners to discuss steps involved feeding self on fruits • Learner (Low Vision) observe or TB) /listen to teacher the demonstrate/describe proper table manners 	<ol style="list-style-type: none"> 1. What do you do when you want to eat? 2. What do we do when we want to eat a fruit? 3. What are the table manners you follow when eating? 4. What do we do after eating?

		<p>manners when feeding (s)</p> <p>d) Feed self while observing appropriate table manners(S)</p> <p>e) Clear feeding areas ensure cleanliness (A)</p>	<ul style="list-style-type: none"> • Learner to feed self while following appropriate table manners. • Learner be guided to clear the feeding area. 	
<p>Core-competence to be developed: developed Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>Self-efficacy: Table manners communication and collaboration: steps involved in feeding</p> <ul style="list-style-type: none"> • Learning to learn: Steps involved while eating fruits 				
<p>Links to PCI's : Health education: Steps involved while eating fruits . (Table manners) life skills: table manners</p>		<p>Links to Values: Respect</p>		
<p>Links to other subjects:</p>		<p>Suggested Community Service Learning Activities:</p>		
<p>Suggested Non Formal Activity to support learning:</p>		<p>Suggested assessment:</p>		
<p>Suggested Learning Resources : Food items, feeding items, videos, learners</p>				

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to feed self by observing appropriate table manners and clearing feeding area besides washing the feeding utensils	Able to feed self by observing appropriate table manners and clearing feeding area.	Able to feed self by observing appropriate table manners only	Able to feed self but not observing appropriate table manners.

ENVIRONMENTAL PRE-PRIMARY

Curriculum Design Template PP2

Strand NATURAL ENVIRONMENT	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	PLANTS 6 Lessons of 35 minutes each	a) Learner to name : different parts of a plant (k) b) Discuss the process of planting plants in school environment and at home (K) c) Plant different crops in school and home environment (S)	<ul style="list-style-type: none"> • In groups learner be taken out to observe/explore different types of plants within the school compound and neighbourhood • Learner be guided to identify parts of a plant • learners could be guided to plant and water plants both in the nature corner and outside within the school compound • Learner sing songs and recite poems on parts of a plant 	<ol style="list-style-type: none"> 1. What are the parts of a plant? 2. Which part of the plant is this? (Leaves, stem, root) 3. What do we do after planting a plant? 4. Why do we water plants

<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <ul style="list-style-type: none"> - learning to learn: Parts of a plant - self-efficacy: Planting a plant - communication and collaboration: naming parts of a plant 			
<p>Link to PCIs:</p> <ul style="list-style-type: none"> - life skills: care of plants - cooperation: planting and watering 		<p>Links to Values cooperation, responsibility:- creative activities</p> <p>-</p>	
<p>Links to other subjects</p> <ul style="list-style-type: none"> - Language - music and movement 		<p>Suggested Community Service Learning Activities: Tree planting in the community</p>	
<p>Suggested /Non-Formal Activity to support learning</p> <ul style="list-style-type: none"> - Learners could be involved in tree planting in the community - Visit the neighbourhood and assist in watering plants 		<p>Suggested Assessment Observation</p>	
<p>Suggested Resources - real plants, seeds, containers, waters, seedlings.</p>			

FORMATIVE ASSESSMENT

<p>EXCEEDING EXPECTATION</p> <p>(A)</p>	<p>MEETING EXPECTATION</p> <p>(B)</p>	<p>APPROACHING EXPECTATION</p> <p>(C)</p>	<p>BELOW EXPECTATION</p> <p>(D)</p>
<p>Able to identify different parts of the plants, grow and take care of plants by watering them besides describing uses of some parts of the plants</p>	<p>Able to identify different parts of the plants, grow and take care of plants by watering them</p>	<p>Able to identify different parts of the plants, grow but cannot take care of plants by watering them</p>	<p>Able to identify one part of the plants with assistance,</p>

ENVIRONMENTAL PRE-PRIMARY 2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	<p>Animals</p> <p>Domestic animals.</p> <p>3 Lessons of 35 minutes each</p>	<p>By the end of the sub strand/sub topic/sub theme the learner should be able to:</p> <p>a) Name domestic animals within their environment (k)</p> <p>b) Observe (low vision) and touch (totally blind) domestic animals within the environment (s)</p> <p>c) Develop interest in taking care of domestic animals within school and home environment a</p>	<ul style="list-style-type: none"> • learners be guided to name animals within their environment • learners be taken for a nature walk to observe/explore external parts of animals while observing safety • learners be guided to feed the domestic animals • learners could model , draw , or colour pictures of domestic • learners explore tactile charts on animals within their environment. 	<ol style="list-style-type: none"> 1. What are some of the animals found within the learners environment 2. Which animals do we keep at our home 3. What does a cat/dog/ hen/cow/donkey/sheep/ camel/ eat?

Core-competence to be developed:	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)	
<ul style="list-style-type: none"> - self efficacy: feeding animals - communication and collaboration: identifying animals learning to learn: what animals eat	
Links to PCI's :	Links to Values:
ESD: animal welfare	
Life skills: care of animals	
<ul style="list-style-type: none"> - Links to other subjects: - language, mathematics, creative, moral and religious activities Activities of daily living skills	Suggested Community Service Learning Activities: Visit neighbourhood and assist to feed animals
Suggested Non Formal Activity to support learning:	Suggested assessment: Observation
Suggested Learning Resources : realia, mobile phones/computer	

FORMATIVE ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
(A)	(B)	(C)	(D)
Able to identify domestic animals within their environment and feed the animals besides stating what we get from animals	Able to identify domestic animals within their environment and feed the animals	Able to identify domestic animals within their environment but cannot feed the animals	Able to identify domestic two animals with prompts

PP2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	<p>Weather</p> <p>3 Lessons of 35 minutes each</p>	<p>Learner to:</p> <p>a) identify the different weather conditions out of class (K)</p> <p>b) describe /state the prevailing weather conditions within the environment (S)</p> <p>c) appreciate different weather conditions experienced in thir environment (A)</p>	<ul style="list-style-type: none"> • Learner go out of class to identify the prevail weather conditions in the surrounding • Learner would be guided to describe prevailing weather conditions. • Learners be guided to identify the weather symbols. • Learner be guided to draw or explore tactile diagrams on weather symbols • sing songs, recite poems and rhymes about weather conditions 	<ol style="list-style-type: none"> 1. What is the weather condition now? 2. What are the common weather conditions? 3. What happens to trees when wind is blowing 4. What do people do when it starts raining?

<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <ul style="list-style-type: none"> - critical thinking and problem solving –Feeling weather condition - creativity and imagination- recording symbols - learning to learn- matching/describing weather symbols - self-efficacy: recognising weather condition 	
<p>Link to PCIs: ESD EUNT Education:</p> <p>Environmental awareness</p> <p>Observing the weather</p> <p>Conditions;</p> <p>Lifeskills effective</p> <p>Communication: As they observe they communicate what they have seen</p>	<p>Links to Values:</p> <ul style="list-style-type: none"> - music and movement - creativity and psychomotor - language - mathematics
<p>Suggested Non Formal Activity to support learning: Visit elderly in the community and learn how they predict weather</p>	<p>Suggested Assessment: Oral questions</p>
<p>Suggested Non-Formal Activity to support learning through application</p> <ul style="list-style-type: none"> - Non formal activity to support learning - Resource person from the community to teach about weather 	
<p>Suggested Resources</p> <p>-learners</p> <p>School environment (trees, sun, clouds, wind rain)</p>	

-Umbrella

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to identify the different weather conditions out of class by linking /stating the prevailing weather conditions with the symbol besides describing how to put on in different weather condition	Able to identify the different weather conditions out of class by linking /stating the prevailing weather conditions with the symbol	Able to identify the different weather conditions out of class but cannot link /state the prevailing weather conditions with the symbol	Able to identify the different weather conditions out of class only with assistance

ENVIRONMENTAL PRE-PRIMARY2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Water	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Discuss identify sources of water within their environment (s) b) Demonstrate ways of conserving water in the environment. (s) c) appreciate the importance of water in the environment (a)	<ul style="list-style-type: none"> • learners be taken for a nature walk in the neighbourhood to identify sources of water • Learner to be guided on water conservation strategies. (Closing taps, washing points, storage containers,) • Learners practice water conservation • Learners to discuss the uses of water • Learner engage in water games e.g floating and sinking, watering, channelling, filling and emptying. 	<ol style="list-style-type: none"> 1. Where do we get water from? 2. What do you do after using a tap/sink/washing point? 3. What do we use water for?
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <ul style="list-style-type: none"> -communication and collaboration-discussion on sources and uses of water -self efficacy-water games -learning to learn-sinking, floating channelling, filling, emptying -critical thinking and problem solving: Water games 				

Links to PCI's : ESD- collecting water for use -life skills-conserving water	Links to Values: Responsibility and unity
Links to other subjects: creativity -music and movement -language Activities of daily living skills	Suggested Community Service Learning Activities: visit water sources in the community
Suggested Non Formal Activity to support learning:	Suggested assessment: Oral questioning
Suggested Learning Resources : water containers, learner, water sources, water	

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to identify sources of water within their environment and conserve water, besides stating other uses of water	Able to identify sources of water within their environment and conserve water	Able to identify sources of water within their environment	Able to identify sources of water within their environment with assistance

ENVIRONMENTAL PRE-PRIMARY 2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Soil 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: The safety measures when playing with soil(k) a) Use different soils to model b) Simple objects (c) Enjoy playing with soil	<ul style="list-style-type: none"> • Learners would be to outline the safety measures when playing with soil. • In groups learner be guided to collect different soils and model items of their own choice • Learner enjoy playing with soil safely • sing songs, recite poems on safety when handling soil 	<ol style="list-style-type: none"> 1. What do you do when playing with soils? 2. How do you make soil when you want to modelling? 3. What do you do after playing with soil?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) -creativity and imagination- Modelling -learning to learn-learn safety measures -self efficacy- washing hands after modelling				
Links to PCI's : health education-personal hygiene -life skills: safety measures -ESD-preparing spoil to modelling			Links to Values: Responsibility	

Links to other subjects: music and movement -language -creative activities Activities of daily living skills	Suggested Community Service Learning Activities: Create modelling soil points
Suggested Non Formal Activity to support learning:	Suggested assessment: Observation
Suggested Learning Resources : Learner, containers, water area, soils, washing points	

FORMATIVE ASSESMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to model using soils while observing safety measures besides stating others uses of soil	Able to model using soils while observing safety measures besides stating others uses of soil	Able to model using soil but does not observe safety measures	Able to model using soil with assistance

ENVIRONMENTAL PRE-PRIMARY2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Sound 3 Lessons of 35 minutes each	a) identify the sounds produced within (k) b) describe the sounds produced by various things and animals in the local environment(s) c) respond to different sounds produced the environment appropriately (A)(a)	<ul style="list-style-type: none"> • learner be guided to take a nature walk to identify sounds in the environment. • Organise learning groups to listen and describe the different sounds in the environment • learner identify recorded sounds played from a device. • Learner to role play responding to different sounds produced in the environment 	<ol style="list-style-type: none"> 1. What sounds do you hear from the environment? 2. what animals/objects make sounds like peep/mow/meow/ hoohoo? 3. Which sounds do you hear from the recorder? 4. What do we do when we hear the sound of a bell, knock at the door? cry of a child.

<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>-communication and collaboration-Identifying sounds -digital literacy-listening to sounds from technological devices -critical thinking and problem solving-responding to sounds</p>	
<p>Links to PCI's : ESD-environmental education environment awareness as they take a nature walk to identify sounds.</p> <p>Life skills: responding to sounds</p>	<p>Links to Values: Respect and co-operation</p>
<p>Links to other subjects: music and movement -language -creative arts Activities of daily living skills</p>	<p>Suggested Community Service Learning Activities:</p>
<p>Suggested Non Formal Activity to support learning: learn from elders meanings of different sounds</p>	<p>Suggested assessment:</p>
<p>Suggested Learning Resources : Realia (birds, animals), phones, recorders, bottles, jiggles, shakers, rattles.</p>	

FORMATIVE ASSESMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to listen, identify and respond to the environmental sounds appropriately besides being able to imitate the sounds well	Able to listen, identify and respond to the environmental the sounds appropriately	Able to listen and identify environmental sounds appropriately	Able to listen to sound but cannot identify the sounds appropriately

ENVIRONMENTAL PRE-PRIMARY2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Smell 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be a) recognize the pleasant and unpleasant smell in the local environment (k) b) respond appropriately to the pleasant and unpleasant smell in the surrounding (s) c) appreciate the pleasant smell in the local environment (a)	<ul style="list-style-type: none"> • learner be guided to walk around the environment and identify different smell in the local environment. • Learner be guided to sort and group plants according to pleasant and un pleasant smell • Learner responds appropriately to pleasant and unpleasant smells in the environment • sing songs and recite poems related to pleasant and unpleasant smell 	<ol style="list-style-type: none"> 1. What things smell good in our environment? 2. What things smell bad in our environment? 3. How can we avoid bad smell in the environment? 4. Which things smell bad in our home?

<p>Core-competence to be developed:</p> <p>Communication and collaboration-discussion on smell -critical thinking and problem solving-avoiding bad smell -learning to learn-identify pleasant and unpleasant smell</p>	
<p>Links to PCI's : ESD-environmental education -citizenship- Avoiding bad smell Health education – responding to pleasant and unpleasant smell</p>	<p>Links to Values: Responsibility Observing cleanliness</p>
<p>Links to other subjects: language -music and movement -creative activities -psychomotor Activities of daily living skills</p>	<p>Suggested Community Service Learning Activities: Planting scent flowers in the schools and have environment</p>
<p>Suggested Non Formal Activity to support learning: Walk round the environment and collect litter</p>	<p>Suggested assessment: Observation</p>
<p>Suggested Learning Resources : food substances, plants, resource persons (garbage collectors)</p>	

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Abe to recognize and respond to pleasant and unpleasant smell from the local environment besides stating the sources of the smell,	Abe to recognize and respond to pleasant and unpleasant smell from the local environment	Abe to recognize but cannot respond to pleasant and unpleasant smell from the local environment	Abe to recognize pleasant and unpleasant smell from the local environment only with assistance

ENVIRONMENTAL PRE-PRIMARY2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Light 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be Outline the different sources of light(k) a) Use for low vision) or feel (for totally blind) light from different sources appropriately (s) b) Develop a desire to living in a clean environment uses of light (a)	<ul style="list-style-type: none"> • learner be guided to outline sources of light within the environment • learner use/ light appropriately • Learners be guided to discuss the uses of light in life at school and home • sing songs and recite poems related to light 	<ol style="list-style-type: none"> 1. what are the sources of light 2. what are the uses of light? 3. Why do we need light?

<p>Core-competence to be developed: developed Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Critical thinking and problem solving-Uses of light -learning to learn-sources of light Communication and collaboration-discussion on uses of light</p>			
<p>Links to PCI's : life skills: using light</p>		<p>Links to Values: Responsibility turning off lights when not in use</p>	
<p>Links to other subjects: language -music and movement -creative Activities of daily living skills</p>		<p>Suggested Community Service Learning Activities: A visit to a power station</p>	
<p>Suggested Non Formal Activity to support learning: Parental engagement- provision of light at home</p>		<p>Suggested assessment: Oral questions and observation</p>	
<p>Suggested Learning Resources : Sources of light (torch, lamps, sun, candle moon electricity.),</p>			
<p>EXCEEDING EXPECTATION (A)</p>	<p>MEETING EXPECTATION (B)</p>	<p>APPROACHING EXPECTATION (C)</p>	<p>BELOW EXPECTATION (D)</p>
<p>Able to identify the different sources of light and use/feel light from the different sources</p>	<p>Able to identify the different sources of light and use/feel light from the different sources appropriately</p>	<p>Able to identify the different sources of light but cannot use/feel light from the different sources appropriately</p>	<p>Able to identify the different sources of light with assistance.</p>

appropriately besides stating other uses of light.			
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ENVIRONMENTAL PRE-PRIMARY 2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Care -school compound and neighbourhood	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Identify areas in the school compound to be cleaned(k) b) Prepare, clean and store cleaning materials in the classroom(S) c) Identify waste materials and dispose appropriately (s) d) Develop a desire to living in a clean environment(A)	<ul style="list-style-type: none"> Learners be guided to walk around the school compound and identify areas that need to be cleaned Learners assemble materials and observe or listen to their mentors as they class. Learners are guided to collect litter and disposal properly Learner be engaged in using a litter bin in class to maintain cleanliness 	<ol style="list-style-type: none"> Which areas require cleaning in our classroom? Where do we dispose rubbish? Why should we keep our class clean?

			<ul style="list-style-type: none"> • Sing songs and recite poems related to as they clean working areas • Learner listen/watch audio –visual/ resource on cleaning 	
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<p>Core-competence to be developed: developed Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Citizenship-caring for our environment Communication and collaboration- cleaning the classroom Critical thinking and problem solving-using a litter bin</p>	
<p>Links to PCI's : health education-living in a clean environment -ESD-clean environment -service learning and parental engagement-cleaning compound at school</p>	<p>Links to Values: Responsibility : cleaning the environment Cooperation working in pairs</p>
<p>Links to other subjects: music and movement -psychomotor -language Activities of daily living skills</p>	<p>Suggested Community Service Learning Activities:</p>
<p>Suggested Non Formal Activity to support learning: - walk in the neighbourhood and collect litter</p>	<p>Suggested assessment: Oral question</p>

Suggested Learning Resources : brushes, brushes, wiping cloths, litter bin, learners, water, containers, soap

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to identify dirty areas in the school compound, prepare, clean and dispose waste materials appropriately then store cleaning materials in the classroom besides assisting others to disposal their waste materials	Able to identify dirty areas in the school compound, prepare, clean and dispose waste materials appropriately then store cleaning materials in the classroom	Able to identify dirty areas in the school compound, prepare, clean and dispose waste materials appropriately	Able to identify dirty areas in the school compound, prepare and clean the areas.

ENVIRONMENTAL PRE-PRIMARY 2

Curriculum Design Template

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	Safety 2 Lessons of 35 minutes each	a) Name safe and unsafe places, objects and activities in the local environment (K) b) Explore and recognize hazardous and dangerous places, objects and activities in the local environment(S) c) Appreciate the need to take safety precautions in the environment (A)	<ul style="list-style-type: none"> • Learners be guided to name safe and unsafe places, objects and activities in the local environment • Learner be guided to walk the school environment to explore and recognize hazardous materials and dangerous places, objects and activities in the local environment • Learner be guided to discuss common accidents in the environment 	<ol style="list-style-type: none"> 1. What are the dangerous places, objects, activities and games? 2. Which places have things that can hurt you in school? 3. What are the common accidents in our environment? 4. How do you ensure you are not hurt when moving in school

			<ul style="list-style-type: none"> Sing songs and recite poems and related to safety 	
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>Communication and collaboration: Discussing common accidents</p> <p>Learning to learn: Identifying safe and unsafe places</p> <p>Self-efficacy: Avoiding dangerous places</p>				

<p>Links to PCI's : Life skill empathy Esd: DRR safe and unsafe places in the environment as they nature walk. ESD DR; First Aid – report any accident occurring for the basic first aid.</p>		<p>Links to Values: Responsibility</p>	
<p>Links to other subjects: health education-safety in the environment music and movement -psychomotor -language Activities of daily living skills</p>		<p>Suggested Community Service Learning Activities: Construction of road pumb zebra crossing/ to hear the school gate.</p>	
<p>Suggested Non Formal Activity to support learning: Observing safe places in the community</p>		<p>Suggested assessment: Observation</p>	
<p>Suggested Learning Resources : Schools environment, Learners</p>			
<p>FORMATIVE ASSESSMENT EXCEEDING EXPECTATION</p>	<p>MEETING EXPECTATION (B)</p>	<p>APPROACHING EXPECTATION (C)</p>	<p>BELOW EXPECTATION (D)</p>

(A)			
Able to identify, explore and recognise safe and unsafe places, objects and activities in the local environment besides assisting others to avoid the unsafe places	Able to identify, explore and recognize safe and unsafe places, objects and activities in the local environment	Able to identify, explore and recognise safe and unsafe places in the immediate environment	Able to identify, explore and recognise safe and unsafe places in the immediate environment with assistance

Strand SOCIAL ENVIRONMENTS	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	MYSELF 4 lessons of 35minues each.	By the end of the sub strand/sub topic/sub theme the learner should be able to: <ol style="list-style-type: none"> a) Name his/her body parts parts-head, ears, eyes, mouth, hand, fingers, leg, feet (k) b) Tell the uses of body parts by actions (s) c) Appreciate their body parts (s) 	<ul style="list-style-type: none"> • Learner be guided to name his or her body parts including head, shoulders, ears, eyes, mouth, hand, fingers, leg, feet • In pairs learners be guided to discuss uses of the body parts • Practice using body parts appropriately. • Learner model body parts, sing songs and tell • Stories of appreciating one another 	<ol style="list-style-type: none"> 1. What are the body parts on your head? 2. What are the uses of parts of the head? 3. What are the uses of

		d) Appreciate individual differences (a)		hand, fingers, and legs?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) - learning to learn-identifying parts of the body - self-efficacy-talking about themselves -collaboration and communication-discussing uses of body parts				

Links to PCI's : self-awareness: personal identity -self-esteem: Appreciating individual differences	Links to Values: Love
Links to other subjects: -languages - psychomotor activities -Religion Activities of daily living skills	Suggested Community Service Learning Activities: Visit orphanage home to assist the less privilege
Suggested Non Formal Activity to support learning: Visit the elderly to talk individual differences	Suggested assessment: Oral question
Suggested Learning Resources : - learners,-Realia,-Resource persons,-Dermis	

FORMATIVE ASSESMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to Identifying body parts(-head, ears, eyes, mouth, hand, fingers, leg, feet,) state uses of body the parts and take care of some parts well	Able to Identifying body parts(-head, ears, eyes, mouth, hand, fingers, leg, feet,) state uses of body the parts	Able to Identifying body parts(-head, ears, eyes, mouth, hand, fingers, leg, feet,)	Able to Identifying two body parts(-head and legs)

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	OUR SCHOOL 5 Lessons 35 Minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Learner to name different buildings and structures in the school environment(k)	<ul style="list-style-type: none"> • Learners be guided to buildings and structures in the school environment • Learners to be taken around the school to identify people in the school 	<ol style="list-style-type: none"> 1. Which are the buildings found in school? 2. Who are the people found at school? 3. Who do you like most in school?

		<p>b) Identify people found within the school environment(s)</p> <p>c) Describe people found within the school environment(totally blind)</p> <p>d) Appreciate people found in the environment.</p>	<ul style="list-style-type: none"> • In pairs learners describe activities • Learners sing songs about people in the school and buildings 	
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<p>Core-competence to be developed: developed Communication and collaboration-Walking round the school. -learning to learn-identifying buildings and structures in school - citizenship-Appreciating people in the school</p>	
<p>Links to PCI's : life skills: Knowing others -citizenship: Knowing others</p>	<p>Links to Values: Patriotism: Love for ones country and home</p>
<p>Links to other subjects: Language, - religion, -Psychomotor and creative activities Activities of daily living skills</p>	<p>Suggested Community Service Learning Activities: Nature walk in school</p>
<p>Suggested Non Formal Activity to support learning:</p>	<p>Suggested assessment:</p>
<p>Suggested Learning Resources : Buildings, People in school, learners</p>	

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	OUR HOME 4 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Learner to list different buildings and structures in the home (k)	<ul style="list-style-type: none"> • Learners be guided to identify buildings and structures at home through a visit to a nearby home • Learners be taken round the home to identify the people home by their names 	<ol style="list-style-type: none"> 1. Which are the buildings and structures found at home? 2. Who are the people found at home? 3. who do you like most at home?

		<p>b) Identify different people found at home by their names. (s)</p> <p>c) Appreciate the role played by different people at home (a)</p>	<ul style="list-style-type: none"> • Learners sing songs about people at home and buildings found at in the home • In groups learners discuss roles played by different 	
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>-Self-efficacy-identify structures at home -communication and collaboration- walking to a nearby home -learning to learn- Identifying people at home -citizenship-discussion</p>				
<p>Link to PCIs</p> <p>- - citizenship: Social cohesion living together in harmony</p>			<p>Links to Values</p> <p>-Patriotism : Love for one country and home</p>	
<p>Links to other subjects:</p> <p>Psychomotor -Mathematics - language -Orientation and mobility -Activities of daily living skills</p>			<p>Suggested Community Service Learning Activities:</p> <p>Visit a nearby home to activities to identify type of buildings and structures</p>	
<p>Suggested Non Formal Activity to support learning:</p> <p>A model home</p>			<p>Suggested assessment:</p> <p>Oral questions and observation</p>	
<p>Suggested Learning Resources:</p> <p>Homestead Nature corner learner</p>				

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FORMATIVE ASSESMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to identify different people, buildings and structures in the home besides saying what different buildings are used for.	Able to identify different people, buildings and structures in the home	Able to identify different people in the home	Able to identify different people in the home with assistance

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you	Suggested Learning Experiences (align to the	Key Inquiry Question(s)
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	cover knowledge (k), skills (s) and attitudes (a)	level competency descriptors)	
<p>INTERPERSONAL RELATIONSHIP</p> <p>3 Lessons of 35 minutes each</p>	<p>By the end of the sub strand/sub topic/sub theme the learner should be able to:</p> <p>a) State courteous words to be used in day to day life when greeting (K)</p> <p>b) Use appropriate courteous words when greeting (S)</p> <p>c) Appreciate the need to use courteous words when greeting. (A)</p>	<ul style="list-style-type: none"> • Learners be guided to state courteous words used in day to day life when greeting • Practicing using appropriate courteous words when greeting • In pairs learners discuss courteous words used at different situation. • In groups learners express themselves using courteous words. • Sing songs on greetings at different times of the day. • Sing songs on greetings at different times of the day. 	<ol style="list-style-type: none"> 1. How do you greet different people? 2. What do you do when you meet older people 3. How do you greet older people
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>-Communication and collaboration-Courteous greetings</p> <p>-citizenship-Greeting older people</p> <p>-self-efficacy-using courteous greetings</p> <p>-learning to learn-identifying courteous works</p>			
<p>Links to PCI's :</p> <p>citizenship, social cohesion: importance of having guiding values in life</p> <p>Parental engagement. Greetings older people</p>		<p>Links to Values:</p> <p>Respect: greetings</p> <p>Love</p>	

Life skills: effective communication responding to simple verbal and non-verbal	
Links to other subjects: -language -religion -music and movement Activities of daily living skills	Suggested Community Service Learning Activities: Visit an elderly person and practice courteous greeting
Suggested Non Formal Activity to support learning: Assisting those in need within the school and home environment	Suggested assessment: Oral questions
Suggested Learning Resources : Posters Tactile materials with courteous words	

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to identify courteous words and use them appropriately in day to day life when greeting besides assisting others to use the words well.	Able to identify courteous words and use them appropriately in day to day life when greeting	Able to identify courteous words but cannot use them appropriately in day to day life when greeting	Able to identify one or two courteous words.

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	NEIGHBOURHOOD 3 Lessons of 35 minute each	<p>By the end of the sub strand/sub topic/sub theme the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify people in their neighbourhood (K) b) Identify people in the neighbourhood through the names of their playmates (S) c) Neighbourness by playing or working together d) Appreciate people in the neighbourhood 	<ul style="list-style-type: none"> • Learner be guided to identify people in their neighbourhoods. • learners be guided to identify people in the neighbourhood by their • Organise learners to play together to demonstrate good neighbourhood. • Sing songs in praise of good neighbourhood 	<ol style="list-style-type: none"> 1. Who lives next to your home? 2. Whom do you play with at home? 3. Do you know the father/mother/sister/brother/aunt of your playmate 4. Who live near you? 5. What are the names of your play meter.

<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <ul style="list-style-type: none"> -Communication and collaboration- identifying neighbours -learning to learn-knowing the neighbours -citizenship-playing together 				
<p>Links to PCI's : LSP mentorship and Peer education: playing together Service learning and Parental engagement: identify neighbours ESD: DRR: Safety and security: being made aware of strangers in the environment</p>		<p>Links to Values: Unity – working and living together</p>		
<p>Links to other subjects: Languages, -psychomotor and creative, -Religious, -Mathematics Activities of daily living skills</p>		<p>Suggested Community Service Learning Activities: Visiting the neighbourhood activities for familiarization</p>		
<p>Suggested Non Formal Activity to support learning: Modelling homesteads</p>		<p>Suggested assessment: Observation Oral question</p>		
<p>Suggested Learning Resources : learners, resource person, tactile charts with a model homestead</p>				

FORMATIVE ASSESMENT

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
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Able to Identify people in their neighbourhood through the names of their playmates besides being able to say the names of their playmates parents	Able to Identify people in their neighbourhood through the names of their playmates	Able to Identify people in their neighbourhood	Able to Identify people in their neighbourhood with assistance
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Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	DRESSING 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) Identify clothes worn by men and women b) Undress and dress self according to the prevailing weather conditions (S) c) Appreciate clothes worn by different people at different occasion	<ul style="list-style-type: none"> • Learners be guided to identify clothes worn by men and women • Learner be guided to sort out clothes according to those worn by men and women • Learners be guided to undress and dress following steps required. • Practice undressing and dressing following the required steps. • Learners should sing songs appreciating clothes worn by different people 	<ol style="list-style-type: none"> 1. Which clothes are worn by men/women? 2. Put clothes worn by men in this box and those worn by women in the other box 3. What do you do first before you remove your shirt/short/shoe/blouse
	Core-Competence to be developed (indicate the core competence and how it will be achieved)			
	<ul style="list-style-type: none"> - Communication and collaboration-assisting one to undress and dress - learning to learn-sorting and grouping clothes - citizenship- clothes worn by men and women 			

<ul style="list-style-type: none"> - self-efficacy dressing and undressing 			
Link to PCIs : Citizenship: Human right and responsibilities- Child right to clothing Life skills: Dressing - value education: Clothes worn by men and women		Links to Values: <ul style="list-style-type: none"> - Responsibility - Dressing 	
<ul style="list-style-type: none"> - Links to other subjects - Psychomotor and Creative Activities - Language Activities - Mathematics Activities - Religious Education - Activities of daily living skills 		Suggested Community Service Learning Activities Visit an elder to talk about traditional dressing	
Suggested Non-Formal Activity to support learning Dressmaking days (Suggested Assessment Observation	
SUGGESTED RESOURCES Clothes, Shirts Shorts, blouse skirts, Trouser, Socks, Shoes Tacktile, charts of clothes			
FORMATIVE ASSESMENT			
EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)

	Able to identify clothes worn by men and women can undress and dress well besides naming other clothes worn on different occasions	Able to identify clothes worn by men and women can undress and dress well	Able to identify clothes worn by men and women can only undress	Can only undress
Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
	FOOD Food eaten in the local community 3 Lessons of 35 minutes each	By the end of the sub strand/sub topic/sub theme the learner should be able to: a) name different foods eaten in their local community(K) b) explore or manipulate different types of food in the environment c) appreciate food in the local community(a)	<ul style="list-style-type: none"> • Learner be guided to identify different foods eaten in the community • Learners be guided to discuss sources of food in the community • Learners sort different foods according to shape and texture • Learners be guided to sing songs related to foods in the community. 	<ol style="list-style-type: none"> 1. What type of food do you eat at home? 2. Where does the food you eat at home come from? 3. Which food do you like most?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) -communication and collaboration: discussing sources of food -learning to learn: identifying food in the community -citizenship: Appreciating food eaten in the community				

<p>Links to PCI's : Life skills: eating food from tm the community Health education: Prevention of diseases- good health ESD Environmental education – environmental awareness/ Identifying food in the community</p>	<p>Links to Values: Respect- respecting food eaten by self and others</p>
<p>Links to other subjects: psychomotor and creativity -language -mathematics Activities of daily living skills</p>	<p>Suggested Community Service Learning Activities: Visit a local market to identify foods from the community</p>
<p>Suggested Non Formal Activity to support learning: Music clubs</p>	<p>Suggested assessment: Observation Oral questions</p>
<p>Suggested Learning Resources : Different foods in the local communities, Learner</p>	

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
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(A)	(B)	(C)	(D)
Able to identify different foods eaten in the communities and their sources besides stating whether raw or cooked	Able to identify different foods eaten in the communities and their sources	Able to identify different foods eaten in the communities	Able to identify different foods eaten in the communities with assistance

PRE- MATHEMATICS
FOR
LEARNERS WITH VISUAL IMPAIREMENT
PRE – PRIMARY 2

ESSENCE STATEMENT
Mathematical Activities

Mathematical activities are important for laying a firm foundation for logical thinking and problem solving. Learning mathematics at pre-primary level empowers children to engage in basic analysis of problems and development of appropriate solutions in day to day life. It enhances logical and critical thinking, accuracy and problem solving. During the early childhood stage of development, learners are more engaged when using manipulative (Carbonneau et al, 201; Cocket and Kilgour, 2015). Similarly, Piaget and Bruner attest that children at this level use hands-on manipulation to physically arrive at a mathematical solution.

Pre-primary mathematics curricula should therefore comprise learning basic mathematical concepts through manipulation of concrete objects and not abstract knowledge. Activities at this level form a firm foundation for the acquisition of competencies in classification, number and measurement skills.

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 Suggested time	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Classification <i>General learning outcome:</i> use acquired classification skills to solve problems in daily life	1.1 Sorting & grouping to develop finger dexterity 8 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Learner to identify similarities and differences between objects within the environment b) sort and group objects in their environment by putting similar objects together c) Group objects according to more than one attribute to enhance counting objects d) Appreciate the materials in the environment	<ul style="list-style-type: none"> • Learners look/feel at and talk about objects with different size/ shapes/ texture/ colour/use • Learner to be guided to sort and group objects by more than one attribute (size/shape/texture/colour/use /type) by touch • In pairs, learners sort, group and compare objects by more than one attribute (size/ shape/ texture/ colour/ use/type) up to four groups • Learners in groups, pairs, individually, sort and group objects according to more than one attribute up to four groups • Learners relate specific attributes to other objects in the environment • Learners could be guided to sing songs related to sorting and grouping objects • Learners could be guided to collect and store materials in their respective corners with assistance. 	<ol style="list-style-type: none"> 1. How are these objects alike? 2. What objects have same colour (low vision learners) shape/size/texture/ use? 3. How different are these objects?
Core Competencies to be developed: critical thinking , problem solving, Communication and collaboration, Digital literacy, Learning to learn				
Link to PCIs: citizenship (social cohesion, unity)			Link to Values: Sharing, responsibility, respect, co-operation	
Link to other subjects: Language, environmental, psychomotor and creative activities			Suggested community service learning Activities: Go round the school compound picking the useful objects that can be recycled for sorting and grouping with guidance	

Suggested Non formal Activity to support learning: Identification and collection of objects in the environment	Suggested Assessment: Observation, oral questions, checklist
Suggested Learning Resources: <i>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</i>	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify similar and different objects using these attributes : colours (LV), size, shape, texture, use and type and even beyond	Learner is able to identify similar and different objects using colour/ size/shape/texture/use/ type	Learner is able to identify similar and different objects using colour/ size/shape/texture/use and type with assistance	Learner has difficult in identifying similar and different objects
Learner is able to sort and group objects according to: colour/ size/ shape/ texture/use and type and name the objects	Learner is able to sort and group objects accordingly to colour/ size/shape/texture/use and type	Learner is able to sort and group objects according to colour/ size/ shape/texture/use/and type with assistance	Learner has challenges in sorting and grouping objects
Learner is able to sort and group objects according to: colour/size/shape/texture/use and type and name the objects	Learner is able to sort and group objects accordingly to colour/size/shape/texture/use and type	Learner is able to sort and group objects according to colour/size/shape/texture/use/and type with assistance	Learner has challenges in sorting and grouping objects

Strand	Sub-strand Suggested time	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.1 Matching and pairing 8 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify similar and different objects in the environment by classification	<ul style="list-style-type: none"> Learners collect a variety of objects from the environment with assistance Learner to be guided on how to match and pair objects 	1. Which objects look alike?

		<p>b) Match objects according to sameness/likeness/ use to differentiate different objects</p> <p>c) Pair objects according to sameness/ likeness/ use/type, relationship, part and whole to discover pairing of similar objects</p> <p>d) Use math vocabulary in matching and pairing objects (part, whole, alike, same) to associate different objects</p> <p>e) Appreciate the use of different objects in the environment</p>	<p>according to likeness/sameness/use</p> <ul style="list-style-type: none"> • In Pairs (low vision and totally blind) demonstrate matching and pairing according to more than one attribute (sameness/likeness/use) • In groups/pairs, individually learners match and pair objects according to more than one attribute (likeness/sameness/use) • discuss the use of items matched or paired • Learners sing songs/recite poems on relationship/use of objects from the environment 	<p>2. How are they alike?</p> <p>3. What is the use of these items?</p> <p>4. How can we care for these objects?</p>
<p>Core Competencies to be developed: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)</p>				
<p>Link to PCIs: Education for Sustainable Development, Environmental education: (environmental awareness) as they collect objects/materials, cooperation, Decision making, safety and care</p>		<p>Link to Values: Co-operation, turn taking, appreciation</p>		
<p>Link to other subjects: Environmental activities, psychomotor and creative activities</p>		<p>Suggested community service learning Activities: Collecting materials for learning. Recycling and disposing waste material hence keeping the learning environment clean and safe. and grouping with guidance</p>		
<p>Suggested Non formal Activity to support learning: Collecting and disposing the waste materials within the environment</p>		<p>Suggested Assessment: Observation, oral questions, checklist, demonstration</p>		
<p>Suggested Learning Resources: <i>Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, flash cards, braille flash cards)</i></p>				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learners is able to identify similar and different objects, match and pair objects according to more than one attribute and talk about them	Learner is able to identify similar and different objects, match and pair objects according to more than one attribute	Learner is able to identify similar and different objects, match and pair objects according to more than one attribute with assistance	Learner has challenges identifying similar and different objects.

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	1.3 Ordering 8 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Collect and identify different objects in their environment to enhance learning b) With assistance order objects in the immediate environment according to size in ascending and descending up to five objects to enhance counting c) Arrange objects according to (shortest to the tallest, tallest to the shortest, biggest to the smallest, smallest to the	<ul style="list-style-type: none"> • Learners talk about different objects in the environment in relation to size • Learner to be guided in ordering ordering objects according to size up to five objects • In pairs (low vision and totally blind) learners demonstrate ordering objects according to size up to five objects • Learners in small groups, pairs, individually order objects according to size up to five objects • In groups learners compare objects of different sizes up to five 	<ol style="list-style-type: none"> 1. Which objects are (shorter, taller, smaller, bigger?) 2. Which among these two objects is short/long/small/big? 3. How many objects are short/ long/small/ big?

		<p>shortest, shortest to the longest, longest to the shortest) to compare different sizes</p> <p>d) Differentiate objects of different sizes in the environment</p> <p>e) Use different objects in the environment in their daily activities</p> <p>f) Use maths vocabulary related to ordering in their daily life experiences (short, shorter, shortest) to associate objects</p> <p>g) identify different objects/materials in the environment that can be used to enhance learning</p>	<ul style="list-style-type: none"> In groups learners could be guided to use maths vocabulary in ordering objects 	
<p>Core Competencies to be developed: Critical thinking and problem solving (shown when ordering different objects) Communication and collaboration (when ordering in groups and talking)</p>				
<p>Link to PCIs: ESD: Environmental education, environmental awareness as a source of learning materials</p>		<p>Link to Values: Co-operation, turn taking, appreciation</p>		
<p>Link to other subjects: Psychomotor and creative activities</p>		<p>Suggested community service learning Activities: Recycle waste materials from community to use for learning</p>		
<p>Suggested Non formal Activity to support learning: Cleaning the environment after using the materials</p>		<p>Suggested Assessment: Observation, oral questions, checklist, demonstration</p>		
<p>Suggested Learning Resources: <i>Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles, bottles of different sizes, blocks of wood, cubes</i></p>				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify and order objects in the environment and use different objects related to size in their day-to-day activities independently	Learner is able to order and identify objects in the environment and use different objects related to size in their day-to-day activities	Learner is able to order and identify objects in the environment and use different objects related to size in their day-to-day activities with assistance	Learner has difficulty in identifying and ordering objects in the environment
The learner is able to use mathematical vocabulary related to ordering in their day to day activities independently	learner is able to use mathematical vocabulary related to ordering I their day-to-day activities	learner is able to use mathematical vocabulary related to ordering I their day-to-day activities with assistance	Learner has difficulty to use mathematical vocabulary related to ordering

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	1.4 Patterns 8 Lessons	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify similarities and differences between objects to enhance learning b) Arrange similar objects to make a pattern c) Use different objects to make patterns d) Identify patterns in different objects within the environment (clothes, animals, seeds, leaves	<ul style="list-style-type: none"> • Learners (for low vision, feeling for totally blind) observe and talk about different objects in the environment. • Learners to be guided in arranging objects to make a pattern • In pairs arrange objects to make patterns (shape, colour,) • In small groups/pairs, individually, learners 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. Which objects comes next in the series? 3. What object has been

		<p>for comparison of different patterns</p> <p>e) Identify the repeating part of the patterns to distinguish different patterns</p> <p>f) Appreciate patterns in their environment to learn to enhance learning</p> <p>g) Enjoy making different patterns with objects found in the environment with guidance</p>	<p>arrange objects to make pattern(shape, colour, number cut-outs,)</p> <ul style="list-style-type: none"> • Learners fill in the missing objects in a series to make a pattern (totally blind by tactile) • Learners observe and talk about different patterns on their clothes, foot prints, buildings, flower gardens 	<p>used to make a pattern?</p> <p>4. Which other pattern can you make?</p> <p>5. Which part of the pattern repeats itself?</p>
<p>Core Competencies to be developed: 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>				
<p>Link to PCIs: ESD: Environmental education (environmental awareness) appreciate different patterns</p>		<p>Link to Values: Appreciating different patterns, cooperation, respect</p>		
<p>Link to other subjects: Psychomotor and Creative activities during construction</p>		<p>Suggested community service learning Activities: Plant flowers in the school following different patterns</p>		
<p>Suggested Non formal Activity to support learning: Singing songs/play games involving patterns</p>		<p>Suggested Assessment: Observation, oral questions, checklist, demonstration</p>		
<p>Suggested Learning Resources: Flashcards, blocks, bottle tops, bottle sticks, beads jigsaws, shapes, paper-cuts, personal items e.g. shoes, combs, pieces of clothes, unilogs, flashcards in plant and braille</p>				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> Learner is able to observe in low vision and feel for blind different objects and identify patterns on different objects in the environment and assist others Learner is able to arrange/use similar/different objects to make more patterns independently 	<ul style="list-style-type: none"> Learner is able to observe /feel different objects and identify patterns on different objects in the environment Learner is able to arrange use similar different objects to make patterns 	<ul style="list-style-type: none"> Learner is able to observe /feel different objects and identify patterns on different objects in the environment with assistance Learner is able to arrange use similar different objects to make patterns with assistance 	<ul style="list-style-type: none"> Learner has difficulty in observing/feeling different objects and identify patterns Learner has challenges in arranging using similar different objects to make patterns.

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Numbers <i>General learning outcome:</i> Demonstrate basic number concepts as a basis for future learning	2.1 Rote counting 10 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Rote count numbers 1-50 for recall b) Rote count using actions up to 50 to enhance learning c) Enjoy rote counting up to 50 for remembering	<ul style="list-style-type: none"> Learners could be guided on rote counting Learners to count with actions(clapping, nodding, jumping, skipping, hopping) In groups/pairs Learners perform singing games/rhymes related to rote counting 	1. Are you able to count as you jump? 2. Can you count up to 50 ?

		d) Appreciate rote counting while counting numbers		
Core Competencies to be developed: Learning to learn as children sing about numbers and rote count on their own Self –efficacy as they sing and count using body parts				
Link to PCIs: Education for sustainable development as they count objects in their environment		Link to Values: Responsibility, cooperation, patience		
Link to other subjects: Psychomotor and creative activities as they sing		Suggested community service learning Activities: Collect materials from the community to use in learning hence to make the environment clean		
Suggested Non formal Activity to support learning: Clapping hands, stamping feet, nodding		Suggested Assessment: Oral questions, observation, demonstration		
Suggested Learning Resources: Number flash cards charts in Braille and print, calendar				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to articulate and sing numbers as they rote count and assist others	Learner is able to articulate and sing numbers as they rote count.	Learner is able to articulate and sing numbers as they rote count with assistance	Learner has challenges to articulate any sing numbers

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.2 Number recognition 10 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify numerals 1-20 to enhance	<ul style="list-style-type: none"> Learners observe and read numerals on number flash cards/number charts Learners could be guided to identifying numbers on flashcard/charts Learners could be guided to identify and talk about numbers found on objects in the environment 	<ol style="list-style-type: none"> Which number can you see on the chart/ flashcard? How many letters does your name have?

		number recognition b) Appreciate use of numbers in day to day lives c) Arrange numbers 1-20 in order	<ul style="list-style-type: none"> Learners sing songs / model numbers 1-20 Learners could be guided to match numbers that look alike In pairs or small groups learners play number recognition games (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game) 	3. Which number have you modelled? 4. Which two numbers look alike on the chart?
Core Competencies to be developed: <ul style="list-style-type: none"> Self efficacy as they sing and dance number songs 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 				
Link to PCIs: Life skills: Effective communication as they work together			Link to Values: Respect, confidence, cooperation, patience	
Link to other subjects: <ul style="list-style-type: none"> Psychomotor and creative as they sing and dance songs on numbers Language as they talk about number on flash cards/charts 			Suggested community service learning Activities: Collecting materials from the community to use them in making number flash cards hence making their environment clean.	
Suggested Non formal Activity to support learning: Guided to visit a local football club and talk about the numbers of players as written on their t-shirts			Suggested Assessment: Oral questions, observation, demonstration	
Suggested Learning Resources: Number flash cards/charts/calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards, bottles, slate, stylus, Braille paper, cubes, cuberizim				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to recognize and identify number numerals between 1-20	Learner is able to recognize and identify number numerals between 1-20	Learner is able to recognize and identify some number numerals between 1-20	Learner has difficulty in recognizing and identifying numerals

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.3 Counting concrete objects 8 Lessons	By the end of the sub-strand/ topic/ theme learner should be able to: a) Count concrete objects 1-20 to compute numbers b) Use one to one correspondence while counting concrete objects to enhance addition of numbers c) Enjoy counting objects within their environment to enhance learning d) Appreciate the use of one to one correspondence in real life situations to appreciate the local environment e) Use number value by counting concrete objects to enhance learning	<ul style="list-style-type: none"> • Learner could be guided to count objects 1-20 • Learners count objects for numbers 1-20 different types of fruits, objects in the class) • In groups/pairs, individually, learners count objects in their class up to 20 • Learners play counting games involving counting objects 1-20 • Learners to observe personal safety as they count concrete objects 	<ol style="list-style-type: none"> 1. How many (books, pencils, bottle tops, rubbers are on the table? 2. How many learners are in your group? 3. How many boys/girls are in your group?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving as they count specific number of objects • Communication and collaboration as they count concrete objects in groups 				
Link to PCIs: ESD: DRR: Safety as they count concrete objects, health and nutrition as they count different types of fruits			Link to Values: Respect, cooperation, patience	
Link to other subjects: Creative and psychomotor as they sing number songs			Suggested community service learning Activities: Learners to be guided to count objects/animals at school or at home and take good care of them	
Suggested Non formal Activity to support learning: Counting concrete objects at home (plates, cups, spoons)			Suggested Assessment: Oral questions, observation, demonstration	

Suggested Learning Resources: Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, blocks, plates, cups, spoons

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> Learner is able to count concrete object and sing number songs independently Learner is able to Play and count games and enjoy counting concrete objects in the environment independently 	<ul style="list-style-type: none"> Learner is able to count concrete object and sing number songs Learner is able to Play and count games and enjoy counting concrete objects in the environment 	<ul style="list-style-type: none"> Learner is able to count concrete object and sing number songs with assistance Learner is able to Play and count games and enjoy counting concrete objects in the environment with assistance 	<ul style="list-style-type: none"> Learner has difficulty in counting concrete objects and sing number songs Learner has challenges in playing counting games and counting objects in the environment

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.4 Number sequencing 10 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify number symbols 1-20 as indicated on number cards/charts for recognition of numbers b) Arrange number cards in sequence 1-20 to enhance counting	<ul style="list-style-type: none"> Learners could randomly pick number cut outs/number cards from a pile and identify the number Learners could be guided to arrange numbers in sequence 1-20 A few learners demonstrate arranging numbers 1-20 in sequence by placing the 	<ol style="list-style-type: none"> Which number is written on the card/chart/board? Which number comes before/after this number?

		<p>c) Arrange number cards in sequence by completing missing numbers to complete number patterns</p> <p>d) Enjoy arranging numbers in sequence to enhance learning</p>	<p>appropriate number cards /cut outs both in print and braille</p> <ul style="list-style-type: none"> In pairs/groups, individually, learners complete missing numbers in sequence by placing the appropriate number cards/cut out Learners sing songs on number sequence comprising numbers 1-20 	<p>3. Which number is missing in the sequence?</p> <p>4. How can these numbers be arranged in sequence?</p>
<p>Core Competencies to be developed: Critical thinking and problem solving when identifying number and filling missing number in a sequence Communication and collaboration when working in pairs/groups</p>				
<p>Link to PCIs: LSP2 : Learning to live together Skills of knowing and living with oneself and others when working in pairs/groups</p>		<p>Link to Values: Respect, cooperation</p>		
<p>Link to other subjects: Environmental, psychomotor and creative activities</p>		<p>Suggested community service learning Activities: Recycling materials such as old cartons, empty plastic water bottles from the environment</p>		
<p>Suggested Non formal Activity to support learning: Sing songs involving sequencing of numbers</p>		<p>Suggested Assessment: Oral questions, observation, demonstration</p>		
<p>Suggested Learning Resources: Flash cards, charts, number cut outs, calendars, number line, tactile charts, tactile number line</p>				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> Learner is able to identify numbers 1-20 in sequence independently 	<ul style="list-style-type: none"> Learner is able to identify numbers 1-20 in sequence on flash cards 	<ul style="list-style-type: none"> Learner is able to identify numbers 1-20 in sequence with assistance 	<ul style="list-style-type: none"> Learner has difficulty in identifying numbers 1-2- in sequence

<ul style="list-style-type: none"> Learner is able to arrange numbers 1-20 and beyond in sequence Learner is able to complete missing numbers 1-20 in sequence independently 	<ul style="list-style-type: none"> Learner is able to arrange numbers 1-20 in sequence Learner is able to complete missing numbers 1-20 in sequence 	<ul style="list-style-type: none"> Learner is able to arrange numbers 1-20 in sequence with assistance Learner is able to complete missing numbers 1-20 in sequence with guidance 	<ul style="list-style-type: none"> Learner has difficulty in arranging numbers 1-20 in a sequence Learner has difficulty in completing the missing numbers 1-20
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Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.5 Number Value 10 Lessons 35 minutes per lesson	By the end of the sub-strand/ topic/ theme learner should be able to: a) Count the number value of objects in the environment to enhance counting b) Differentiate the number value of objects in the environment to discriminate different objects c) Appreciate the value of numbers in their daily life experiences d) Relate number value with objects in the environment to enhance counting	<ul style="list-style-type: none"> Learners are guided on relating the number symbol and its value Learners practice relating the number symbol and its value In groups learners count concrete objects and relate them to the number symbol In groups, pairs and individually learners complete number value puzzles 	Which group has 3,4,5,...20 objects
Core Competencies to be developed: Communication and collaboration ; critical thinking and problem solving				
Link to PCIs: ESD – DRR: safety when working with concrete objects			Link to Values: Respect and confidence	

Link to other subjects: Language and environmental activities	Suggested community service learning Activities: Visit homesteads and count the furniture
Suggested Non formal Activity to support learning:	Suggested Assessment: Oral questions, demonstration
Suggested Learning Resources: Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys, tactile number charts, cubes, cuberizim, slate, stylus, Braille papers	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to differentiate and tell the number value of objects in the environment and assist others Learner is able to relate the number value of objects in the environment and assist others	Learner is able to differentiate and tell the number value of objects in the environment Learner is able to the number value of objects in the environment	Learner is able to differentiate and tell the number value of objects in the environment with assistance Learner is able to relate the number value of objects in the environment with assistance	Learner has difficulty in telling and differentiating member value of objects in the environment Learner has difficulty relating number value of objects in the environment

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.5 Symbolic representation (number writing) 10 Lessons 35 minutes per each lesson	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify number symbols up to 20 to enhance learning b) Trace, join dots, model, colour, thread number symbols using materials found in their environment to familiarize with numbers c) Write number symbols on a surface to enhance writing readiness skills	<ul style="list-style-type: none"> Learner could be guided to form number from number cut-outs Learners observe/touch number cut-outs and talk about number formation In groups/pairs, individually, learners trace/model/thread/join dots colour number cut-outs up to 20 	Which number can you see on the calendar (tactile) chart/ clockface/ flashcard?

		<p>d) Form number symbols using ICT to enhance computer literacy</p> <p>e) Appreciate the use of numbers within their environment.</p>	<ul style="list-style-type: none"> • Learners use number symbols found on materials in their environment (calendar, clock) • Learners use ICT to form number symbols 1-20 	
Core Competencies to be developed: Imagination and creativity				
Link to PCIs: ESD, environmental education; environmental awareness as they collect materials			Link to Values: Sharing and cooperation	
Link to other subjects: Psychomotor and creative activity			Suggested community service learning Activities: Learners to be guided to know the number of chairs in the classroom	
Suggested Non formal Activity to support learning: Arranging chairs in the classroom			Suggested Assessment: Oral questions, demonstration and observation	
Suggested Learning Resources: Large print exercise books, Calendar, plasticine, pebbles, clock face, number charts, number flashcards, cubes, cuberizim, Braille papers, stylus, slate				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify, recognize and tracing number symbols 1-20 and assist others	Learner is able to identify and trace number symbols 1-20	Learner is able to identify and trace number symbols 1-20 with assistance	Learner has difficulty in identifying and tracing number symbols.
Learner is able to model number symbols using locally available materials and assist others	Learner is able to model number symbols using locally available materials	Learner is able to model number symbols using locally available materials with assistance	Learner has difficulty in modelling number symbols using locally available materials
Learner is able to join dots to form number symbols 1-20 on a surface independently	Learner is able to join dots to form number symbols 1-20 on a surface	Learner is able to join dots to form number symbols 1-20 on a surface with assistance	Learner has challenges in joining the dots to form number symbols on a surface

Learner is able to identify and re-arrange number cards in the correct order of numerals 1-20 independently	Learner is able to identify and re-arrange number cards in the correct order of numerals 1-20	Learner is able to identify and re-arrange number cards in the correct order of numerals 1-20 with assistance	Learner has difficulty in identifying and re-arranging number cards in the correct order of numerals 1-20
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Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	2.7 Number puzzle 5 Lessons	By the end of the sub-strand/ topic/ theme learner should be able to: a) Rearrange number cards in the correct order b) Identify different parts of numerals 1-20 using not more than ten parts to enhance writing numerals c) Join different parts of numbers to form complete number symbols 1-20 with not more than 10 parts to enhance writing numerals	a) Learners look/feel at and talk about different parts of number symbols b) Learners to be guided identify different parts of number symbols c) Learners to be guided to join different parts of numerals to form a complete numeral d) Learners to be guided to practicing joining parts of numerals to form a complete numeral e) In pairs/groups learners join different parts of number symbols to form a complete numeral	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

		<p>d) Enjoy completing number puzzles and relate number symbols with the objects in the environment</p> <p>e) Use ICT to complete number puzzles</p>	<p>f) Learners listen to and sing songs on number symbols as they complete the number puzzle</p> <p>g) Learners relate number symbols with the objects in the environment</p> <p>h) Learners could be guided to play games on number puzzles (hopscotch)</p> <p>i) Learners complete number puzzles using ICT</p>	<p>numbers 1, 2, 3, 4, 5.....20?</p> <p>4. What can you hear?</p>
<p>Core Competencies to be developed: Critical thinking and problem solving as learners join parts to form a whole Digital literacy as they complete number puzzles using ICT</p>				
<p>Link to PCIs: ESD, DRR; personal safety as they use cut-outs materials</p>			<p>Link to Values: Respect, cooperation, confidence</p>	
<p>Link to other subjects: Environmental activities Psychomotor and creative activity</p>			<p>Suggested community service learning Activities: Collecting and disposing the waste materials from the local environment</p>	
<p>Suggested Non formal Activity to support learning: Singing songs involving number symbols</p>			<p>Suggested Assessment: Oral questions, demonstration and observation</p>	
<p>Suggested Learning Resources: Number cut outs, number charts, puzzle pieces</p>				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learner is able to join different parts of a number to form a complete number symbol for low vision combine dots to form number symbols for TB and even assist others</p>	<p>Learner is able to join parts of the number to form number symbols for low vision. Combine dots to form number symbols for totally blind</p>	<p>Learner is able to join parts of the number to form number symbols for low vision with assistance and combine dots to form number symbols for totally blind with assistance.</p>	<p>Learner has difficulty in joining parts of the number to form number symbols for low vision. Has difficulty in combining dots to form numbers</p>

Strand	Sub-strand Suggested time	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.8 Putting together 10 Lessons 35 minutes per lesson	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify similar objects in the environment to enhance learning b) Put similar objects together with a sum not exceeding 9 to enhance addition c) Enjoy the activities of putting together objects in their day to day experiences to enhance learning	<ul style="list-style-type: none"> Learners observe/feel and talk about similar objects within their environment Learners to be guided to put similar objects together with a sum not exceeding 9 and count Learners demonstrate putting similar objects together with a sum not exceeding 9 and count In small groups learners put objects together with a sum not exceeding 9 and count Learners sing songs related to putting together with sums not exceeding 9 eg 1 little brown bird sitting on a wall along came another one and that made two 	<ol style="list-style-type: none"> Which objects look alike? How many objects are there altogether?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Collaboration and communication as learners put objects together to find the sum Digital literacy as they put together objects using ICT 				
Link to PCIs: Life skills - Self awareness: learners count their body parts			Link to Values: Respect, cooperation, confidence	
Link to other subjects: Environmental activities			Suggested community service learning Activities: Children to assist community members in counting animals, utensils and farm produce	
Suggested Non formal Activity to support learning: singing songs related to putting together			Suggested Assessment: Oral questions, demonstration and observation	
Suggested Learning Resources: Number cut outs, number charts, puzzle pieces, counters sticks; blocks, cubes, cuberizim, slate, stylus, Braille paper				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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Learner is able to identify similar objects in the environment independently	Learner is able to identify similar objects in the environment	Learner is able to identify similar objects in the environment with assistance	Learner has difficulty in identifying similar objects in the environment
Learner is able to put similar objects together with a sum not exceeding 9 and enjoy the activity of putting together in their day to day experience	Put similar objects together with a sum not exceeding 9	Put similar objects together with a sum not exceeding 9	Learner has challenges in putting similar objects together

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key Inquiry Question(s)
	2.9 Taking away 10 Lessons 35 minutes per each lesson	By the end of the sub-strand/ topic/ theme learner should be able to: a) Learners to count objects in different sets to enhance learning b) Take away similar objects from sets not more than 9 and count the number that is left to enhance subtraction c) Enjoy the activities of taking away objects in their day to day experiences	<ul style="list-style-type: none"> • Learners count objects in different sets • Learners to be guided to take objects from different sets less than 9 • In pairs, groups and individually learners take away objects from sets not exceeding 9 and count the remainder • Learners sing songs related to taking away • Learners tell stories related to taking away 	<ol style="list-style-type: none"> 1. How many objects are in the set? 2. How many objects are left?

			<ul style="list-style-type: none"> NB: Ensure learners do not take away a number equal to the number of objects from the set. 	
Core Competencies to be developed: Critical thinking and problem solving Learning to learn				
Link to PCIs: Life skills – creative thinking develop new ideas as they sing Effective communication. They respond and listen to instruction as they sing		Link to Values: Respect, cooperation, integrity		
Link to other subjects: Environmental and Language activities		Suggested community service learning Activities: Learners to collect different types of objects from the environment		
Suggested Non formal Activity to support learning: Tell stories about animals and birds related to taking away		Suggested Assessment: Oral questions, demonstration and observation		
Suggested Learning Resources: counters(sticks; blocks, pebbles, bottle tops)				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to take away similar objects from sets not more than 9 and count the remainder and even assist others	Learner is able to take away similar objects from sets not more than 9 and count what is left	Learner is able to take away similar objects from sets not more than 9 and count the remainder with assistance	Learners has difficulty in taking away similar objects from a set

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key Inquiry Question(s)
3.0 Measurement	3.1 Sides of objects	By the end of the sub-strand/ topic/ theme learner should be able to:	<ul style="list-style-type: none"> Learners to be guided to talk about different sides of objects in the environment 	1. Which of these sides is longer/ shorter?

General learning outcome: Show natural interest in measurement and dispositions in physical and social world	5 Lessons (35 minutes per each lesson)	<ul style="list-style-type: none"> a) Identify different sides of objects to differentiate different objects in the environment b) Differentiate sides of objects to recognize different sides c) Play with objects of different sides to enhance learning skills d) Enjoy measuring sides of objects using arbitrary units such as hand, feet to compute length in sides of objects 	<ul style="list-style-type: none"> • Learners to be guided to compare objects with different sides • Learners demonstrates comparison of objects with different sides • In groups/pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks) • Learners to care and store arbitrary unit after use for next use 	<ul style="list-style-type: none"> 2. What is the difference in length between any two sides of an object? 3. How will you tell which side is longer/shorter
Core Competencies to be developed:				
Learning to learn when measuring sides of objects Communication and collaboration as they work in pairs and groups				
Link to PCIs: ESD: Financial literacy. Save; they save time which is wasted as they collect new arbitrary everyday		Link to Values: Respect, cooperation, integrity		
Link to other subjects: Language activities as they learn vocabularies such as long/short		Suggested community service learning Activities: Visit a tailors shop, a carpentry workshop, construction (building) site to find out how things are measured		
Suggested Non formal Activity to support learning: Performing activities involving jumping up, jumping forward		Suggested Assessment: Oral questions and observation		
Suggested Learning Resources: Objects of different lengths such as sticks, chairs, tables books, pencils, pieces of paper Sticks, strings, body parts, objects in the class				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify and measure objects of different sides using arbitrary unit and assist others	Learner is able to identify and measure objects of	Learner is able to identify and measure objects of different	Learner has challenges in identifying and measuring objects of different sides

	different sides using arbitrary units	sides using arbitrary unit with assistance	
Learner is able to compare objects that have same/different sides and assist others	Learner is able to compare objects that have same/different sides	Learner is able to compare objects that have same/different sides with assistance	Learner has challenges in comparing objects that have same different sides
Learner is able to use different arbitrary units to measure objects with different sides and assist others	Learner is able to use different arbitrary units to measure objects with different sides	Learner is able to use different arbitrary units to measure objects with different sides with assistance	Learner has difficulty in using arbitrary units to measure objects of different sides

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	3.2 Mass (heavy and light) 5 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify different objects of different mass in the environment	<ul style="list-style-type: none"> • Learners could be guided on lifting objects of different mass • Learners demonstrates lifting objects of different mass • In groups or in pairs learners compare mass of different objects in their environment 	<ol style="list-style-type: none"> 1. How can you tell the object is heavier/lighter? 2. Which object is heavier?

		b) Lift different objects in their environment for comparison c) Compare heavy and light objects in the environment to assess different mass d) Appreciate objects of different mass in their environment to enhance learning	<ul style="list-style-type: none"> In groups or in pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting) Learners observe personal safety as they tie , lift and play 	3. Which object is light? 4. How are these objects different in terms of mass?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration when working in pairs/groups Learning to learn when comparing mass of different objects Digital literacy when playing games involving mass using ICT 				
Link to PCIs: Education for sustainable development: DRR: Personal safety: They observe safety during lifting and playing		Link to Values: Respect, cooperation		
Link to other subjects: <ul style="list-style-type: none"> Psychomotor and creative activities as they play games and lift different objects Language activities as they talk about heaviness and lightness of objects 		Suggested community service learning Activities: Collect garbage in paper bags of different sizes and dispose in the compost pit		
Suggested Non formal Activity to support learning: Lifting different objects and back to back lifting		Suggested Assessment: Oral questions and observation		
Suggested Learning Resources: Sand, water, stones, blocks, leaves, chairs, tables and children themselves				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The learner is able to compare heavy and light objects in the environment by lifting and support other learners	The learner is able to compare heavy and light objects in the environment by lifting	The learner is able to compare some heavy and light objects in the environment by lifting with assistance	Learner has difficulty in comparing heavy and light objects in the environment

Learner is able to play games involving mass and support other learners	Learner is able to play games involving mass	Learner is able to play some games involving mass with assistance	Learner has challenges in playing games involving mass
Learner is able to use tools and equipment for balancing different mass and support other learners	Learner is able to use tools and equipment for balancing different mass	Learner is able to use some tools and equipment for balancing different mass with assistance	Learner has challenges in using tools and equipment for balancing different mass

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	3.3 Capacity (how much a container can hold) 10 Lessons (35 minutes per lesson)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Fill and empty different containers with water to recognize different capacities b) Compare sizes of containers using water to distinguish which one holds more or less c) Appreciate the use of objects of different sizes in the environment to enhance learning d) Enjoy filling and emptying containers to enhance learning	<ul style="list-style-type: none"> • Learners could be guided to fill and empty small and large containers using water • Learners could be guided in comparing big and small containers by telling how many small ones fill the big ones and vice versa • Learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa • In pairs or individually, learners tell how much a container can hold compared to another one of a different size • Learners use water sparingly by closing taps after use 	<ol style="list-style-type: none"> 1. How many of the small containers can fill the big container? 2. Which container holds more? 3. Which container holds less?
Core Competencies to be developed:				

<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 pairs • Learning to learn 	
Link to PCIs: ESD, financial literacy, Saving by using water properly	Link to Values: Respect, responsibility
Link to other subjects: <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	Suggested community service learning Activities: Learning activities , taking care of water in the environment
Suggested Non formal Activity to support learning: Fetching water using different containers	Suggested Assessment: Oral questions ,observation, demonstration
Suggested Learning Resources: Containers of various sizes, water sand, seeds	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify the liquids and containers, fill and empty the containers with water and support others	Learner is able to identify the liquids and containers, fill and empty the containers with water	Learner is able to identify the liquids and containers, fill and empty the containers with water with assistance	Learner has difficulty in identifying the liquids and containers, fill and empty the containers
Learner is able to compare and enjoy filling and emptying different containers using water and assist others	Learner is able to compare the liquids ,and enjoy filling and emptying the containers using water	Learner is able to compare the liquids and enjoy filling and emptying the containers with water with guidance	Learner has challenges to compare and enjoy filling and emptying containers using water

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	3.4 Time (Daily routines)	By the end of the sub-strand/ topic/ theme learner should be able to:	<ul style="list-style-type: none"> • Learner could be guided in comparing shadows at different time s of the day • Learners talk about vocabulary related to time 	1. Which shadow is longer or shorter?

	10 Lessons (35 minutes per lesson)	a) Compare sizes of shadows at different times of the day to estimate time b) Identify vocabulary related to time (morning, afternoon; evening ;day ;night) able to tell time within the day c) Identify tools used for telling time (clock ;calendar; mobile phone; animals and birds) to compute time d) Identify days of the week, months of the year to distinguish weeks and months e) Appreciate management of time when doing different activities to enhance learning	morning ; afternoon; evening ;day ;night <ul style="list-style-type: none"> Learners talk about tools and animals used to tell time clock ;calendar; mobile phone; animals and birds Learner could be guided to identify days of the week Learners could be guided to talk about months of the year 	<ol style="list-style-type: none"> At what time of the day is it longer or shorter? How do we tell time at home or school? What are the days of week? What are the months of the year? What activities do we carry out during the day?
Core Competencies to be developed: <ul style="list-style-type: none"> 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 Learning to learn as they identify tools used to tell time 				
Link to PCIs: ESD: Animal welfare: Introduction to animal welfare, imitate sounds Service learning and parental involvement and engagement		Link to Values: Respect, confidence		
Link to other subjects: Language activities, environmental activities		Suggested community service learning Activities: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work		
Suggested Non formal Activity to support learning: Learners tell stories about time involving animals and birds		Suggested Assessment: Oral questions ,observation, demonstration		

Suggested Learning Resources: Clock face, pictures, picture cut outs, watch, radio, mobile phones, calendars, shadow positions at different times of the day

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify daily routine activities and tell time	Learner is able to identify daily routine activities	Learner is able to identify daily routine activities with assistance	Learner has difficulty in identifying daily routine activities
Learner is able to identify vocabulary related to time and mention tools used for telling time	Learner is able to identify vocabulary related to time	Learner is able to identify vocabulary related to time with assistance	Learner has difficulty in identifying vocabulary related to time
Learner is able to compare sizes of shadows at different times of the day and help others	Learner is able to compare sizes of shadows at different times of the day and identify tools used for telling time	Learner is able to compare sizes of shadows at different times of the day with assistance	Learner has challenges in comparing sizes of shadows at different times of the day
Learner is able to name days of the week and months of the year and assist others	Learner is able to name days of the week and months of the year	Learner is able to name days of the week and months of the year with assistance	Learner has difficulty in naming days of the week and months of the year
Learner is able to identify daily routine activities and assist others	Learner is able to identify daily routine activities	Learner is able to identify daily routine activities with assistance	Learner has difficulty in identifying daily routine activities

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	3.5 Money (Kenyan currency)	By the end of the sub-strand/ topic/ theme learner should be able to: a) Identify Kenyan currency coins/ notes to differentiate different currencies	<ul style="list-style-type: none"> Learners could be guided to look at and talk about 	1. What can you see or feel on the coin or note?

	coins and notes 10 Lessons (35 minutes of each lesson)	b) Buy items using Kenyan coins and notes of different denominations to use currency in daily activities c) Save money for future use (coins or notes) to appreciate the importance of money d) Make a simple budget basing on (coins and notes) to appreciate needs and wants e) Appreciate the use of Kenyan currency (coins and notes) in their daily life activities	different sample currencies and identify Kenyan coins or notes <ul style="list-style-type: none"> • In groups or pairs, learners role play buying and selling from a shop corner • Learner could be guided on how to use and save money 	<ol style="list-style-type: none"> 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?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship, communication and collaboration • Learning to learn as they use money for buying and selling 				
Link to PCIs: ESD: financial literacy: Earning: Learn where money come from; spend – buying items from neighbouring shops Saving – save some amount of money for future use		Link to Values: Honesty, responsibility, trust		
Link to other subjects: Psychomotor and language activities		Suggested community service learning Activities: when children are sent to buy items from the shop or market by the community members		
Suggested Non formal Activity to support learning: Role play buying and selling		Suggested Assessment: Checklists ,observation, demonstration		
Suggested Learning Resources: Coins and notes, tins, boxes, papers pencils, shop corner				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to identify Kenyan currency and buy items using notes and coins and assist others	Learner is able to identify Kenyan currency and buy items using notes and coins	Learner is able to identify Kenyan currency and buy items using notes and coins with guidance	Learner has challenges in identifying Kenyan currency and buying items using notes and coins
Learner is able to make a small budget and save money coins and note and even instruct others	Learner is able to make a small budget and save money notes and coins	Learner is able to make a small budget and save money notes and coins with assistance	Learner has difficulty in making a small budget and saving money