



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

PRE PRIMARY 2 CURRICULUM DESIGNS

MATHEMATICAL ACTIVITY AREA

PSYCHOMOTOR AND CREATIVE ACTIVITY AREA

ENVIRONMENTAL ACTIVITY AREA

FOR

LEARNERS WITH PHYSICAL IMPAIRMENT

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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-fulfillment

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

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should 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

Sessional Paper No. 2 of 2015 on ‘Reforming Education and Training in Kenya’ recommends a reformed curriculum that adopts a competency based approach. This is also recommended by the EAC Curriculum Harmonization Structures and Framework. A competency based approach enables meaningful connections within and between subject areas through a focus on competencies. Subjects and Subjects will continue to be taught and will be the vehicles through which the core competencies are developed over time. In view of the different interpretations of the meaning of a competency based curriculum, and specifically for basic education, the Framework provides clarity on the concept itself and also how the curriculum will be designed, implemented and assessed.

In the context of the Kenyan Competency Based Curriculum (KCBC), competency will be understood as ‘the ability to apply appropriate knowledge and skills to successfully perform a function’. Within this context, the curriculum will be designed to emphasize the importance of not only developing skills and knowledge but also applying these to real life situations. The integration of **pertinent and contemporary issues** and **service learning** into the framework will provide the opportunity for learners to develop and apply their skills and knowledge, or in other words, their competencies.

Based on the Needs Assessment Study carried out by KICD, and the vision and mission of the BECF, the seven core competencies to be achieved by every learner in basic education are:

1. Communication and Collaboration
2. Self-efficacy
3. Critical Thinking and Problem Solving
4. Creativity and Imagination
5. Citizenship
6. Digital Literacy
7. Learning to Learn

The Framework seeks to develop these competencies so that all Kenyans can thrive in the 21st century.

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 to live together.

Learning Outcomes for Early Years Education

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

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

Preamble

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

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

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

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

resources usable to the learner, for example, adapting drawing and writing equipment, page turners and head pointers for easier use. It also means changing the environment to suit the needs of the learner such as provision of modified tables and chairs, spacious classroom for easy of mobility, particularly for those on wheelchairs, provision of ramps for easier access to rooms and fitting of wide doors to allow for entry wheel chair users and those with mobility difficulties

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

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

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

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

Time Allocation

MATHEMATICS ACTIVITIES

Essence Statement

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.

Subject 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.

PREPRIMARY MATHEMATIC ACTIVITY AREA 2

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s) Suggested learning resources
1.0CLASSIFICATION	1.1 Sorting & grouping 8 lessons	<p>By the end of the sub strand learner should be able to:</p> <p>(a) The learner to:</p> <p>(b) Identify similarities and differences between objects</p> <p>(c) sort and group objects in their environment</p> <p>(d) Group objects according to more than one attribute</p> <p>(e) Appreciate the materials in the environment</p>	<ul style="list-style-type: none"> •Learners could observe and discuss objects with different colours/size/shapes/texture /use (Learners with neurological impairments will require support to observe _ Learners could Sort and, group objects according to (colour/size/shape/texture/ use/type) up to four groups •Learners in groups or individually, sort and group objects according to more than one attribute up to four groups. Learners manipulative difficult require require more time and assistance of teacher aid •Learners relate specific attributes to other objects in the environment •Sing songs related to sorting and grouping 	<ol style="list-style-type: none"> 1. Which objects are similar . 2. What objects have same colour/shape/ size/texture/u se? 3. Which objects lookalike ? 4. Which objects are different? 5. Why have you grouped these objects together? 1. Why should we store materials after use? 6.

			objects(those with speech difficult could listen or hum the songs sung by others) • Collect and store materials in their respective corners .	
Core Competencies: critical thinking , problem solving, Communication and collaboration, Digital literacy				
<p>- Link to PCIs: Citizenship:- team work. Life skills: effective communication</p> <p>Link to other subjects: Language, environmental, psychomotor and creative activities</p>		<p>Link to Values: Unity, sharing, taking turns</p> <p>Suggested community service learning/ non-formal activity to support learning through application: Go round the school compound picking the useful objects that can be recycled for sorting and grouping</p>		
Suggested Non formal activity for learning:		Suggested assessment :		
SUGGESTED 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, Assistive devices: orthotic/ prosthesis devices</i>				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Learner can identify similarities and differences of objects,sort and group them according to size, shape, texture and colour and match the objects that are alike.	Learner can identify similarities and differences of objects, sort and group them according to size, shape, texture and colour.	Learner can identify the similarities and differences of objects according to shape, colour and size.	Learner can identify the similarities and differences of objects according to shape and colour only.	
1.2 Matching and pairing 8 lessons	By the end of the sub strand learner should be able to: (a) Identify similar and different objects in the environment.	• -Learners collect a variety of objects from the environment. Learner with mobility difficulties and manipulative problems	1. Which objects look alike?	

	<p>(b) a) Match objects according to sameness/likeness/use</p> <p>(c) Pair objects according to sameness/likeness/use/type.</p> <p>(d) Use math vocabulary in matching and pairing objects (part, whole, alike, same)</p> <p>(e) Appreciate the use of different items in the environment</p>	<p>may be provide with objects</p> <ul style="list-style-type: none"> • -Learners to learn from the teachers demonstrate on how to match and pair objects according to likeness/sameness/use. • _Learners demonstrates 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 in groups and individually. learner with severe cerebral palsy have limitations with fine motor difficulty and may be assisted to match and pair) • Discussverbally or by signing the use of items matched or paired • -Learners sing songs/recite poems on relationship/use of objects from the environment. Those with 	<ol style="list-style-type: none"> 2. -What makes them look alike? 3. -what is the use of these items? 4. -How can we care for these objects?
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			severe cerebral palsy could or hum listen to others.									
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)												
<p>- Link to PCIs and values: Education for Sustainable Development (environmental awareness) as they collect objects/materials, Citizenship: unity, harmony & cohesion; Life Skills: effective communication and self esteem Decision making;</p> <p>Link to Values: cooperation, Unity</p> <p>Link to other subjects: Environmental activities, psychomotor and creative activities</p> <p>Suggested community service learning: Collecting materials for learning is recycling some waste materials, while clearing the learning environment is keeping the learning environment clean and safe.(provide mobility devices)</p> <p>Suggested Non formal activity to support learning: games activities</p> <p>Suggested assessment: observation</p> <p>suggested resources: <i>Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, flash cards)</i> <i>Mobility devices, speech therapist</i></p> <p>Assessment rubrics:</p> <table border="1"> <thead> <tr> <th>Exceeds expectation</th> <th>Meets expectation</th> <th>Approaches expectation</th> <th>Below expectation</th> </tr> </thead> <tbody> <tr> <td>Learner can identify similar and different objects in the environment and pair them accordingly.</td> <td>Learner can identify similar and different objects in the environment.</td> <td>Learner can identify just a few similar and different objects in the environment.</td> <td>Learner can only identify similar and different objects in the environment with assistance.</td> </tr> </tbody> </table>					Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	Learner can identify similar and different objects in the environment and pair them accordingly.	Learner can identify similar and different objects in the environment.	Learner can identify just a few similar and different objects in the environment.	Learner can only identify similar and different objects in the environment with assistance.
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation									
Learner can identify similar and different objects in the environment and pair them accordingly.	Learner can identify similar and different objects in the environment.	Learner can identify just a few similar and different objects in the environment.	Learner can only identify similar and different objects in the environment with assistance.									

<p>1.3 Ordering 8 lessons</p>	<p>By the end of the sub strands learner should be able to:</p> <p>(a) Identify different objects in their environment</p> <p>(b) Arrange objects in the immediate environment according to size in ascending and descending order up to five objects with necessary assistance</p> <p>(c) Arrange objects according to different attributes in daily activities with necessary assistance</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</p> <p>a) Value different objects in the environment that can be used to enhance learning</p>	<ul style="list-style-type: none"> • -Learners discuss or sign about different objects in the environment in relation to size • Learners could be guided to order objects according to size up to five objects • -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. Learner with cerebral palsy, muscular dystrophy. Brittle bone congenital malformation may be assisted by others to order 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 ?
<p>Core competence: 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-Appreciate environment as a source of learning materials ESD: Life skills: Effective Communication</p>		<p>Link to values: Unity</p>	
<p>Link to other subject: Psychomotor and creative activities</p>		<p>Suggested Community service: Recycle waste materials from community to use for learning,</p>	

		Cleaning learning environment after use of materials.		
Suggested Non formal activity to support learning:		Suggested assessment :		
SUGGESTED RESOURCES: Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles ,Assistive devices such as orthotic devices/ prosthesis, P.T/ O.T services				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Learner can identify, arrange and differentiate objects of different sizes within the environment and talk about sizeLearner can identify patterns of different objects, make different patterns and arrange them to make a different pattern in the environment and talk about them	Learner can identify, arrange and differentiate objects of different sizes within the environment	Learner can identify, arrange and differentiate objects within the environment	Learner can only arrange and objects within the environment	
	1.4 PATTERNS 8 lessons	By the end of the sub strand learner should be able to: a) Identify similarities and differences between objects in the immediate environment	Learner can identify patterns of different objects in the environment Teacher should demonstrates arranging objects to make a pattern	1. which objects look alike? 2. Which objects comes next in the series?

		<p>b) Arrange similar objects to make a pattern (with necessary assistance for learners with manipulation difficulties)</p> <p>c) Use different objects to make patterns</p> <p>d) Identify patterns in different objects within the environment(clothes, animals, seeds, leaves</p> <p>e) -Identify the repeating part of the patterns.</p> <p>-Enjoy making different patterns with objects found in the environment</p>	<p>Learners could demonstrate arranging objects to make patterns (shape, colour,)</p> <p>In small groups/pairs, individually, learners arrange objects to make pattern(shape, colour, number cut outs,)Provide assistance to learner with eye-hand co-ordination . These includes learner with severe cerebral palsy. Amputee to be assisted by their peers to make patterns</p> <p>Learners fill in the missing objects in a series to make a pattern</p> <p>Learners observe and talk about different patterns on their clothes, foot prints, buildings, flower gardens</p>	<p>3. What object has been 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 competence: Collaboration and communication (through group work and discussions) Critical thinking and problem solving as they make different patterns Digital literacy as they make patterns using ICT</p>				

Link to PCIs and Values: Environmental education (environmental awareness) non-formal education, children take nature walk to identify and appreciate different patterns(provide assistive devices for mobility)		Link to Values:.: respect for environment;		
Link to other subjects: Psychomotor and Creative activities during construction		Suggested community service learning: plant flowers in the school following different patterns.		
Suggested Non formal activity to support learning:		Suggested assessment:		
SUGGESTED RESOURCES: flowers, clothes, foot prints, school environment, wheel chairs, crutches, calipers, prosthesis				
Assessment rubrics:				
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation
Learner can identify patterns of different objects, make different patterns and arrange them to make a different pattern in the environment and talk about them		Learner can identify patterns of different objects, make different patterns and arrange them to make a different pattern in the environment and talk about them	Learner can identify patterns of different objects and arrange them to make a different pattern in the environment	Learner can identify patterns of different objects in the environment
2.0 Numbers		2.1 Rote counting 8 lessons	By the end of the sub strand learner should be able to: a) -Rote count using actions up to 20 b) .Learners with speech difficulties to sign or be allowed to hum c) -Enjoy rote counting up to 20	<ul style="list-style-type: none"> • -Learners to observe the demonstration made by the teacher of rote counting. • Learners to count with actions(clapping, nodding ,snapping, tapping, stumping) learner with cerebral <p>-</p> <ol style="list-style-type: none"> 1. Who can jump up to 20 times? 2. Who can count as you jump? 3. Can you count up to?

			<p>palsy, muscular dystrophy, brittle bones and congenital malformation difficulties to be given more time</p> <ul style="list-style-type: none"> -In groups Learners perform singing games/rhythms or listen to songs, hum for those with speech difficulties related to rote counting 	
<p>Core competence: Learning to learn as children sing about numbers and count on their own Communication and collaboration as they perform singing games/rhythms. Self efficacy as they count body parts</p>				
<p>Link to PCIs: Education for sustainable development as they count objects in their environment Counting personal objects</p>			<p>Link to Values: unity.</p>	
<p>Link to other subject: Psychomotor and creative activities as they sing</p>			<p>Suggested community service: At home learner to count with others as they play.</p>	

Suggested Non formal activity to support learning: Free plays with peers		Suggested assessment: observation, question and answers	
SUGGESTED RESOURCES: Assistive devices: orthotic, prosthesis, P.T/ O.T services, speech therapist			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can rote county using actions up to 25 with ease	Learner can rote county using actions up to 20	Learner can rote county up to 10 with actions	Learner can rote county up to 5
2.2 Number recognition 8 Lessons	<p>a) Identify numerals 1-20 for number recognition</p> <p>b) -Appreciate use of numbers in day to day lives</p>	<ul style="list-style-type: none"> -Learners could observe and read numerals on number flash cards/number charts -Learner to identifying numbers on flashcard/charts -Identify and talk or sign about numbers found on objects in the environment -Learner could sing number songs / model numbers 1-20. Match number that are alike. Learner with speech 	<ol style="list-style-type: none"> Which number can you see on the chart/ flashcard? How many letters does your name have? Which number have

			<p>difficulties may listen to others as they sing or hum. Those with gross and fine motor impairment may observe others model number</p> <ul style="list-style-type: none"> -In pairs/small groups learners play number recognition games (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game) 	<p>you modelled?</p> <p>4. Which two numbers look alike on the chart?</p>
<p>Core competence: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</p>				
<p>Link to PCIs:Citizenship when working in pairs/groups (develop social skills) Education for sustainable development when they use numbers later in their careers/business/home</p>			<p>Link to Values:Unity, respect</p>	
<p>Link to other subject:Psychomotor and creative as they sing and dance songs on numbers.Language as they talk about number on flash cards/charts</p>			<p>Suggested community service: Collecting materials from the community to use them in making number flash cards hence making their environment clean. visiting local children football clubs and talk about the numbers of players as written in their T-shirts</p>	
<p>Suggested Non formal Activity to support learning:</p>			<p>Suggested assessment: observation,discussion</p>	
<p>Suggested learning resources: Number flash cards/charts/calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards,bottles Assistive devices: orthotic and prosthesis, P,T/O.T services, speech therapist</p>				

13	Assessment rubrics:			
	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
	Learner Identify and read number numerals 1-20 and beyond	Learner Identify and read number numerals 1-20	Learner can Identify and read number numerals 1-10 with teacher's guidance	Learner can identify and read number numerals -5
2.3 Counting concrete objects 10 lessons	<p>a) -Count concrete objects 1-20</p> <p>b) -Demonstrate one to one correspondence while counting or concrete objects</p> <p>c) -Enjoy counting objects within their environment.</p> <p>d) -Demonstrate number value by counting</p>	<ul style="list-style-type: none"> • Learners could count objects 1-20 • In pairs/ groups, Learner could practice counting numbers 1-20 using body parts, colours of the national flag, different types of food, objects in the class • -In groups/pairs, individually, learners count people/objects in their class up to 20 	<ol style="list-style-type: none"> 1. -How many (books, pencils rubbers are on the table? 2. -How many learners are in your group? 3. -How many boys/girls are in your group? 	

		concrete objects e) -Appreciate the use of one to one correspondence in real life situations	<ul style="list-style-type: none"> -Learners play counting games involving counting objects 1-20 -Learners match numerals with concrete objects for numbers 1-20. Learner with neurological or muscular skeletal impairment could be assisted by peers or teacher aid 	
Core competence: Critical thinking and problem solving as they count specific number of objects Communication and collaboration as they count in groups				
Link to PCIs: Self awareness as they count (fingers, family members).Citizenship as they count colours of the national flag Health and nutrition as they count different types of food			Link to Values : Unity, Love	
Link to other subjects: Creative and psychomotor as they sing number songs			Suggested community service: Count objects/animals at school or at home and take good care of them	
Suggested Non- formal activity to support learning:			Suggested assessment:	
Suggested Resources: Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, blocks Assistive devices: orthotic and prosthesis devices				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	

	Learner can Count concrete objects and demonstrate number value up to 25 .	Learner can Count concrete objects and demonstrate number value upto 20	Learner can Count concrete objects and demonstrate number value upto 10	Learner can Count concrete objects and demonstrate numbers up to 5.
	<p>2.4 Number sequencing</p> <p>10 Lessons</p>	<p>a) -Identify number symbols 1-20 as indicated on number cards/charts for number recognition</p> <p>b) -Arrange number cards in sequence 1-20</p> <p>c) -Arrange number cards in sequence by completing missing numbers</p> <p>d) -Enjoy arranging numbers in sequence</p>	<ul style="list-style-type: none"> • -Learner could randomly pick number cut outs/number cards from a pile and identify the number Learner with fine motor difficulty could point at number cut outs/number cards • -In pairs/ groups, Learner could arrange numbers in sequence 1-20 learner with severe cerebral palsy, muscular dystrophy, brittle bones amputees have limitations in gross and fine motor and may require more time and assistance of teacher aid • -In pairs/ groups Learners practise arranging numbers 1- 	<ol style="list-style-type: none"> 1. Which number is written on the card/chart /boar? 2. Which number comes before/after this number? 3. -Which number is missing in the sequence? 4. -How can these numbers be arranged in sequence?

			<p>20 in sequence by placing the appropriate number cut outs. Learner with neurological impairment could be guided by teacher aid to arrange number cut outs</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 Learners with speech difficulties could tap, clap or hum to songs sung by others. 	
<p>Core competence: 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: skills of knowing and living with oneself and others when working in pairs/groups</p>		<p>Link to values : appreciation.</p>		

Link to other subjects: Environmental activities. Language activities; Psychomotor and creative activities		Suggested community services: Recycling materials such as old cartons, empty plastic water bottles from the environment		
Suggested Non formal activity to support learning:		Suggested assessment : discussion ,question and answers ,observation.		
Suggested Resources: Flash cards, charts, number cut outs, calendars, number line Assistive devices, P.T/ O.T , Speech therapist				
Assessment rubrics:				
Exceeds expectation		Meets expectation		Approaches expectation
Learner can identify number symbols 1-20 and arrange number cards from 1-20 and beyond		Learner can identify number symbols 1-20 and arrange number cards from 1-20		Learner can identify number symbols 1-10 and arrange number cards from 1-10 and beyond
		Below expectation	Learner can identify number symbols 1-10	
	2.5Number Value 9 lessons	<ul style="list-style-type: none"> a) -Recognize the number value of objects in the environment b) -Differentiate the number value of objects in the environment. c) Relate number value with objects in the environment d) -Appreciate the value of numbers in their daily life experiences 	<ul style="list-style-type: none"> • -Learner could relate the number symbol and its value • -In pairs/ groups learner could count concrete objects and -relate them to the number symbol Learner with fine motor difficulties could be provided with assistive devices to enable manipulate • -In groups , pairs and individually learner could complete number value puzzles 	<ul style="list-style-type: none"> 1. -What can you see on the flash card? 2. -Which numbers are they?. 3. -Which group has 3, 4, 5...20 objects?
Core competences: Communication and collaboration; critical thinking and problem solving Learning to learn: imagination and creativity as they count and match numbers to concrete objects				

Link to PCI:ESD : Life skills of creative and critical thinking, problem solving, effective communication and interpersonal relationships		Link to values: Unity		
Link to other subjects Language and environmental activities		Community service learning: Visit homesteads and count the animals kept at home Feeding small domestic animals		
Suggested non formal learning to support learning: games		Suggested Assessment : Observation discussion.		
Suggested learning resources: Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys Assistive devices				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Learner can recognise, differentiate and relate number value with objects in the environment with few symbol representation.	Learner can recognise, differentiate and relate number value with objects in the environment.	Learner can recognise and differentiate number value with objects in the environment	Learner can recognise, number value with objects in the environment	
Strand	Sub strand	Specific Learning outcomes censure you cover knowledge (k(skill(s) and attitude (A)	Suggested learning experience align to the level competency descriptions	key inquiry question s
	2.6Symbolic representation of number (number writing) 10 lessons	a) -Identify number symbols up to 20 for recognition b) -Trace, join dots, model, colour number symbols using materials found in their environment (provide assistance for	<ul style="list-style-type: none"> Learners could be guided on number formation from number cut outs Learners could observe number cut-outs and talk about number formation 	<ol style="list-style-type: none"> What can you see on the flash card? How many circles are they? Can you count them? Which number can you see on the flash

		<p>learners with neurological difficulties and Muscular dystrophy)</p> <p>c) -Write number symbols on a surface</p> <p>d) -Form number symbols using ICT</p> <p>e) -Appreciate the use of numbers within their environment.</p>	<ul style="list-style-type: none"> • In groups/pairs, individually, learner could trace/model/join dots colour number cut-outs up to 20 Learners with neurological, muscular skeletal impairment and health problems require the number cards to observe and read • Learner could write number symbols 1-20 on a surface (Learners with fine motor difficulty could point at right numbers • Learner could write or sign number symbols found on materials in their environment (calendar, clock) • Learners use ICT to form number symbols 1-20 (Provide adapted computers, and reduce light intensity for learners with epilepsy). 	<p>card that represents the number of circles?</p>
<p>Core competence: Imagination and creativity</p>				
<p>Link to PCIs: Service learning values (sharing, turn taking taking)</p>		<p>Link to Values: Unity</p>		

Link to other subjects: Psychomotor and creative activity		Suggested community service: learners can assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.	
Suggested non formal activity to support learning		Suggested assessment: observation, question and answers, discussion	
SUGGESTED RESOURCES: Calendar, plasticine, pebbles, clock face, number charts, number flashcards, assistive devices, adapted computers, P.T/ O.T services			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can identify, trace and write numbers up to 25 using materials found in the environment comfortably	Learner can identify, trace and write numbers up to 20 using materials found in the environment	Learner can identify, trace and write numbers up to 10 using materials found in the environment	Learner can identify and trace numbers up to 10 using materials found in the environment

Strand	Sub- Strand 1.7 Number puzzle 10 lessons	<ul style="list-style-type: none"> -Learner could observe and discuss different parts of number symbols -Learner could identify different parts of number symbols -In pairs/groups, learner could practise join different parts of numerals to form a complete numeral Learner with gross and fine motor could point the parts of numbers Learners could sing songs on number symbols as they complete the number puzzle Those with speech difficulties could listen to the songs 	<ol style="list-style-type: none"> -Which number can be formed using the selected pieces? -How many pieces are these? What number can they form? -How many parts have you used to form numbers 1, 2, 3,4,5.....20?
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		<ul style="list-style-type: none"> • Learners relate number symbols with the objects in the environment • Learner could play games on number puzzles (hop scotch) <p>Learners could complete number puzzles using ICT Provide adapted computers</p>	

Core competence: Critical thinking and problem solving as learners join parts to form a whole. Digital literacy as they complete number puzzles using ICT			
Link to PCIs: ESD life skill in creative thinking		Link to Values :Unity	
Link to other subjects: Environmental activities. Psychomotor and creative activities		Suggested community service: Play number puzzle games with others at home	
Suggested non formal activity to support learning:games ,free play		Suggested assessment: Discussion	
SUGGESTED RESOURCES: Number cut outs, number charts, puzzle pieces, songs, number games,Assistive devices, speech therapist, adapted computers			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can identify, arrange and join different numbers to form complete number symbols 1-20 with more than 10 parts and more easily	Learner can identify, arrange and join different numbers to form complete number symbols 1-20 with not more than 10 parts	Learner can identify, arrange and join different numbers to form complete number symbols 1-10 with not more than 5 parts	Learner can identify, arrange and join different numbers to form complete number symbols 1-5 with not with guidance

	<p>2.8 Putting together 15 lessons</p>	<p>a) -Identify similar objects in the environment</p> <p>b) -Put similar objects together with a sum not exceeding 9</p> <p>c) -Enjoy the activities of putting together objects in their day to day experiences</p>	<ul style="list-style-type: none"> • -Learners observe and discuss similar objects within their environment (Learners with mobility difficulties could be assisted by peers and teacher aid) • -Learners could be guided to identify similar objects within the environment • -In small groups learner could put similar objects together with a sum not exceeding 9 and count • Learners sing songs related to putting together with sums not exceeding 9 for example 1 little brown bird sitting on a wall along came another one and that made two (Those with speech difficulties could listen/ dance to the rhythm/ show by fingers) 	<ol style="list-style-type: none"> 1. -Which objects look alike? 2. -How many objects are there altogether?
<p>Core competencies: Collaboration and communication as learners join parts to form a whole. Digital literacy as they complete number puzzles using ICT (Provide adapted computers)</p>				
<p>Link to PCIs:ESD : Learners gain skills as they count their body parts.Self awareness: learners count their body parts</p>			<p>Link to values: patience.</p>	

Link to other subjects: Environmental activities		Suggested community service: Children to assist community members in counting animals, utensils and farm produce	
Suggested non formal activity to support learning:		Suggested assessment:discussion, observation	
SUGGESTED RESOURCES: Number cut outs, number charts, puzzle pieces, counters sticks; blocks Assistive devices , speech therapist			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can identify, put Similar objects together with a sum exceeding 9	Learner can identify, put Similar objects together with a sum not exceeding 9	Learner can attempt to identify, put Similar objects together with a sum not exceeding 5	Learner can attempt to identify, put Similar objects together with a sum exceeding not exceeding 5 with a lot of support
	2.9 Taking away 12 lessons	<p>a) -Learners count objects in different sets</p> <p>b) -Learners to take away similar objects from sets not more than 9 and count the number that is left</p> <p>c) -Enjoy the activities</p>	<ul style="list-style-type: none"> • Learners count objects in different sets • Learner could take away objects different sets less than 9 • In pairs, groups and individually learners practise taking away objects from sets not exceeding 9 and count the remainder • Singing songs related to taking away (Learners with speech difficulties could listen/ dance/tap/show by fingers) • Listen and tell stories related to taking away • Recite poems related to taking away <p>NB: Ensure learners do not take away a number equal to the number of objects from the set.</p>
			<ol style="list-style-type: none"> 1. -How many objects are in the set? 2. -How many objects are left?

		of taking away objects in their day to day experiences		
Core competence: critical thinking and problem solving: communication and collaboration: Learning to learn; as they count, sing songs, recite poems				
Link to PCIs : ESD- skills of taking away			Link to values : Respect , Patience., sharing	
Link to other subjects: Environmental activities, Language activities, Psychomotor and creative activities			Suggested community service: At home learner carry out activity related to taking away	
Suggested non formal activity to support learning:			Suggested assessment: observation ,discussion, demonstration	
SUGGESTED RESOURCES, counters(sticks; blocks, pebbles, bottle tops) Assistive devices: orthotic, prosthesis P.T/ O.T services, speech therapist				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation		Below expectation
Learner can identify, Numbers and count objects in different sets and take away similar objects from sets exceeding 9 and count numbers that is left with ease	Learner can identify, Numbers and count objects in different sets and take away similar objects from sets exceeding 9 and count numbers that is left	Learner can identify, Numbers and count objects in different sets and take away similar objects from sets not more than 9 and count numbers that is left		Learner rarely identifies, Numbers and count objects in different sets and take away similar objects from sets exceeding 9 and count numbers that is left
3.0 Measurement General learning outcome: Show natural interest in measurement and dispositions in physical and social world	3.1 Sides of objects 10 lessons	a) -Identify different sides of objects in the	• -Learner could observe and identify different sides of objects in the environment	1. -Which of these sides is longer/shorter? 2. -What is the difference in length between any two sides of an object?

		<p>environment with assistance</p> <p>b) - Differentiate sides of objects</p> <p>c) -Play with objects of different sides</p> <p>d) -Enjoy measuring sides of objects using arbitrary units such as hand, feet etc</p>	<p>(Learners with mobility difficulty could be assisted by teacher aid)</p> <ul style="list-style-type: none"> -Learner could compare objects with different sides -In pairs/ groups, learner practise comparison of objects with different sides -In groups/pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks) <p>(Learner with mobility difficulties could be assisted by teacher aid)</p>	<p>3. -How will you tell which side is longer/shorter?</p>
Core competence: Learning to learn when measuring sides of objects. Communication and collaboration as they work in groups/pairs				
Link to PCIs: Education for sustainable development when measuring objects with different sides			Link to values: patience (sharing and turn taking).	
Link to other subjects: Language as they learn vocabularies such as long/short			Suggested community service: Arrange items in the cupboard at school/ at home	
Suggested non formal activity to support learning:			Suggested assessment:	
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 Assistive devices: orthotic/ prosthesis				
Assessment rubrics:				

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Learner can identify and differentiate sides of objects in the environment and beyond	Learner can identify and differentiate sides of objects in the environment	Learner can attempt to identify and differentiate sides of objects in environment	Learner rarely attempt to identify and differentiate sides of objects in environment	
	<p data-bbox="454 347 817 379">3.2 Mass (heavy and light)</p> <p data-bbox="432 422 548 454">8 lessons</p>	<p data-bbox="891 352 1220 710">a) -Lift different small objects in their environment b) -Compare heavy and light objects in the environment c) -appreciate objects of different mass in their environment</p>	<ul data-bbox="1301 352 1601 1380" style="list-style-type: none"> -learner ould lift objects of different mass (Learner with muscular skeletal impairment,neurologicaldifficultiesand brittle bones may be exempted from the tasks but observe others as they lifting) In groups and individually, learners compare mass of different objects in their environment -In groups learners play games involving comparison of mass (play on a sea saw; use weighing machine(Learner with muscular skeletal impairment,neuro 	<ol data-bbox="1675 384 2049 598" style="list-style-type: none"> -Which object is heavier/lighter? -How can you tell the object is heavier/lighter? -Who between you is heavier/ lighter?

			<p>ogical difficulties and brittle bones use assistive devices or be assisted in holding the objects)</p> <ul style="list-style-type: none"> • Discuss mass heavy/ light objects • Listen to stories on heavy/ light objects 	
<ul style="list-style-type: none"> • Core competence: 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 (adapted computers) 				
Link to PCIs: Education for sustainable development (business and career that involve mass)			Link to values: .unity, love	
Link to other subjects: Psychomotor and creative as they play games and lift different objects. Language as they talk about heaviness and lightness of objects			Suggested community service: Collect garbage in paper bags of different sizes and dispose in the compost pit	
Suggested non formal activity to support learning: free games on sea saw activities			Suggested assessment: discussion ,question and answers, and observation	
SUGGESTED RESOURCES: Sand, water, stones, blocks, leaves, chairs, tables, assistive devices: orthotic/ prosthesis , Physiotherapist/occupational, physiotheraphists				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	

Learner can identify and compare heavy and light in the environment and beyond	Learner can identify and compare heavy and light in the environment	Learner attempts to identify and compare heavy and light objects in the environment with guidance	Learner can attempt to identify objects in the environment with a lot of support	
	<p>3.3 Capacity (how much a container can hold) 10 lessons</p>	<p>a) -Fill and empty different sizes of containers</p> <p>b) - Compare sizes of containers using water/s and /seeds</p> <p>c) - Appreciate the use of objects of different sizes in the</p>	<ul style="list-style-type: none"> • -Learner could fill and empty small and large containers using different substances (Learners with gross and fine motor difficulties could be assisted to hold the containers). • -Learner could compare big and small containers by telling how many small ones fill the big ones and vice versa (learners with speech difficulties can sign during discussion) • -In groups/pairs, individually, learners could estimate how much a container can hold compared to 	<ol style="list-style-type: none"> 1. -How many of the small containers can fill the big container? 2. -From the big container, how many small ones can be filled 3. -Which container holds more/less?

		environment d) -Enjoy filling and emptying containers	another one of a different size	
Core competence: Critical thinking and problem solving as they compare how much a container can hold. Communication and collaboration as they work in groups. Learning to learn as they fill and empty containers				
Link to PCIs: Food and nutrition by filling containers using different types of seeds			Link to Values: Patience	
Link to other subjects: Environmental activities as they play filling and emptying. Psychomotor and creative as they balance pouring content from one container to the other			Suggested community services: Non-formal activity to support learning through application	
Suggested non formal activity to support learning:			Suggested assessment:	
SUGGESTED RESOURCES: Containers of various sizes, water sand, seeds. Assistive devices;- orthotic/prosthesis				
Assessment rubrics:				
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation	
Learner can identify compare different sizes of containers using water, sand, seeds within classroom and beyond the classroom.	Learner can identify compare different sizes of containers using water, sand ,seeds within classroom	Learner to identify different sizes of containers.	Learner to identify different sizes of containers with assistance.	
	3.4 Time (Daily routines) 10 lessons	a) -Identify vocabulary related to time (morning, afternoon, evening ,day ,night)	• Learners could compare shadows at different time s of the day (Learners with	1. Which shadow is longer /shorter? 2. At what time of the day is it longer/ shorter?

		<p>b) -Compare sizes of shadows at different times of the day</p> <p>c) -Identify tools used for telling time (clock ;calendar; mobile phone; animals and birds)</p> <p>d) -Identify days of the week, months of the year</p> <p>e) -Appreciate management of time when doing different activities</p>	<p>mobility difficulties could be assisted by peers and teacher aid)</p> <ul style="list-style-type: none"> • Learners could discuss vocabulary related to time morning ;afternoon; evening ;day ;night • -Learner could discuss tools and animals used to tell time clock ;calendar; mobile phone; animals and birds • Learners to identify days of the week • Learner could discuss months of the year 	<ol style="list-style-type: none"> 3. How do we tell time at home /school? 4. What are the days of week? 5. What are the months of the year? 6. What activities do we carry out during the day?
<p>Core competence: Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups. Self-efficacy- learner develop self-esteem, self-confidence and will be capable performing tasks as expected</p>				
<p>Link to PCIs: Service learning and parental involvement and engagement. Skills of knowing and living with oneself</p>			<p>Link to values: Love , Unity</p>	
<p>Link to other subjects: Language activities Religious activities Environmental activities</p>			<p>Suggested community service: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work</p>	
<p>Suggested non formal activity to support learning:</p>			<p>Suggested assessment: discussion observation,question and answers.</p>	
<p>SUGGESTED RESOURCES: Clock face, pictures, picture cut outs, watch, radio, mobile phones, calendars, shadow positions at different times of the day. Assistive devices for learners with gross and fine motor difficulty such as orthotic and prosthesis</p>				

Assessment rubrics:

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can identify vocabulary related to time, tools used to tell time, days of the week and compare sizes of shadows at different times of the day comfortably	Learner can identify vocabulary related to time, tools used to tell time, days of the week and compare sizes of shadows at different times of the day	Learner can identify vocabulary related to time, tools used to tell time with guidance	Learner can rarely identify vocabulary related to time

	<p>3.5 Money (Kenyan currency) coins and notes 10lessons</p>	<p>a) -Identify Kenyan currency coins/notes b) -Buy items using Kenyan coins and notes of different denominations c) -Appreciate the use of Kenyan currency in their daily life</p>	<ul style="list-style-type: none"> • -learners to observe and discuss different samples of Kenyan currencies • -learner could identify Kenyan coins/note • -In groups/pairs, learners role play buying and selling from a shop corner (Learner with muscular skeletal impairment could play the role of the shopkeeper) 	<ol style="list-style-type: none"> 1. -What can you see on the coin/note? 2. -What item do you need most? 3. -What do we use money for? 4. -What can we do with extra money (balance)? 5. -Where do we keep money for future use? 6. Which coins look alike?
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Core competence: citizenship, communication and collaboration.

<ul style="list-style-type: none"> - Link to PCIs: ESD: (financial literacy – monetary skills and career choosing; - Citizenship: collaboration and responsibility; <p>Life skills: effective communication</p>		Link to values: integrity, honesty and transparency.	
Link to other subjects: Psychomotor, language		Suggested community service: when children are sent to buy items from the shop/market by the community members	
Suggested non formal activity to support learning:		Suggested assessment:	
SUGGESTED RESOURCES: Coins and notes, tins, boxes, papers pencils, shop corner. Assistive devices;- orthotic /prosthesis P.T/ O.T services			
Assessment rubrics:			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner can identify and use money in coin and note form to buy items and get change collectly.	Learner can identify and use money in coin and note form to buy items .	Learner can identify and use some money in coin and note form to buy items	Learner can rarely identify and use money in coin and note form to buy items

Strand	Sub strand	suggested learning outcomes censure you cover knowledge (k) skill (s) and attitude (A)	suggested learning experience (align to the level competency descriptions)	Key inquiry questions
	3.5 Area (surface of objects) 10 lessons	a) Observe objects with different surfaces in the environment to determine their sizes b) Identify surfaces of different objects in the environment c) Cover surfaces of different objects by using not more than 20 smaller similar objects	<ul style="list-style-type: none"> • Guide learners to observe/identify different surfaces of objects in the environment (learners with neurological , muscular skeletal difficulties , muscular dystrophy brittle bones will require support or assistance) • Few learners identify different surfaces of objects in the environment 	<ol style="list-style-type: none"> 1. How many small pieces can cover a given surface? 2. Which surface is smaller /bigger? 3. What else can we use to cover a given surface?

		<p>d) Use appropriate vocabulary related to surfaces of objects for effective communication</p> <p>e) Appreciate different surfaces of objects in the environment</p>	<ul style="list-style-type: none"> • In small groups/pairs, learners measure and compare different surfaces of objects • Learners cover surfaces using small objects in the environment • Learners cover surfaces using smaller objects and count the number of objects used. 	
<p>Core competence:</p> <ul style="list-style-type: none"> • Communication and collaboration as they work in groups <p>Critical thinking and problem solving as they cover and find out pieces that can cover a surface</p>				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> - Citizenship: collaboration as they share and appreciate one another; - Life skills: problem solving and critical thinking; 		<p>Link to Value: patience as they share materials</p>		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Psychomotor and creative activities • Language activities <p>Environmental activities</p>		<p>Suggested community service: Children participate in cleaning their neighbourhood</p>		
<p>Suggested non formal activity to support learning:</p>		<p>Suggested assessment :</p>		
<p>Suggested resources: Pieces of paper, bottle tops, hands, feet, blocks etc.</p>				
<p>Assessment Rubrics</p>				
<p>Exceeds expectation</p>		<p>Meets expectation</p>		<p>Approaches expectation</p>
<p>Below expectation</p>	<p>Learner can identify different surfaces in the classroom and out of classroom and tell their differences</p>	<p>Learner can identify different surfaces in the classroom and tell their differences</p>	<p>Learner can identify different surfaces in the classroom and out of classroom and but cannot tell their differences</p>	<p>Learner can identify different surfaces in the classroom</p>

PSYCHOMOTOR AND CREATIVE ACTIVITY AREA

ESSENCE STATEMENT

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

Subject Learning Outcomes

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

1. Coordinate various body parts for movement, creativity and relaxation
2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, and play materials using locally available and recycled materials for creativity and self-reliance.

5. Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learners' wellbeing

STRAND	Sub-strand	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)
PICTURE MAKING	Drawing (8 lessons)	By the end of the sub strand learner should be able to: a) Acquire artistic terminology. (K) b) Use appropriate tools to draw simple pictures. (S) c) Create two dimensional works of art while exploring colour, line, shape, form, texture and space.(S)	<ul style="list-style-type: none"> • Learners draw from free choice Adapt drawing tools to accommodate learners with CP. • Learners to be guided on how to use drawing tools. • Learners to trace simple pictures and discuss about them in pairs. Adapt writing tools to accommodate learners with CP. 	<ol style="list-style-type: none"> 1. What do you use for drawing? 2. How do you think you can improve your picture? 3. Why do you like drawing? 4. What part would you like to start with first? 5. What other kinds of lines can you invent?

		d) Express feelings and emotions as they do gallery walking (A).	<ul style="list-style-type: none"> Learners to be encouraged to draw pictures within margin. Allocate more time for the CP Learners to be observe personal safety as they handle and sharpen pencil. 	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Creativity and imagination – This will be achieved as the learners trace and draw simple pictures				
Link to PCIs and Values: <ul style="list-style-type: none"> ESD-Sharing, teamwork and safety as they handle drawing tools. Life skill, Learning to view and critique another's work while accepting constructive criticism 			Links to other subject(s): Mathematics, Language: draw from stories they have read to improve their reading skills, Environmental	
Suggested Community Service Learning/Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Building collaborative relationships between school and families as they discuss their completed work with parents 				
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, learning laptops (adapt the tools where necessary)				

Suggested assessment:

- Observation /demonstration,
- Open-ended questions,
- Checklist,
- Self assessment,
- Portfolio.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can draw upright picture with right proportion and put details well.	One who can draw picture with right proportion	One who can draw and outline pictures fairly	One who can draw and outline pictures fairly but with assistance

STRAND	Sub-strand	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)
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PICTURE MAKING	Colouring (9lessons) of 35mins	By the end of the sub strand learner should be able to: a) Recognize common colors in the environment (K) b) Show ability to use colour media freely (S) c) Appreciate and talk about their work (A)	<ul style="list-style-type: none"> Learners could be guided to identify colours of different objects around them. Learners to do free colouring individually or in groups as they observe personal safety. Learners clear working area in turns and store the coloring materials. Use large crayons/coloring pencils (adapt) Pin/clip/mount the paper firmly Display their work and talk about their work in pairs and in groups. Allocate more time/reduce the amount of work 	<ol style="list-style-type: none"> Which is your favorite colour? What would you do if your pencil breaks? What do you like colouring?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> Imagination and creativity skills are enhanced; colouring in stimulates creative thinking, colour awareness and developing a sense of achievement. Development of hand & eye coordination as the child learns to colour within given specified area. Develop proper grip control Sense of pride and achievement: It enables the learners to gain self-confidence and a sense of self-worth because they can create something that is aesthetically pleasing, hence a positive development of their personality. 				
Link to PCIs and Values: <ul style="list-style-type: none"> Health education: Learners clean up self and working area. ESD: Personal Safety use of material Financial literacy: caring and storing of colouring materials for next use. 			Links to other subject(s):. <ul style="list-style-type: none"> Environmental Religion Language 	
Suggested Community Service Learning/Non-Formal Activity to support learning through application:				

- Draw and colour found objects from their community.
- Culture and Diversity; artwork reflects a broad spectrum of cultures.
- Supporting learning at home to enhance drawing skills.

Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops. (adapt where necessary)

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can colour items and describe his/her work correctly	One who can colour items and describe his/her work well.	One who can colour drawn items but cannot describe	One who can attempt to colour the drawn items

Suggested assessment

- Open-ended
- Questions,
- Portfolio,
- Self assessment,
- Rating forms,
- Checklists.

STRAND	Sub-strand	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)
PICTURE MAKING	Painting (10 lessons) of 35 mins	<p>By the end of the sub strand learner should be able to:</p> <ul style="list-style-type: none"> a) Identify different types of paints (K) b) Use paint to express their own likes and interests.(K) c) Use painting tools appropriately. (S) d) paint items according to their natural colour. (S) e) Appreciate own and other peoples work (A) 	<ul style="list-style-type: none"> • Identifying different colours. • Learner could be guided to mix paints of different colours to produce a new one in groups or pairs. Pin/clip/mount the paper firmly • Learners could be guided to paint different objects according to the colours they like. Adapt the painting materials to accommodate learners with finger manipulation difficulties • Learners to be guided to draw objects according to the theme being used. Pin/clip/mount the paper firmly. • Guide learners to display their paintings and take a gallery walk naming item they have painted. learners with mobility difficulty to use assistive devices. • Learners could be guided in appreciating what they and others have painted. 	<ol style="list-style-type: none"> 1. What do we need to mix paints? 2. How can we take care of ourselves while mixing paints? 3. What else can we paint? 4. Why do we paint? 5. What do we use to paint?

<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: children will use colour expressively to create rich and varied detail, pattern and rhythm in their art work. • Imagination and creativity: painting own items • Self-efficacy: belief they can paint • Life skills- Learning to view and critique another's work while accepting constructive criticism. • ESD: Observe personal safety as they use water and paints. 				
<p>Link to PCIs and Values:</p> <p>Safety and use of water</p>			<p>Links to other subject(s): Environmental, Religion</p>	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Paint found objects from their community. • Culture and Diversity; artwork reflects a broad spectrum of cultures. • Supported learning at home and within community to enhance painting skills. 				
<p>Suggested Resources:</p> <p>Brushes, washable paints, water paints, Tempera paints, water colour pencils, palette, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library. (adapt where necessary)</p>				

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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One who can identify, make and use simple tools	One who can identify and use simple tools	One who can identify and attempt to use simple tools	One who can only identify and attempt to use simple tools with assistance.
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Suggested assessment:

- Observation/ demonstration,
- Question/ answer,
- Check list.
- Portfolio

STRAND	Sub-strand	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)
PICTURE MAKING	Mosaic (10lesons)	<p>By the end of the sub strand learner should be able to:</p> <p>a) Identify materials for making mosaic (K)</p> <p>b) Use vocabulary to describe various art forms.(K)</p> <p>c) Create mosaic pictures using locally available materials for aesthetics. (S) Learners with difficulties in fine motor skills to be assisted</p>	<ul style="list-style-type: none"> • Learners collect and assemble the materials for making mosaic. Learners with mobility and manipulative difficulties to use assistive devices. e) Learners to describe various art forms) learners with speech difficulties to sign. • make mosaic pictures from the collected materials.) Learners with difficulties in fine motor to be assisted 	<ol style="list-style-type: none"> 1. Where do we get paper for picture making? 2. Why do we make pictures? 3. Which activity of making 4. mosaic did you like most?

		d) Appreciate the use of locally available materials for making mosaic (A)	<ul style="list-style-type: none"> • Learners to pick and keep materials safely and neatly. • Gallery walks /critiques each other's work. learners with speech difficulties to use sign and emotions. 	
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: Learners derive satisfaction and pride when their work is used as a wall hanging in class. • Communication and collaboration: This is attained as they take turns while working and assisting one another as they work. • Critical thinking and problem solving; This is achieved when the learners cut the papers and stick them correctly- leaving spaces in between as characteristic of mosaic finished work. 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Financial literacy- care and storage of materials for next use • Life skill, Self esteem is boosted as they view and critique own and other's work while accepting constructive criticism. • ESD: DRR safety, environmental education. 			Links to other subject(s):. <ul style="list-style-type: none"> • Environmental • Religion • Language • Mathematics 	
Suggested Community Service Learning/Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Collect materials from the community for use in school 				
Suggested Resources: <ul style="list-style-type: none"> • Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops. (adapt where necessary) 				

Suggested assessment:

- Observation,

- Open-ended questions,
- Self assessment,
- Portfolio

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can make mosaic picture and use vocabulary to describe various forms and give meaning	One who can make mosaic picture and use vocabulary to describe various forms	One who can identify and make simple mosaic items	One who can only identify the local material for making simple mosaic item but with assistance?

STRAND	Sub-strand	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)
PICTURE MAKING	Collage (11lesons) Of 35min	<p>By the end of the sub strand learner should be able to:</p> <p>a) Identify material for making collage.(K)</p> <p>b) Make collage pictures using different locally available materials.(S) Learners with difficulties in finger manipulations to be assisted</p> <p>c) Appreciate their own and other pupils work for self esteem.</p>	<ul style="list-style-type: none"> • Collect and assemble the materials for making collage. • Teacher could show the learners a finished collage picture and let the learners interact with it. • Learners glue found materials and objects to make collage of their choice. Learner with difficulties in finger manipulations to be assisted in holding materials. • Learners could be guided to make collage picture in 	<ol style="list-style-type: none"> 1. How do we make collage? 2. Which materials would Where do we get materials for making collage? 3. you like to use in making collage picture? 4. Which part of the activities of making college did you like most?

			<p>group and in pairs. , Provide more time/reduce the amount of work</p> <ul style="list-style-type: none"> • Learners to clean up the work area. 	
<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"> • Creativity and imagination – learners to achieve eye hand coordination add make their own collage pictures. • Communication and collaboration – as learners share and work together and talk about items during the gallery walk. • Critical thinking and problem solving; This is achieved when the learners cut the papers and juxtapose them correctly, mosaic finished work 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • Life skills; self esteem, Learning to view and critique another's work while accepting constructive criticism • Decision making, endurance, honesty and appreciation • Value: sharing • ESD: taking care of the environment ESD: DRR safety. 			<p>Links to other subject(s):.</p> <ul style="list-style-type: none"> • Environmental • Mathematics 	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Involve the community in collecting and assembling of materials to be used in school. • review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about 				
<p>Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils, and more, learning laptops.</p>				

Suggested assessment:

- Observation,
- Open ended questions,
- Checklist,
- Portfolio

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can make collage picture and use vocabulary to describe various forms and give meaning	One who can make collage picture and use vocabulary to describe various forms	One who can identify and make simple collage items	One who can only identify the local material for making simple collage items

STRAND	Sub-strand	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)
MODELLING	Modelling techniques. (8lesons) of 35mins	By the end of the sub strand learner should be able to: a) Develop eye-hand coordination and fine motor skills. (S) b) Identify different types of materials used in modelling.(K) c) Express their ideas, feelings and emotions through modelling.(A)	<ul style="list-style-type: none"> • Collect and interact with the modelling materials and tools. • Make simple materials using coil, ball and slab techniques. Provide more time/reduce the amount of work • Learners clear working area and wash their hands. • For amputee, use alternative functioning part • Apprecite different modeling materials such as plasticine, clay and 	<ol style="list-style-type: none"> 1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. How do you get modelling materials?

			peppier Mache. , Critique and appreciate their own and others work.	
<ul style="list-style-type: none"> • Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) • Self-efficacy: as they display their modeled work. • Critical thinking and problem solving; This is achieved when the learners cut the papers and juxtapose them correctly, mosaic finished work • strengthen and develop hand muscles. 				
Link to PCIs and Values: Core values: Team work, learn to share; Health education: Cleanliness, washing their hands after the modeling activity ESD: DDR safety,			Links to other subject(s):. <ul style="list-style-type: none"> • Environmental • Religion • Language • Mathematics 	
Suggested Community Service Learning/Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Caring for the environment through recycling of used paper. 				
Suggested Resources: clay, plasticine, papier mache, tools relevant to media, glue, water, Craft reference books, internet sites on art, eBooks, Learning laptops. (adapt where necessary)				

Suggested assessment:

- Observation,
- Walk and watch,
- Listen to conversation as they work,
- Noticing and collecting information

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One can collect and make simple items using coiling, ball and slab methods successfully	One can collect and make simple items using coiling, ball and slab methods.	Who one collect and make simple uncompleted item	One who can only collect the material

STRAND	Sub-strand	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)
PERFORMANCE	Dance (9lesons) of 35 mins	<p>By the end of the sub strand learner should be able to:</p> <p>a) Perform different dancing styles for enjoyment. (K) Learners with mobility difficulties to use devices.</p> <p>b) Perform traditional dances within the locality to enhance culture.(S)</p> <p>c) Respond to changes in tempo and a variety of musical rhythms through body movement.(S)</p>	<ul style="list-style-type: none"> • Observe a variety of dance and movement activities accompanied by music and/or props from different cultures. <ul style="list-style-type: none"> • Learner could be guided to dance in groups, pairs and individually. Learners with mobility difficulties to use devices • Dance using improvised costumes. Ignore perfections in response to rhythm for 	<ol style="list-style-type: none"> 1. Which dancing style did you love most? 2. Whom did you dance with? 3. Which dancing style do you love most?

		d) Have fun as they dance in pairs and individual.(A)	learners with CP. Adapt (reduce) vigour for learners with brittle bone. <ul style="list-style-type: none"> • Guide children to dance freely in pairs, small groups or individually 	
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- in pairs and in groups communicate. 				
Link to PCIs and Values: <ul style="list-style-type: none"> • LSP 2, Clubs and societies • Life skills; Self esteem • Citizenship- our diversity 			Links to other subject(s):. <ul style="list-style-type: none"> • Religion • Language • Mathematics 	
Suggested Community Service Learning/Non-Formal Activity to support learning through application: Visit community and learn from them. Visit museum, cultural centres within the locality, attend national celebrations.				
Suggested Resources: Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.				

Suggested Assessment:

- Observation and actions
- Checklist
- Self assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can perform various traditional dances within and outside the locality as per the beats	One who can perform various traditional dances within the locality as per the beats	One who can perform various traditional dances within the locality	One who can perform various traditional dances within the locality with assistance

STRAND	Sub-strand	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)
PERFORMANCE	Musical rhymes. (9lesons) of 35mins	By the end of the sub strand learner should be able to: a) Acquire a range of musical rhymes to enhance creativity.(K) b) Recite rhymes with repetitive phrases and rhythmic patterns.(S) learners with speech difficulties to hum the rhymes.	<ul style="list-style-type: none"> • Play recorded rhymes. Reduce right intensity for learners with epilepsy • Learners interact during play to enhance social play • In groups recite or hum, tap different rhymes. 	<ol style="list-style-type: none"> 1. What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most? 4. Who did you recite the rhyme with?

		c) Express talents as they perform simple rhymes.(A)	<ul style="list-style-type: none"> • Sing along and perform actions as done in the rhymes e.g. Baa baa black sheep learners with speech difficulties to hum the rhymes. • Individual learners to perform simple rhymes through dramatization such as in Miss Poly • Ignore perfections in response to rhythm for learners with CP. • Those without speech to nod tap or stamp feet. 	
<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"> • Self efficacy; achieved through articulation of words in the rhymes. • Communication and collaboration; as they recite the rhymes in groups and pairs. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • LSP; Mentorship and peer education, learn from higher learners, copy and ape from their peers. 			<p>Links to other subject(s):.</p> <ul style="list-style-type: none"> • language, environment activity and mathematics activity. 	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <p>Visit the elderly and entertain by reciting and dramatising rhymes.</p>				

Suggested Resources:

Resource persons, resource centres, library, e-books.

Suggested Assessment:

- Observation and actions,
- Checklist,
- Self assessment,
- Progress record.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can recite rhymes with repetitive phrases and rhythmic patterns successfully	One who can recite rhymes with repetitive phrases and rhythmic patterns	One who can perform simple rhymes	One who can perform simple rhymes with assistance

STRAND	Sub-strand	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)
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PERFORMANCE	Singing games (8lesons) Of 35mins	<p>By the end of the sub strand learner should be able to:</p> <p>a) Identify different cultural singing games for harmonious co-existence. (K)</p> <p>b) Perform varied cultural singing games using props. (S) Learners with difficulty in mobility to use devices.</p> <p>c) Express feelings through singing games. (A)</p> <p>d) Inculcate in learners the cultures of varied communities. (A)</p>	<ul style="list-style-type: none"> • Listen to and sing songs from different cultural background Those without speech to nod, tap or tap feet • Display the ability to use props. • Have fun and enjoy as they sing and dance. Adapt (reduce) vigour for learners with brittle bones. • Sing cooperatively in pairs and small groups. Learners with difficulty in mobility to use devices. 	<ol style="list-style-type: none"> 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. What can we learn from singing games?
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<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"> • Self efficacy; sing and have fun together, citizenship; singing patriotic songs show their loyalty. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • Core values: Team work, learn to share; • Citizenship; Our diversity-appreciate each others' culture and learn to coexist. 		<p>Links to other subject(s):.</p> <ul style="list-style-type: none"> • Mathematics, Language, environmental 		
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Visit the elderly in community to learn songs and meanings. 				
<p>Suggested Resources:</p> <p>Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems (adapt electronic gadget)</p>				

Suggested Assessment:

- Listening,
- Observation,
- Checklist,
- Self assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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One who can perform various cultural and modern singing games using props	One who can perform various cultural singing games using props	One who can perform various cultural singing games	One who can perform various cultural singing games without props but with assistance
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STRAND	Sub-strand	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)
PERFORMANCE	Play simple music (9lessons) of 35 mins	a) Identify different electronic gadgets used to play music.(K) b) Make movement/nod or tap as they listen to music for talent and muscles development. (S) c) Display ability to play simple music using electronic gadgets. (S) Adapt electronic gadgets for learners with difficulties in fine motor skills. d) Enjoy playing simple music. (A)	<ul style="list-style-type: none"> • Learners to interact with electronic gadgets Adapt electronic gadgets for learners with difficulties in fine motor skills. • Play music using electronic gadgets. E.g. piano, guitar. Learners with manipulative difficulties to be assisted in playing electronic gadget. • Learners will be able to play, listen and make movements. • In groups they will assist one other in operating the gadgets. 	1. What are some of the gadgets used for playing music? 2. Which gadgets do you enjoy playing music from? 3. How do you play music on/from the gadget you love? 4. Which is your favourite music?

			<ul style="list-style-type: none"> Sing independently and cooperatively in pairs and small groups. <p>Safety and care of the gadgets.</p>	
<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; achieved as they interact with the gadget: Self efficacy; happy with the end result. Communication and collaboration: Instructions as they use the gadgets, on the achieved as they play the gadgets together. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> ESD-Observe safety precautions while using the gadgets; Life skills: Effective communication Financial literacy: Care for the gadgets, 		<p>Links to other subject(s):</p> <ul style="list-style-type: none"> Mathematics, Language, environmental 		
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> Resource persons, watch videos/ clips on various performances, avail gadgets at home to enhance the learning, collaboration 				
<p>Suggested Resources:</p> <ul style="list-style-type: none"> Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments (adapt the electronic gadgets) 				

Suggested assessment:

- Listening,
- Observation,
- Checklist.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can identify and play different simple electronic gadgets and practice their safe storage	One who can identify and play different simple electronic gadgets	One who can identify different simple electronic gadgets used to play music	One who will be assisted to identify different simple electronic gadgets used to play music

STRAND	Sub-strand	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)
BASIC MOTOR SKILLS	Locomotive skills (9lessons) of 35mins	By the end of the sub strand learner should be able to: a) Learn vocabulary for use in outdoor activities such as climbing/sliding, throwing and catching. (K) b) Develop judgement for distance and strength of throwing.(S) c) Observe safety during climbing and sliding ((S) d) Enjoy climbing and sliding playing objects.(A) Avoid vigorous activities for learners with brittle bones.	<ul style="list-style-type: none"> • Learners could be guided to throw and catch, climb and glide. Learner with manipulative difficulties to be assisted in throwing and catching. • Learners attempt to throw and catch objects, e.g. balls, Frisbees. • In pairs, groups or individually, play games treated to climbing and sliding; throwing and catching. For learner with brittle bone ensure there is no sliding 	<ol style="list-style-type: none"> 1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?

		e) Learners with difficulties in mobility to use assistive devices	<ul style="list-style-type: none"> • Should be guided on simple first aid skills. (S) • twirl a hula-hoop about the hips, walk a balance beam, 	
<p>Core-Competence to be developed Self efficacy; when they do the activities successfully, it raises the self esteem. Learn to learn; learn vocabulary and new skills.</p>				
<p>Link to PCIs and Values: Life skills; Self esteem and negotiation. ESD: Safety to be observed during turn taking and simple first aid skills.</p>			<p>Links to other subject(s): Language activity Mathematical activity Environment activity</p>	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application: Climb low ladders to help the elderly hang and unhang things from high level.</p>				
<p>Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean bags</p>				

Suggested assessment:

- Observation,
- Checklists
- Question and answers,
- Progress records.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can successfully jump, climb, slide, throw and catch	One who can successfully climb, slide, throw and catch	One who can successfully throw and catch	One who can throw successfully

STRAND	Sub-strand	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)
BASIC MOTOR SKILLS	Non-locomotive skills (9lessons) of 35mins	By the end of the sub strand learner should be able to: a) Turn and twist for enjoyment. (A) b) Turn and twist for muscle development c) Learn vocabulary related to turning and twisting. (K) d) Observe safety. (S)	<ul style="list-style-type: none"> • Play games related to turning and twisting. No twisting activities for learners with brittle bone • Role play games related to turning and twisting in groups and pairs.) Learner with difficulty in body movement to be assisted (CP and Muscular Dystrophy) • Learners to be guided in turning and twisting with play Adapt 	<ol style="list-style-type: none"> 1. What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when enjoy twist and turning?

			(reduce) vigour for learners with brittle bone. Allow <u>turning</u> only.	
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Communication and collaboration as learners play games and share playing equipment.				
Link to PCIs and Values: Citizenship; co-operation as they play in turns.			Links to other subject(s): Language activity Environment activity.	
Suggested Community Service Learning/Non-Formal Activity to support learning through application: Participating in cultural celebrations and religious functions.				
Suggested Resources: Hola hoops, rings, round shaped sticks, whistles				
Suggested assessment: Observation, checklists and question and answers, self assessment.				

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One can who successfully play games related to turning, twisting and use related vocabulary	One can who successfully play games related to turning and twisting	One can who turning and twisting	One who is assisted turning and twisting

STRAND	Sub-strand	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)
BASIC MOTOR SKILLS	Manipulative skills (8lesons) of 35 mins	<p>By the end of the sub strand learner should be able to:</p> <ul style="list-style-type: none"> a) difficulties to be assisted.(CP) a) Appreciate the technique of bouncing, b) kicking and dribbling b) of balls safely. (A) c) Acquire body balance through kicking techniques for talent development.(K)Learners with difficulties in gross motor skills to be assisted. d) Amputees to use assistive devices e) Develop manipulative skills through dribbling and bouncing objects to enhance eye hand coordination. (S) Those with finger manipulative 	<ul style="list-style-type: none"> • Learners play dribbling, kicking and bouncing games freely Learners with difficulties in gross motor skills to be assisted. Amputees to use assistive devices • Learners could be guided on dribbling, kicking and bouncing balls. • Sing songs while doing dribbling, bouncing and kicking in groups and pairs .reduce vigour for learners with brittle bone • Practise any activity of their choice among the three.Those with manipulative difficulties to be assisted 	<ol style="list-style-type: none"> 1. What materials do you use for dribbling, kicking and bouncing? 2. Which game did you enjoy playing most? 3. How do we bounce a ball?
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)</p> <p>Self efficacy; as they dribble, bounce and kick the objects successfully.</p> <p>Imagination and creativity; as they decide on how to sustain the bouncing and dribbling.</p>				

Link to PCIs and Values: ESD- Safety and fast aid Hygiene education; clean/wash their hands and balls after playing.	Links to other subject(s): Language activity Mathematical activity Environment activity
Suggested Community Service Learning/Non-Formal Activity to support learning through application: They entertain in church, school sports day and cultural celebration day.	
Suggested Resources: Balls, balloons, tennis balls, resource person (adapt where necessary)	

Suggested assessment:

- Observation,
- Checklists,
- Question and answers,
- Self assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can kick dribble bounce and sing songs simultaneously successfully	One who can kick dribble bounce and sing songs simultaneously	One who can kick dribble and bounce	One who can only kick

STRAND	Sub-strand	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)
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LISTENING AND RESPONDING	Musical sounds (9lesons) of 35 mins	By the end of the sub strand learner should be able to: a) Listen to and identify sounds from the environment for familiarisation. (K) b) Imitate or hum sounds from the environment to identify those that are sounds.(S). c) Appreciate sounds from the environment. (A)	<ul style="list-style-type: none"> • Interact with the environment through nature walks. • Encourage learners to imitate or hum sounds from the environment. • Name or identify sources of sound from the environment. Those without speech to identify. • Differentiate sounds within the environment.Ignore accuracy 	<ol style="list-style-type: none"> 1. Which musical sound did you enjoy listening to from the environment? 2. What were the sources of musical sounds from the environment? 3. What time do you hear some of these musical sounds? 4. Why do you need to create musical sounds?
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Communication and collaboration; as they interact with one another as they listen to musical sounds from the environment</p>				
<p>Link to PCIs and Values: ESD-Personal Safety as they take nature walks within the environment.</p>			<p>Links to other subject(s): Environmental activities, language Mathematics and religion.</p>	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application: Care for the environment</p>				

Suggested Resources:

Resource persons, e- books, internet; music websites, toys, videos. Adapt- Reduce light (epileptic), Mount the gadgets (CP)

Suggested assessment

- Listening,
- Observation,
- Checklist,
- Question and answer.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can imitate sounds from the environment and name its sources successfully	One who can imitate sounds from the environment and name its sources	One who can only imitate sounds from the environment.	One who can imitate sounds from the environment with assistance

STRAND	Sub-strand	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)
PAPER CRAFT	Paper folding (9lesons) of 35 mins	By the end of the sub strand learner should be able to: a) paper folding for creativity. (K) b) Make items using folding techniques e.g.	<ul style="list-style-type: none"> • The learner observes different objects made out of folding and cutting techniques e.g. propellers, umbrellas, 	<ol style="list-style-type: none"> 1. What type of items do we make by folding papers? 2. Which items do you like making most? 3. How do you make boat using paper?

		<p>umbrellas propellers for problem Identify different methods of folding papers for development of fine motor skills. (K)</p> <p>c) Identify materials and tools used in solving.(S) learner with manipulative difficulties to be assisted.(CP, Muscular dystrophy,)</p> <p>d) Amputees to use alternative modes.</p> <p>e) Have fun in making items using paper folding techniques.(A)</p>	<p>masks, boats, paper houses, flowers.</p> <ul style="list-style-type: none"> • Learners to practice in groups how to make items using paper folding techniques. learner with manipulative difficulties to be assisted.(CP, Muscular dystrophy,) • Learner fold paper to make items of their choice, e.g. a flower .Provide more time/reduce the amount of exercises/activities.For amputee, use alternative functioning part.Ignore perfections in folding for learners with CP 	
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Core-Competence to be developed (*indicate the core competence and how it will be achieved*)

- Critical thinking and problem solving: creative and challenging learning experience;

Link to PCIs and Values:

- **Citizenship;** importance of having guiding values in life; Enhance tolerance and acceptance of one another and appreciate others work.

Links to other subject(s):.

Environmental activities, language_Mathematics

<ul style="list-style-type: none"> • Life skills; Creative thinking skills- learners’ use their innovative skills to make paper craft items through folding. 	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Recycling paper to enhance cleanliness in the environment. 	
<p>Suggested Resources:</p> <p>Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers</p> <p>(adapt where necessary)</p>	

Suggested assessment

- Listening,
- Observation,
- Checklist,
- Open-ended questions,
- Portfolio,
- Self assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can effectively identify materials and tools used in paper folding and make items using folding technique	One who can identify materials and tools used in paper folding and make items using folding technique	One who can identify materials and tools used in paper folding	One who can only identify materials used in paper folding

STRAND	Sub-strand	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)
PAPER CRAFT	Weaving (9lesons)of35 mins	<p>a) By the end of the sub strand learner should be able to:</p> <p>b) Identify materials for weaving to develop creativity.(K)</p> <p>c) Make weaves using paper for innovation. (S) Learner with manipulative difficulties to be assisted (CP, Muscular Dystrophy).</p> <p>d) (Use twining) techniques of weaving for daily living.(K)</p> <p>e) Appreciate the use of local materials for making a woven article. (A)</p>	<ul style="list-style-type: none"> • Learner assembles assorted materials and tools for weaving. • Learners could be guided on how to cut paper strips for weaving) Learner with manipulative difficulties to be assisted (CP, Muscular Dystrophy). • Weave simple item using twining technique. Learners be given room for margin error • Use technique of their choice to weave an article. Those with manipulative difficulties to be assisted • Display and critique their work. 	<ol style="list-style-type: none"> 1. How do we make a twine weave? 2. What are some of the tools used in weaving? 3. What do you like about the weaving process? 4. Where can weave articles be used?
<p>Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) Learning to learn; as they use different techniques to weave. The learners will continue to develop fine motor skills and concentration, while building self-confidence with successful experiences Weaving brings learners together in a collaborative learning activity and provides a unique experience that ignites curiosity and imagination</p>				
<p>Link to PCIs and Values: Life skill-creative thinking skills:</p>			<p>Links to other subject(s): Language, Mathematics and Religion; prayer mats</p>	

Core value; respect.
Suggested Community Service Learning/Non-Formal Activity to support learning through application: Recycling paper to enhance cleanliness in the environment.
Suggested Resources: Works of paper craft artists like Su Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning Adapt- Reduce light (epileptic), Mount the gadgets (CP)

Suggested Assessment

- Listening,
- Observation,
- Checklist,
- Question and answer,
- Portfolio.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can weave various items using paper weaving techniques	One who can weave an item using paper weaving techniques	One who can identify materials for weaving	One who can be assisted to identify materials for weaving

STRAND	Sub-strand	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)
SWIMMING	Pool safety (9lesons) of 35 mins	By the end of the sub strand learner should be able to: a) hygiene rules for application in the pool. (K) b) Show ability to follow Show basic water safety the rules accordingly.(K) Those with manipulative difficulties to be assisted. c) Appreciate importance of rules as they enjoy interacting with water in pool.(A)	<ul style="list-style-type: none"> • Take a shower before entering the pool • Change into correct swimming attire • Enter into the water through the ladder with back to the pool. Those with manipulative difficulties to be assisted. Allocate more time to learners wit musculoskeletal conditions.(Muscular dystrophy) • Sing or hum songs related to pool routines. 	<ol style="list-style-type: none"> 1. When do we take a shower? 2. How many times do we take a shower in a week? 3. Do we go to swim? 4. How did you enter the pool?
<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: learning basic water rules. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • ESD-Safety and life skills- observe the basic water rules. 			<p>Links to other subject(s):.</p> <ul style="list-style-type: none"> • Environmental activity • Mathematics activity • Language activity 	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <p>Sharing experiences with others in the community.</p>				

Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop

ASSESSMENT: observation of individual learner, open-ended questions, video tapes, checklist, self-assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can successfully follow the rules of water safety hygiene	One who can follow the rules of water safety hygiene	One who can follow some of the rules of water safety hygiene	One who can be assisted to follow some of the rules of water safety hygiene

STRAND	Sub-strand	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)
SWIMMING	Water orientation (9lesons) Of 35mins.	By the end of the sub strand learner should be able to: a) Attain confidence in moving around the pool in readiness for swimming.(S) Learners with manipulative difficulties to. be assisted b) Gain confidence in opening eyes in water for safe swimming. (S) c) Acquire basic floating techniques for swimming.(K).	<ul style="list-style-type: none"> • Walk freely in water to adapt to the pool environment. • Play games with materials in the pool. Those with manipulative and mobility difficulties to be assisted. • Play game for hygiene routine while in the pool. • Learners to be guided on how to float and walk safely in water. Learners with epilepsy to be given more attention. 	<ol style="list-style-type: none"> 1. How do you feel when walking in water? 2. What happens when you kick while holding on the rail? 3. How do you feel when you put your head in water with eyes open? 4. What do you like most about being in water?

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; they can confidently walk; float and move around in the pool. 	
Link to PCIs and Values:	Links to other subject(s):
<ul style="list-style-type: none"> • ESD-Safety when training to walk and float in the pool. • Health education; hygiene routine; singing songs on why and how to observe hygiene while in the pool. 	<ul style="list-style-type: none"> • Environmental activity • Mathematics activity ,Religious activity
Suggested Community Service Learning/Non-Formal Activity to support learning through application:	
Cleaning pool area, visit pool attendant from the community to learn more.	
Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys.	

ASSESSMENT: Observation, question and answer and checklist, self assessment.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One can successfully adapt to the pool environment, sing songs for hygiene and play games with materials in the pool	One can adapt to the water, play games in the pool and sing songs for hygiene	One can adapt to the pool environment and only sing songs for hygiene	One can only adapt to the pool environment

STRAND	Sub-strand	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)

CREATING SHAPES AND FORMS USING ICT	Creating shape and forms . (9lesons) of 35 mis	a) Familiarise with the drawing tools. b) Use electronic devices (e.g., computer) to type draw basic shapes. Adapt the electronic devices Reduce light for learners with epileptic, Mount the gadgets for learners with CP where necessary. c) Explore ways in which colours interact with each other	<ul style="list-style-type: none"> • Access the drawing tools independently. Adapt the electronic devices to accommodate learners with manipulation difficulties.(CP, Muscular dystrophy) • Navigate simple on screen menus • Attempt to draw shapes and forms using IT randomly • Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).Mount the gadget on the table firmly .Reduce the light for learners with epilepsy. • Use electronic devices independently while observing personal safety. • Guided to create shapes and forms. 	<ol style="list-style-type: none"> 1. Which are the electronic tools used in drawing? 2. How do you draw using a computer? 3. What is the difference between 2-D and 3-D drawings? 4. What is your favourite shape? 5. Which form do you enjoy drawing most?
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; take pride in achievement • Learning to learn, creativity; ability for innovation, critical thinking; struggling to get the shapes correctly 				
Link to PCIs and Values: <ul style="list-style-type: none"> • ESD-Safety and security, • LSP 2- Collaboration, cooperation 			Links to other Subject (s): Mathematics, Language, Environmental	

<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <p>Work with parents and community to perfect their skills/ visit each other and share their gadgets</p>
<p>Suggested Resources:</p> <p>e books, e learning, resource persons, computers and smart toys and appropriate software (adapt where necessary)</p>

Suggested assessment:

- Portfolio
- Checklists
- Graphs,
- Observation use rating forms,
- Videotaping,
- Self-assessment

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can use electronic devices to draw shapes	One who can use electronic devices to draw simple basic shapes	One who can access the drawing tool from electronic devices	One who can be assisted to access the drawing tool from electronic devices

Strand	SUBSTRAND	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)
Construction	3-Dimensional forms(9lesons)	i. Identify materials and tools for	<ul style="list-style-type: none"> • Familiarise with the found materials for making 3-D forms. Learners could be guided to make 3-D forms. Learners with 	1. What is a 3dimensional object?

		<p>construction.(K)</p> <ol style="list-style-type: none"> 2. Create forms in 3-D using found materials (S) Learners with manipulative difficulties to be assisted.(CP,Muscular Dystrophy) 3. enjoy handling construction materials, for experience and exploration their.(A) 	<p>manipulative difficulties to be assisted.(CP,Muscular Dystrophy)</p> <ul style="list-style-type: none"> • The learners dismantle identified materials and invent new uses for them. • Clean the found objects • In their own creative way, learners arrange and rearrange the found objects to create the 3D items, keenly observing personal safety Provide more time/reduce the amount of exercises/activities <p>For amputee, use alternative functioning part Those with manipulative difficulties to be assisted.</p> <ul style="list-style-type: none"> • Create subtle and varied spatial configurations, using open and closed spaces • Develop and critique 	<ol style="list-style-type: none"> 2. How do we make 3D forms? 3. What are found objects and where can we get them?
<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 as they dismantle/ manipulate the found objects and make new forms. 				

<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • Life skills-Effective communication-Construction is an ideal medium for group work, for sharing ideas and discovering ways of reconciling aesthetic and functional requirements so that the object or structure is the learners’ personal response to an idea or theme and works as intended. • ESD- safety and security, as the learners arrange and rearrange the found objects to create the 3D items. • Hygiene: Cleaning the found objects before putting them into us 	<p>Links to other subject(s): Environmental activities and mathematics.</p>
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application: Outsource the objects within the community, become aware of cultural diversity through traditional craft experiences; become aware of fairness through sharing and negotiating during construction with paper.</p>	
<p>Suggested Resources: open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more; videos on 3D making, artifacts of reknown artists, Resource persons</p>	

Suggested Assessment

- Observation
- Question and answer
- Checklist
- Self assessment
- portfolio

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can excellently identify materials and create forms in 3-D using found materials	One who can identify materials and create forms in 3-D using found materials	One who can be guided to create forms in 3-D using found materials	One who can only collect found materials for creating 3-D

Strand	SUBSTRAND	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)
ORNAMENTS	Beading (9lesons) of 35 mins	<p>By the end of the sub strand learner should be able to:</p> <p>a) Name and identify the different types of locally available materials and tools for beading. (K)</p> <p>b) Make an article using coloured beads in sequence for creativity.(S) learners with difficulties in finger dexterity to be assisted.(CP,Muscular dystrophy)</p> <p>c) Learners with difficulties in fine motor skills to use large size beads;</p> <p>d) Appreciate the aesthetic essence of the beads. (A)</p>	<ul style="list-style-type: none"> • Free choice using assorted beads • Guide the learners to Sort and group the beads according to the colour scheme. Learners with difficulties in fine motor skills to use large size beads; • Thread the beads in sequence to come up with prescribed ornament. learners with difficulties in finger dexterity to be assisted.(CP, Muscular dystrophy) • Observe safety as the learners make the ornaments. 	<ol style="list-style-type: none"> 1. How can do we make a beading pattern? 2. Where do we get beading materials? 3. How did you thread the beads? 4. How can you create and maintain this beading pattern? 5. How many beads do you need to complete a project?
<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"> • . Imagination and creativity this will come in when as they select materials and bead in sequence. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • LSP2-sports and games during performance • ESD –Learners to observe personal safety when handling beading tools and materials. 			<p>Links to other subject(s): Environmental activities, mathematics and social skills</p>	

<ul style="list-style-type: none"> • Life skills: Beading promotes sharing and cooperation, as the learners choose beads and complete their projects in a group setting. • Beading provides a sense of accomplishment in completing a project that offers freedom of self-expression. This sense of fulfilment can contribute to improved self-esteem. 	
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Make ornaments using locally available materials and use them for cultural functions and festivities. 	
<p>Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of reknown artist</p> <ul style="list-style-type: none"> • Resource persons, e books, internet; art websites, assorted beads, locally available materials. (adapt where necessary) 	

Suggested Assessment

- Observation,
- Question and answer,
- self assessment,
- Portfolio.

Checklist -Ability to thread the string

- 0 –did not attempt to thread the beads on the string
- 1 –attempted to thread the string but was unable to
- 2 –was able to thread one bead on the string
- 3 - was able to thread 2 beads on the string
- 4 –was able to thread 5 of more beads on the string

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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One who can identify and make articles using coloured beads in sequence	One who can identify and make an article using coloured beads in sequence	One who can name and identify the different types of locally available materials and tools for beading	One who can sort and group the beads according to the colour scheme	
Strand	SUBSTRAND	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)
ORNAMENTS	Bracelets 9 lessons) of 35 mins	<p>By the end of the sub strand learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials for making bracelets.(K) b) make and decorate bracelets for enjoyment. (S) Learners with manipulative difficulties to be assisted, c) Large size beads can also be used by them. d) Enjoy making bracelets.(A) 	<ul style="list-style-type: none"> • Make bracelets for friendship (enjoyment) using local available materials. • Learners decorate bracelets using techniques of their choice;(paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads , ribbons of choice) Learners with manipulative difficulties to be assisted. <p>Appreciate any attempts made by learners with manipulative difficulties.</p> <ul style="list-style-type: none"> • Observe safety as they make the bracelets. 	<ol style="list-style-type: none"> 1. What are the beads strung on? 2. How are the beads strung? 3. How do we make bracelets beautiful?

<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"> • Imagination and creativity this will come in when they are selecting materials and beading in sequence. • Self efficacy; Experience pride (making a bracelet that can be worn). • Communication and collaboration: Share and cooperate with others (working together in making a friendship). 	
<p>Link to PCIs and Values: ESD-Safety in use of beading tools and materials, Life skills: Core values; appreciate others as they work in groups and share materials.</p>	<p>Links to other subject(s): Environmental activities, language_Mathematics activity</p>
<p>Suggested Community Service Learning/Non-Formal Activity to support learning through application:</p> <p>Make bracelets using locally available materials and share for friendship.</p>	
<p>Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of reknown artist Resource persons internet or design magazines, decorating objects/materials, tools.</p>	

Suggested assessment:

- Answering open ended questions
- Observation; the students can demonstrate that they have in fact learned the skill of using their fine motor skills by demonstrating to the teacher.
- Portfolio,
- self assessment,
- records

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can make and decorate bracelets using techniques of their choice perfectly	One who can make and decorate bracelets using techniques of their choice	One who can identify materials and make bracelets	One who can identify materials and but make bracelets with assistance

STRAND	Sub-strand	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)
FUN GAMES	Modern/ traditional fun games. (9lesons) of 35 mins	By the end of the sub strand learner should be able to: a) Learners to name some of the fun games to trigger their memory.(K) b) Perform fun games for enjoyment.(S) Adapt (reduce) vigour for learners with brittle bone c) Those with locomotive difficulties to be assisted – use assistive device where necessary. d) Appreciate and acknowledge each other as they perform the fun games. (A)	<ul style="list-style-type: none"> Learners name some familiar fun games. In groups learners practice some fun games of their choice.) <p>Those with locomotive difficulties to be assisted –use assistive device where necessary’ seduce vigor for learners with brittle bones</p> <ul style="list-style-type: none"> Learners could remember and relate with some of the fun games. 	<ol style="list-style-type: none"> Which activities are done in fun games? Which fun game do you like most? How do we perform the following fun games; telling time, skittle, killing a rat game What are some of the Which fun game do you enjoy most?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>)				

(i) Learning to learn- as learners play games and have fun together they learn from each other (ii) Collaboration and communication- as the learners play together, they enhance team work.	
Link to PCIs and Values: Cooperation, values of being honest.	Links to other subject(s): Language and Mathematics.
Suggested Community Service Learning/Non-Formal Activity to support learning through application Learner to visit own community and source for games.	
Suggested Resources: Music artefacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library assistive devices (prosthesis, orthosis, wheelchairs, callipers, crutches)	

SUGESSTED ASSESSMENT: Checklist, Observing/ demonstration, self assessment, videos

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can name and practice in groups some fun games of their choice perfectly	One who can name and practice in groups some fun games of their choice	One who can name some of the familiar fun games	One who can name some of the familiar fun games with assistance

ENVIRONMENTAL ACTIVITIES

Essence Statement

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

Subject Learning Outcomes

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

1. Observe proper hygiene, sanitation, and nutrition to promote health
2. Explore the immediate environment for learning, conservation and enjoyment
3. Apply technological skills for learning and enjoyment within their local environment
4. Demonstrate acquisition of social skills for interpersonal relationship
5. Appreciate the rich and diverse cultural heritage in the local environment
6. Make appropriate choices for safe interaction with the immediate environment.

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.1 Hands/limbs washing (lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to : a) Recognize the procedure for washing hands/limbs for personal hygiene (K) b) Wash hands/limbs appropriately with or without assistance (S) c) Observe the appropriate routine of washing hands/limbs to promote Personal cleanliness and health (S) d) Appreciate the need to wash hands/ limbs appropriately when need arises (A)	<ul style="list-style-type: none"> • Learner could be guided to recognize the procedure (steps) for washing hands/limbs by use of pictures, charts, videos and demonstrations.(wetting of hands/limbs, Applying soap/ detergent, rubbing, rinsing and drying) • Learners could be guided on the procedure of washing hands/limbs • picture reading on steps for hand/limb washing • learners could watch videos on hand/limb washing • Individually, in pairs or in groups learners could practice hand/ limb washing. Those with motor deficits that limit the performance of class activity could be assisted by the teacher, teacher aide, peers, 	<ol style="list-style-type: none"> 1. Why do we wash our hands? 2. When do we wash our hands? 3. What do we use to wash our hands? 4. How do we wash our hands?

			<p>occupational therapist or be assigned alternative tasks (observe others, or videos)</p> <ul style="list-style-type: none"> • learners who could have oral motor difficulties that may limit effective oral communication could use/be assisted to use alternative communication methods (miming/signing/pointing/gesturing/ use of communication boards/symbols) • -news tell/mime/sign/talk about hand/limb washing • learners could sing/mime songs and recite/mime poems related to hand/limb washing • learners could role play the importance of washing hands/limbs with or without assistance • learners to be guided by the teacher to discuss the appropriate time for hand/limb washing • learners could talk about the dangers of not washing hands/limbs • learners could organize picture puzzles on hand/limb washing steps with or without assistance • learners could colour /draw/model/paint pictures on hand/limb washing activity with or without assistance 	
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Core-Competence to be developed : communication and collaboration – discussing in pairs or in groups, news/story telling learning to learn –discussing/role playing/practicing hand/limb washing self efficacy –consistency in hand/limb washing	
Link to PCIs : life skills: washing hands appropriately health education : personal hygiene	Link to Values: responsibility
Links to other subject(s): language activities movement and creative activities psychomotor and creative activities -communication and social skills	Suggested Community Service Learning: participating in health clubs and societies at school and in the neighbourhood
Suggested Non-Formal Activity to support learning: take part in hand/limb washing days/competitions	Suggested assessment: Observation, question and answer
Suggested Resources: -posters, pictures, water, soap, hand/limb washing facilities, charts, digital devices, flash cards, videos and animations, resource persons , dummies and dolls , teacher aides and picture books	

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Recognize the procedure for washing hands/limbs - Wash hands/limbs appropriately - Observe the appropriate routine of washing hands/limbs 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Recognize the procedure for washing hands/limbs - Wash hands/limbs appropriately - Observe the appropriate routine of washing hands/limbs 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> - Recognize the procedure for washing hands/limbs - Wash hands/limbs appropriately - Observe the appropriate routine of washing hands/limbs 	<p>Has difficulties in:-</p> <ul style="list-style-type: none"> - Recognizing the procedure for washing hands/limbs - Washing hands/limbs appropriately - Observing the appropriate routine of washing hands/limbs

- assist peers in hand/limb washing			
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Care for the nose (Use of Handkerchief) (5 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) state the importance of having a handkerchief for personal hygiene(K) b) use a handkerchief to wipe the nose appropriately with or without assistance (S) c) appreciate the need to own and care for a personal handkerchief at all times(A)	<ul style="list-style-type: none"> • learners to be guided in: • discussing the importance of having a personal handkerchief (wiping, blowing) • observing demonstration on how to clean the nose using a handkerchief • reading/signing/miming/pointing pictures on the use of a handkerchief • practising wiping nose using a handkerchief with or without assistance. • miming/signing /talking about the importance of wiping nose • singing/miming songs, reciting poems , telling and listening to stories related to the use of handkerchiefs • discussing other ways of using a handkerchief appropriately 	<ol style="list-style-type: none"> 1. How do you clean your nose? 2. What do you use to clean your nose? 3. When do you clean your nose? 4. Why should you not share a handkerchief?

			<ul style="list-style-type: none"> telling the dangers of sharing handkerchiefs watching videos animations, pictures on use of hand kerchief 	
<p>Core-Competence to be developed Self efficacy-use of personal handkerchief to clean the nose appropriately Communication and collaboration.- discussions and news telling Critical thinking and problem solving-use of personal handkerchief</p>				
<p>Link to PCIs: Health education-Personal hygiene</p>			<p>Link to Values: -responsibility</p>	
<p>Links to other subject(s): - movement and creative activities - Language activities - Psychomotor and creative activities</p>			<p>Suggested Community Service Learning participate in community health programmes</p>	
<p>Suggested Non-Formal Activity to support learning Wash own handkerchief</p>			<p>Suggested assessment Observation question and answer</p>	
<p>Suggested Resources: Handkerchief, videos, pictures, charts, resource persons, teacher aides, dolls and dummies.</p>				
<p>ASSESSMENT</p>				
<p>EXCEEDING EXPECTATION</p>	<p>MEETING EXPECTATION</p>	<p>APPROACHING EXPECTATION</p>	<p>BELOW EXPECTATION</p>	
<p>The learner is able to:- - state the importance of having a handkerchief</p>	<p>The learner is able to:- - state the importance of having a handkerchief</p>	<p>With assistance, the learner is able to:- - state the importance of having a handkerchief</p>	<p>The learner has difficulties in:- - stating the importance of having a handkerchief</p>	

<ul style="list-style-type: none"> - use a handkerchief to wipe the nose appropriately - maintain a clean handkerchief 	<ul style="list-style-type: none"> - use a handkerchief to wipe the nose appropriately 	<ul style="list-style-type: none"> - use a handkerchief to wipe the nose appropriately 	<ul style="list-style-type: none"> - using a handkerchief to wipe the nose appropriately
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.3 Care for teeth (teeth brushing)</p> <p>(6 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify teeth brushing items for appropriate use (K) b) Name various teeth brushing items for the correct use (K) c) brush teeth appropriately using the right teeth brushing items (S) d) appreciate the need to brush teeth regularly to maintain oral hygiene(A) 	<ul style="list-style-type: none"> • Learners to be guided to identify and name teeth brushing item using realia models pictures, charts and videos • Learners to be guided to brush teeth appropriately following the correct procedure (holding the tooth brush, opening of the tooth paste, applying the paste wetting the brush scrubbing teeth by making small circular movements) • Learners to match/sort/paint/draw/model items for tooth brushing with or without assistance. learners with motor difficulties that limit performance of activities to be assisted by peers, teacher aides, teacher, occupational therapist or be assigned alternative 	<ol style="list-style-type: none"> 1. What did you do after waking up? 2. Why do you brush your teeth? 3. What do you use to brush your teeth? 4. How do you brush your teeth?

			<p>tasks that enhance the skill to be acquired</p> <ul style="list-style-type: none"> • learners to practise brushing their teeth with or without assistance using dolls/dummies or on self • learners to sing/mime songs and recite/mime poems on teeth brushing and teeth brushing items • learners to watch videos on teeth brushing • learners to role play teeth brushing 	
<p>Core-Competence to be developed Communication and collaboration-Discussion and news telling Self efficacy-maintaining clean teeth Learning to learn-identification and naming teeth brushing items</p>				
<p>Link to PCIs : health education-personal hygiene Life skills-ability to clean teeth</p>			<p>Link to Values: Responsibilities</p>	
<p>Links to other subject(s): – Language activities – Movement and creative activities – Psychomotor and creative activities – Activities of Daily Living</p>			<p>– Suggested Community Service Learning – Participate in oral health programmes</p>	
<p>Suggested Non-Formal Activity to support learning</p>			<p>Suggested assessment Observation question and answer</p>	

	- Draw various teeth brushing items	
	Suggested Resources	
	Videos on teeth brushing, a dentist, adapted teeth brushing facilities, cups/tumblers/glass, water, models, pictures and charts.	

ASSESSMENT RUBRICS			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner is able to:- - identify teeth brushing items - name various teeth brushing items - brush teeth appropriately using the right teeth brushing items - store teeth brushing items appropriately	Learner is able to:- - identify teeth brushing items - name various teeth brushing items - brush teeth appropriately using the right teeth brushing items	With assistance, the learner is able to:- - identify teeth brushing items - name various teeth brushing items - brush teeth appropriately using the right teeth brushing items	Has difficulties in:- - identifying teeth brushing items - naming various teeth brushing items - brushing teeth appropriately using the right teeth brushing items

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.4 Sanitation (use of toileting facilities and materials)</p> <p>(6 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify various toileting facilities for appropriate use (K)</p> <p>b) -identify materials used for toileting for proper use (K)</p> <p>c) use sanitary facilities and materials appropriately with or without assistance (S)</p> <p>d) appreciate the importance of using toilet facilities and materials appropriately (A)</p>	<ul style="list-style-type: none"> • learners to be guided in identifying various toileting facilities and materials (latrines, tissue papers, potty) by use of models, charts pictures and videos • learners to be guided and assisted where necessary, on the appropriate use of toileting/ sanitary facilities and materials (<i>locating the toilets, undressing, positioning, cleaning self and cleaning the toilet after use</i>) through demonstration on dolls, dummies, models and videos • Learners to role play appropriate use of toileting facilities and materials by use of toilet models, dolls and dummies with or without assistance • Learners to watch videos on toileting • learners read pictures from charts showing appropriate toileting skills 	<ol style="list-style-type: none"> 1. Where do you go for toileting? 2. Why do we need toileting facilities?

		<ul style="list-style-type: none"> • sing/mime songs and recite/mime poems related to toileting skills, toileting facilities and materials 	
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> - Self efficacy- proper use of toileting facilities - Communication and collaboration-when role playing and singing songs on the use of toileting facilities and materials - Learning to learn-identification of toileting facilities and appropriate use of toileting materials and facilities - Critical thinking and problem solving- use toileting facilities appropriately 			
<p>Link to PCIs:</p> <ul style="list-style-type: none"> - Health education-personal hygiene <p>Life skills -use of toileting facilities</p>		<p>Link to Values:</p> <p>responsibility</p>	
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> - movement and creative activities - language activities - psychomotor and creative activities\ - Activities of Daily Living 		<p>Suggested Community Service Learningactivities</p> <p>participate in health programmes in the community</p>	
<p>Suggested Non-Formal Activity to support learning</p> <p>Draw the toilet or toileting materials</p>		<p>Suggested assessment:</p> <p>Observation, question and answer, assignment</p>	
<p>Suggested Resources</p> <p>Pictures, charts, videos, adapted toilet facilities/ materials (soap, tissues), water, posters, models, dummies, and dolls.</p>			

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner is able to:- – Identify various toileting facilities for appropriate use – identify materials used for toileting for proper use – use sanitary facilities and materials appropriately with or without assistance – Assist others in the appropriate use of toileting facilities and materials	Learner is able to:- – Identify various toileting facilities for appropriate use – identify materials used for toileting for proper use – use sanitary facilities and materials appropriately with or without assistance	With assistance, the learner is able to:- – Identify various toileting facilities for appropriate use – identify materials used for toileting for proper use – use sanitary facilities and materials appropriately with or without assistance	Has difficulties in:- – Identify various toileting facilities for appropriate use – identify materials used for toileting for proper use – use sanitary facilities and materials appropriately with or without assistance

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.5 food (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) state the importance of feeding self for independent living (K)	<ul style="list-style-type: none"> • Learners to be guided on stating the importance of feeding self • Learners are guided on recognizing acceptable table manners (avoid talking with food in the mouth, no over- 	1) Who feeds you at home? 2) What should we avoid when eating?

		<p>b) Exhibit acceptable table manners during meals with or without assistance (S)</p> <p>c) Appreciate the need to observe acceptable table manners when feeding (A)</p>	<p>reaching, biting more than one can chew, serving excess food, not over feeding)</p> <ul style="list-style-type: none"> • Learners to role play acceptable mannerism during meals –those with motor difficulties could be assisted by the teacher, teacher aide or peers. • Learners to Watch videos on proper table manners • Learners to Tell Stories , songs/mime and poems on feeding mannerisms (not eating food from others mouth, scooping or placing in the mouth the right amount of food, not talking/ laughing with food in the mouth, over reaching items when dining) • Learners practise acceptable manners during meal time 	
<p>Core-Competence to be developed Self-efficacy- feeding self communication and collaboration-talking about table manners learning to learn- importance of feeding self and observing proper table manners</p>				
<p>Link to PCIs: life skill: feeding self</p>			<p>Link to Values: Responsibility</p>	

	Links to other subject(s): Language activities psychomotor and creative, Activities of Daily living	Suggested Community Service Learning activities Visit other institutions for persons with special needs and assist in feeding
	Suggested Non-Formal Activity to support learning Interact with peers from other classes or schools during mealtime to learn mealtime manners	Suggested assessment: Observation, oral questioning,
	Suggested Resources; Food items, Charts, feeding items, picture books, videos, realia	

ASSESSMENT RUBRIC			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to: <ul style="list-style-type: none"> - state the importance of feeding self for independent living - Exhibit acceptable table manners during meals - Assist others in observing acceptable table during meal 	The learner is able to: <ul style="list-style-type: none"> - state the importance of feeding self for independent living - Exhibit acceptable table manners during meals 	With assistance, the learner is able to:- <ul style="list-style-type: none"> - state the importance of feeding self for independent living - Exhibit acceptable table manners during meals 	Has difficulties in:- <ul style="list-style-type: none"> - Stating the importance of feeding self for independent living - Exhibiting acceptable table manners during meals

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 MNATURAL ENVIRONMENT	2.1 Plants (9 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify parts of a plant found in the environment (K) b) Differentiate the various parts of a plant (S) c) Appreciate the need to care for and the beauty of plants (A) 	<ul style="list-style-type: none"> • Learners to be guided in identifying parts of a plant by use of pictures, realia videos charts. Learners with neurological , muscular skeletal or health impairments could be assisted by the teachers, teacher aides or peers and can use alternative communication methods (pointing, gestures and signs) if needs be • learners could be taken out to observe different types of plants within the school compound and neighbourhood with or without assistance • Individually, or in pairs, Learners to sort and group different parts of a plants from pictures, models or cut outs with or without assistance • in pairs/groups learners discuss different parts of a plant 	<ol style="list-style-type: none"> 1) How do we care for plants? 2) Which are the main parts of a plant?

			<ul style="list-style-type: none"> - learners identify different parts of a plant in the chart and pictures - learners to draw, colour paint or model parts of a plant with or without assistance. Learners could also be assigned alternative tasks depending on the special needs - watch a video on parts of a plant - children could sing songs and recite poems on parts of a plant 	
<p>Core-Competence to be developed learning to learn- identification of parts of a plant self-efficacy- taking care of plants creativity and imagination – drawing and coloring communication and collaboration- working in pairs and in groups</p>				
Link to PCIs: ESD: Environmental education-plants		Link to Values: responsibility		
Links to other subject(s): -creative activities - language activities movement and creative activities		Suggested Community Service Learningactivities - Visit the neighbourhood and assist in watering plants Learners could be involved in tree planting in the community		
Suggested Non-Formal Activity to support learning through application		Suggested assessment Observation, questioning, portfolios, assignments		

	<ul style="list-style-type: none"> Nature walk/move around with or without assistance to collect parts of plants (flowers, leaves, branches, fruits , roots) 	
	<p>Suggested Resources</p> <ul style="list-style-type: none"> videos, charts, real plants and , resource persons, picture books, drawing books picture books models , Adapted crayons 	

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- <ul style="list-style-type: none"> identify parts of a plant found in the environment differentiate the various parts of a plants assist others in identifying parts of a plant 	The learner is able to:- <ul style="list-style-type: none"> identify parts of a plant found in the environment differentiate the various parts of a plants 	With assistance, the learner is able to:- <ul style="list-style-type: none"> identify parts of a plant found in the environment differentiate the various parts of a plants 	Has difficulties in:- <ul style="list-style-type: none"> identifying parts of a plant found in the environment differentiating the various parts of a plants

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

	<p>2.2 Animals (Domestic and wild animals) (8 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify domestic and wild animals within the environment (K)</p> <p>b) recognize the external parts of the animals in the environment (K)</p> <p>c) Differentiate domestic animals from wild animals (S)</p> <p>d) appreciate the importance of domestic and wild animals (a)</p>	<ul style="list-style-type: none"> • learners to be guided to identify and recognize animals within their environment by use of pictures realia, cut-outs videos and models • learners could be taken for a nature walk/ assisted to move around to identify wild animals and observe the external parts • Learners to match and pair pictures of domestic and wild animals with the names on models and charts. Learners with physical limitations could be assigned alternative tasks (paint/colour/draw or observe videos or pictures of domestic and wild animals) • learners who could have oral motor difficulties that may limit effective oral communication could use/be assisted to use alternative communication methods (miming/signing/pointing/gesturing/ use of communication boards/symbols) 	<ol style="list-style-type: none"> 1) Which animals do you know? 2) Which animals are found at home?
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		<ul style="list-style-type: none"> • learners watch videos on domestic and wild animals • Learners could model, draw, or colour pictures of domestic and wild animals. Learners with severe neurological , muscular skeletal or health impairments that may limit performance could be given alternative tasks • learners could feed the domestic animals with or without assistance • learners to role play animals 	
<p>Core-Competence to be developed Citizenship- environmental awareness self efficacy- feeding animals communication and collaboration-working in pairs and in pairs and in groups learning to learn-identification of domestic and wild animals</p>			
<p>Link to PCIs: ESD: Animal welfare education – life skills : Caring for animals</p>		<p>Link to Values: Responsibly love</p>	
<p>Links to other subject(s): – Language activities – Mathematics activities – Psychomotor and creative activities Religious education and life skills</p>		<p>Suggested Community Service Learning activities – visit neighbourhood and assist to feed animals – keep small animals in the school compound as clubs and societies</p>	
<p>Suggested Non-Formal Activity to support learning through application</p>		<p>– suggested assessment</p>	

-Draw domestic or wild animals of own choice - visit animal orphanage and game parks	observation portfolios assignments question and answer, project
Suggested Resources - videos, charts, realia, Adapted mobile phones/computers, picture cut outs, flash cards, picture books, picture puzzles	

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- - identify domestic and wild animals within their environment - recognize the external parts of the animals in the environment - differentiate domestic animals from wild animals - feed domestic animals	The learner is able to:- - identify domestic and wild animals within their environment - recognize the external parts of the animals in the environment - differentiate domestic animals from wild animals	With assistance, the learner is able to:- - identify domestic and wild animals within their environment - recognize the external parts of the animals in the environment - differentiate domestic animals from wild animals	Has difficulties in:- - identifying domestic and wild animals within their environment - recognizing the external parts of the animals in the environment - differentiating domestic animals from wild animals

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences)	Key Inquiry Question(s)
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	<p>2.3 weather (7 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize the different weather conditions in order to respond accordingly (K)</p> <p>b) Respond to different weather conditions appropriately (S)</p> <p>c) appreciate different weather conditions (A)</p>	<ul style="list-style-type: none"> • learners could be guided/assisted in recognizing different weather conditions by use of pictures, charts, models, videos and exposure to real weather conditions • learners match/assisted to match weather symbols with the prevailing weather condition • learners participate in outdoor activities to observe the weather conditions with or without assistance • Learners to draw/colour/paint/model/complete puzzles of various weather conditions. Those with neurological, muscular skeletal or health impairments that may limit performance of the activities could: be assisted by the teachers, teacher aides or peers; use alternative communication methods (pointing, gestures and signs) or perform alternative tasks. • identify the weather symbols on the weather chart • talk about the activities associated with different weather conditions <p>– matching weather conditions on a chart with or without assistance</p>	<ol style="list-style-type: none"> 1) What is the weather condition now? 2) How do we dress during different weather conditions?
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			<ul style="list-style-type: none"> - in pairs or in groups, play games with different weather charts with or without assistance of peers, teachers or teacher aides - sing/mime songs, recite/mime poems and rhymes about weather conditions - watch simulations/videos of different weather conditions 	
<p>Core-Competence to be developed -critical thinking and problem solving –identification of signs of weather conditions, dressing according to weather</p> <ul style="list-style-type: none"> - creativity and imagination- drawing/ painting colouring of weather symbols - learning to learn- matching and pairing weather symbols - self-efficacy-ability to identify weather condition 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> - life skills- dressing according to weather - ESD: Environmental education- weather condition 			<p>Link to Values: Responsibility</p>	
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> - movement and creative activities - psychomotor and creative activities - language activities - mathematics activities 			<p>Suggested Community Service Learning activities Respond appropriately to various weather condition at home</p>	
<p>Suggested Non-Formal Activity to support learning through application visiting a weather station to familiarize with weather forecasting instruments</p>			<p>Suggested assessment Observation ,projects, portfolios</p>	
<p>Suggested Resources: weather chartrealia (trees, sun, clouds, rain)Umbrella, resource person</p>				

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- – recognize the different weather conditions – respond to different weather conditions appropriately – assist others in recognizing and responding to different weather conditions	The learner is able to:- – recognize the different weather conditions – respond to different weather conditions appropriately	With assistance, the learner is able to:- – recognize the different weather conditions – respond to different weather conditions appropriately	The learners has difficulties in:- – recognizing the different weather conditions – responding to different weather conditions appropriately

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p align="center">2.4 Water</p> (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) identify various natural and manmade sources of water within the environment (K)	<ul style="list-style-type: none"> Learners to be guided in identifying various sources of water by use of videos picture charts models and realia Learners could be taken for a nature walk/ assisted to move in the neighbourhood to identify sources of water. Learners with mobility difficulties could undertake alternative tasks (watch videos or pictures while in class) 	1) Where does water come from? 2) What are the uses of water?

		<p>b) use various methods to conserve water for future use (S)</p> <p>c) appreciate the importance of conserving water for future use (A)</p>	<ul style="list-style-type: none"> • Learners to be guided to identify various ways of conserving water (recycling, tapping economical use of water) • Learners to draw, model colour or paint various sources of water with or without assistance • perform simple experiments with water e.g floating and sinking, watering seeds to germinate, dissolving substances with or without assistance • learners to be guided in discussions/reporting on the observation of simple experiments with water • learners to record their observations after experimenting with or without assistance • learners to be engaged in guided discussions on sources and uses of water • carry a class project to collect water during the rainy seasons with or without assistance • -sing/mime songs and recite/mime poems about water 	
<p>Core-Competence to be developed</p> <p>-communication and collaboration-discussion</p> <p>-self efficacy-water conservation</p> <p>-learning to learn-identification of various sources of water</p> <p>-critical thinking and problem solving-harvesting rain water</p> <p>-creativity and imagination- recycling water</p>				
<p>Link to PCIs and Values:</p> <p>-ESD: environmental education -collecting water for use</p> <p>-life skills-using water sparingly</p>			<p>Link to Values:</p> <p>responsibility</p>	

	Links to other subject(s): -sensory integration Movement and creative activities -language activities Psychomotor and creative arts	Suggested Community Service Learning activities Conserve water at home and in the community
	Suggested Non-Formal Activity to support learning Nature walk/move around the neighbourhood to identify various sources of water	Suggested assessment Observation questioning projects
Suggested Resources -water containers, pictures, charts, flash cut-outs, pencils, colours, , basin, resource persons, adapted crayons adapted picture books videos paints drawing book manila papers		

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- – identify various natural and manmade sources of water within the environment – use various methods to conserve water for future use – assist others in water conservation	The learner is able to:- – identify various natural and manmade sources of water within the environment – use various methods to conserve water for future use –	With assistance, the learner is able to:- – identify various natural and manmade sources of water within the environment – use various methods to conserve water for future use –	The learner has difficulties in:- – identifying various natural and manmade sources of water within the environment – using various methods to conserve water for future use

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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.5 Soil</p> <p>(5 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) -identify different types of soil textures through manipulation (K)</p> <p>b) Differentiate various textures of soil in the environment (S)</p> <p>c) -appreciate the different soil textures through play activities and modelling (A)</p>	<ul style="list-style-type: none"> • -learners to be guided in identifying different types of soil textures by use real soil, pictures charts videos and manipulation of various types of soils • Learners to manipulate different types of soils by modelling different objects of their choice with or without assistance • Learners with motor difficulties could perform alternative tasks (draw paint/colour or watch pictures and videos) • -learners tell/ mime /sign and observe safety measures when handling soil (not to eat soil, avoid soil in the eyes) • -learners to discuss/ mimedifferent soil textures • -sing/mime songs, recite/mime poems on safety when handling soil • Learners play sand games with or without assistance 	<p>1) What can you do with soil</p> <p>2) How do you feel when playing with Soil?</p>

Core-Competence to be developed -creativity and imagination- modelling -learning to learn-identification of soil textures -self efficacy- observing safety when using soil	
Link to PCIs: - -ESD-environmental education-soil	Link to Values: Patriotism, responsibility
Links to other subject(s): - movement and creative activities -language activities - Psychomotor and creative activities	Suggested Community Service Learning activities -participate in soil conservation activities
Suggested Non-Formal Activity to support learning Model objects/items of own choice	
Suggested Resources Sandpits, containers, charts, adapted picture books, videos, adapted picture books, water, plasticine and play	

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- – identify different types of soil textures through manipulation	The learner is able to:- – identify different types of soil textures through manipulation	With assistance, the learner is able to:- – identify different types of soil textures through manipulation	The learner has difficulties in:- – identifying different types of soil textures through manipulation

<ul style="list-style-type: none"> - Differentiate various textures of soil in the environment - Assist others in identifying various types of soil by texture 	<ul style="list-style-type: none"> - Differentiate various textures of soil in the environment 	<ul style="list-style-type: none"> - Differentiate various textures of soil in the environment 	<ul style="list-style-type: none"> - Differentiating various textures of soil in the environment
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.6 Sound</p> <p>(lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Recognize various sources of sounds in the environment (K) b) -Discriminate various sounds produced in the local environment(S) c) -respond to different sounds appropriately (S) d) Appreciate the meaning of different sounds in the environment (A) 	<ul style="list-style-type: none"> • Learners are guided in identifying various sources of sound through discussions, exploring the environment, and use of videos. • Learners could listen to audio tapes and identify different sounds in the environment. • role play different sounds produced by various materials and animals in the environment with or without assistance • -learners to take nature walk/assisted to move around to listen to different sounds in the environment .learners with severe mobility difficulties could listen to audio tapes/videos with different sounds 	<ul style="list-style-type: none"> 1) How do we know that it is time for lunch? Break or home time? 2) -what sounds do different animals make?

			<ul style="list-style-type: none"> • Respond to different sound in the environment with or without assistance • -play/ listen to different musical instruments to produce sounds • -sing/mime songs related to sounds in the environment 	
<p>Core-Competence to be developed -communication and collaboration-discussion news telling -critical thinking and problem solving-responding to sounds Self efficacy- appreciating own voices</p>				
<p>Link to PCIs: -ESD-environmental education-sound</p>			<p>Link to Values: responsibility</p>	
<p>Links to other subject(s): - movement and creative activities -language activities - Psychomotor and creative activities</p>			<p>Suggested Community Service Learning activities listen and play various musical instruments in different places</p>	
<p>Suggested Non-Formal Activity to support learning Play various musical instruments</p>				
<p>Suggested Resources : simple and adapted musical instruments, tape recorders dolls toys, videos, resource persons -realia (birds, animals)</p>				
ASSESSMENT				
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	

<p>The learners is able to:-</p> <ul style="list-style-type: none"> - -Recognize sources of sounds in the environment - -Discriminate sounds produced in the local environment and - respond to sounds appropriately - assist others to discriminate various sounds within the environment 	<p>The learners is able to:-</p> <ul style="list-style-type: none"> - -Recognize sources of sounds in the environment - -Discriminate sounds produced in the local environment and - respond to sounds appropriately 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> - Recognize sources of sounds in the environment - -Discriminate sounds produced in the local environment and - respond to sounds appropriately 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - Recognize sources of sounds in the environment - -Discriminate sounds produced in the local environment and - respond to sounds appropriately
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.7 Smell (5 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) -Recognize various sources of pleasant and unpleasant smell in the 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"> • Learners to be guided to recognize various sources of smell by use of experiments, realia, play activities and by walking /moving around the environment with or without assistance • Learners with motor or mobility difficulties that limit performance even with assistance could be assigned alternative tasks (drawing/ 	<ul style="list-style-type: none"> 1) -Which things smell pleasantly in our environment? 2) -Which things smell unpleasantly in our environment?

			<p>painting/coloring/watching demonstrations or pictures and videos)</p> <ul style="list-style-type: none"> • Learners to be guided to discuss about pleasant and unpleasant smell • Learners categorize sources of smell (pleasant and unpleasant) with or without assistance • -carry out a project with learners to collect and dispose substances that bring bad smell in the environment with or without assistance • -mime/sign/gesture/talk about why they should not eat food that smells bad <p>-learners could be guided/assisted to use sanitary facilities well so that they don't produce bad smell</p> <p>-sing/mime songs and recite poems related to good smell</p>	
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<p>Core-Competence to be developed Communication and collaboration-discussion on smell -critical thinking and problem solving-avoiding bad smell/recognizing different smells and responding appropriately -learning to learn-identifying pleasant an unpleasant smell</p>			
<p>Link to PCIs and Values: -ESD-environmental education-smell Health education –clean environment</p>		<p>Link to Values: Responsibility patriotism</p>	
<p>Links to other subject(s): -language activities Movement and creative activities - psychomotor and creative activities -Activities of Daily Living</p>		<p>Suggested Community Service Learning walk/move around the school and home environment and collect litter with and without assistance Cleaning the school compound with and without assistance</p>	
<p>suggested non-Formal Activity to support learning Make good use of the disposal areas at school</p>		<p>Suggested assessment Observation, projects</p>	
<p>Suggested Resources -food substances, plants, resource persons (garbage collectors) Videos , pictures, picture books, charts and field visits</p>			
<p>ASSESSMENT</p>			
<p>EXCEEDING EXPECTATION</p>	<p>MEETING EXPECTATION</p>	<p>APPROACHING EXPECTATION</p>	<p>BELOW EXPECTATION</p>
<p>The learner is able to:- – Recognize the pleasant and unpleasant smell in the local environment</p>	<p>The learner is able to:- Recognize the pleasant and unpleasant smell in the local environment</p>	<p>With assistance, the learner is able to:- – Recognize the pleasant and unpleasant smell in the local environment</p>	<p>Has difficulties in:- - Recognizing the pleasant and unpleasant smell in the local environment</p>

<ul style="list-style-type: none"> - respond appropriately to the pleasant and unpleasant smell in the surrounding - dispose the sources of the unpleasant smell 	<ul style="list-style-type: none"> -respond appropriately to the pleasant and unpleasant smell in the surrounding 	<ul style="list-style-type: none"> - respond appropriately to the pleasant and unpleasant smell in the surrounding 	<ul style="list-style-type: none"> -responding to the pleasant and unpleasant smell in the surrounding
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.8 Light</p> <p>(6 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) -Identify different sources of light within the environment (K) b) Name various sources of light within the environment (K) c) -use light from different sources appropriately (S) d) -appreciate the use of light in the environment (A) 	<ul style="list-style-type: none"> • The learner to be guided to identify various sources of light by use of charts videos picture books, pictures and realia • Learners to be guided to perform simple experiments using sources of light such as forming shadows, refraction, forming rainbows. • cut and paste different sources of light with or without assistance • Learners with mobility/motor deficits that limit performance could observe the experiments/picture/charts/videos or draw paint colour different sources of light with or without assistance • -learners guided to discuss the uses of light in daily life 	<ol style="list-style-type: none"> 1) What helps us to see when it is dark? 2) What are the sources of light? 3) What are the uses of light?

		<ul style="list-style-type: none"> • -sing/mime songs and recite poems related to light • -enjoy playing with sources of light (to form shadows, rainbows, mirror reflections) • -learners to be guided to clean working areas 	
<p>Core-Competence to be developed Critical thinking and problem solving-experiments -learning to learn-identifying sources of light Communication and collaboration-discussion</p>			
<p>Link to PCIs -ESD: Environmental education-light</p>		<p>Link Values: Responsibility patriotism</p>	
<p>Links to other subject(s): -language activities - movement and creative activities - psychomotor and creative activities</p>		<p>Suggested Community Service Learning learners to sensitize siblings not to play with sources of light that can cause accidents such as fire or electricity</p>	
<p>Non-Formal Activity to support learning through application Visit a power station to familiarize themselves with sources of light</p>		<p>Suggested assessment Observation, question and answer</p>	
<p>Suggested Resources Realia (Sources of light)-torch, lamps, charts pictures videos, resource person, teacher aides</p>			

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner is able to:- -Identify different sources of light -name different sources of light -use light from different sources -store different artificial sources of light appropriately	Learner is able to:- -Identify different sources of light name different sources of light -use light from different sources	With assistance, the learner is able to:- -Identify different sources of light -Name different sources of light -use light from different sources	Has difficulties in:- -identifying different sources of light -naming different sources of light -using light from different sources

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 ENVIRONMENTAL CARE AND SAFETY	3.1 Care for school compound and neighbourhood-(cleaning) (9 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) identify various materials used for keeping the environment clean (K) b) -identify various ways of keeping the environment clean to promote hygiene (K)	<ul style="list-style-type: none"> • -Learners are guided in identifying various materials used in keeping the environment clean by use of pictures , videos, realia and charts • Learners name/mime materials used in keeping the environment clean. (water, broom, mops, dust bin/pans, rakes, compost/ rubbish pits, brushes, detergents) • -learners identify various ways of keeping the school compound and 	1) How do we make our compound clean? 2) Where do we dispose rubbish?

		<p>c) use various materials appropriately in keeping the environment clean (S)</p> <p>d) appreciate living in a clean environment (A)</p>	<p>neighbourhood clean (washing, sweeping, collecting and disposing- burning/burying- rubbish appropriately)</p> <ul style="list-style-type: none"> • -in pairs or in groups, learners to practice the use of various cleaning material to keep the environment clean. • -learners clean different areas in the school compound by picking litter with or without assistance • Learners with mobility/motor deficits that limit performance could be assisted by peers, teachers, teacher aides or occupational therapists to carry out alternative tasks. (Observe the processes of cleaning the environment from pictures and videos. • -learners discuss on how to take care of materials and items in the school(teacher can help learners develop and adhere to simple rules guiding learners to care for the school compound, equipment and materials, e.g. don't write on the classroom wall) • Learners to Sing/mime songs and recite poems related to as they clean working areas 	
Core-Competence to be developed				

Citizenship-caring for our environment Communication and collaboration-discussion on how to keep the environment clean Critical thinking and problem solving-using waste disposal areas appropriately Learning to learn-practise various ways of disposing waste			
Link to PCIs and Values: -health education-living in a clean environment -ESD-environmental education- care for the environment		Link to Values: Patriotism responsibility	
Links to other subject(s): - movement creative activities -psychomotor and creative activities -language activities Activities of Daily Living		Suggested Community Service Learning activities Participate in community cleaning programmes	
Non-Formal Activity to support learning Collect rubbish within the school compound and dispose appropriately		Suggested assessment Assignments, observations question and answer, port folio	
Suggested Resources -brushes,brooms, wiping cloths/ mops, Adapted litter bin, rakes pictures, adapted brooms, videos and charts			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to :- – identify various materials used for keeping the environment clean	The learner is able to :- – identify various materials used for keeping the environment clean	With assistance, the learner is able to:- – identify various materials used for keeping the environment clean	Has difficulties in:- – identifying various materials used for keeping the environment clean

<ul style="list-style-type: none"> - identify various ways of keeping the environment clean to promote hygiene - use various materials appropriately in keeping the environment clean - guide others in disposing rubbish appropriately 	<ul style="list-style-type: none"> - identify various ways of keeping the environment clean to promote hygiene - use various materials appropriately in keeping the environment clean 	<ul style="list-style-type: none"> - identify various ways of keeping the environment clean to promote hygiene - use various materials appropriately in keeping the environment clean 	<ul style="list-style-type: none"> - identifying various ways of keeping the environment clean to promote hygiene - using various materials appropriately in keeping the environment clean
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Safety in the environment (6 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify safe and unsafe places, objects and activities within the environment (K) b) recognize safe and unsafe places, objects and activities in the environment(S) c) take safety precautions when interacting with the environment (S) d) -appreciate the need to take safety precautions (A) 	<ul style="list-style-type: none"> • Learners to be guided in identifying safe and unsafe places, objects and activities by use of Realia , charts, pictures and videos • -learners name/mime/sign dangerous places, objects , activities and games in their environment • -learner mime/sign/talk about dangers posed by unsafe places, objects, activities and games • -learners to role plays the following so as to Practice safety measures: <ul style="list-style-type: none"> ✓ safety in movements within the environment (crossing the road, dark places, lonely/deserted places) ✓ Safety in handling and use of objects 	<ol style="list-style-type: none"> 1) In which places do you go for play? 2) -what are the common accidents in our environment? 3) How can we prevent common accidents?

			<ul style="list-style-type: none"> ✓ Safety in using assistive devices ✓ Safety in play and other activities • learners could be guided on how to report accidents • -learners to clean working areas after an activity with or without assistance • -learners use digital devices showing dangerous places , objects, activities and games with or without assistance • -sing/mime songs and recite poems and related to safety • -share experiences and discuss common accidents • -move around the school compound to collect dangerous objects with the teachers guidance with or without assistance. Learners with mobility/motor difficulties that limit performance of activities could be assisted or be engaged in alternative tasks 	
<p>Core-Competence to be developed Learning to learn- identifying safe and unsafe places, objects and activities Communication and collaboration- discussions on safety measures Critical thinking and problem solve- Avoiding dangerous places, objects and activities</p>				
<p>Link to PCIs: Life skill- safety, self awareness ESD-Disaster and risk reduction-safety</p>			<p>Link to Values: Responsibility, love</p>	
<p>Links to other subject(s):</p>			<p>Suggested Community Service Learning activities</p>	

Communication and social skills Activities of Daily Living Movement and creative activities	Participate in community safety awareness programmes Sensitize/assist peers and siblings in observing safety measures at home and in the neighbourhood
Suggested Non-Formal Activity to support learning Draw /model dangerous objects	Suggested assessment Assignments, observation, question and answer
Suggested Resources : Realia, pictures , charts, videos, signs/sign posts and resource persons	

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner is able to:-</p> <ul style="list-style-type: none"> - identify safe and unsafe places, objects and activities in the local environment - recognize safe and dangerous places, objects and activities in the local environment - take safety precautions while interacting with the environment - -guide others in observing safety measures during play 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> - identify safe and unsafe places, objects and activities in the local environment - recognize safe and dangerous places, objects and activities in the local environment - take safety precautions while interacting with the environment 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> - identify safe and unsafe places, objects and activities in the local environment - recognize safe and dangerous places, objects and activities in the local environment - take safety precautions while interacting with the environment 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - identifying safe and unsafe places, objects and activities in the local environment - recognizing safe and dangerous places, objects and activities in the local environment - taking safety precautions while interacting with the environment

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENTS	4.1 Myself (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) -Identify parts of the body for self awareness (K) b) -Recognize the functions of various body parts in day to day life (K) c) Differentiate various parts of the body by their functions (S) d) -Appreciate the functions of various parts of the body(A) e) -Appreciate individual differences (A)	<ul style="list-style-type: none"> • -learners to be guided in identifying various parts of the body by use of Realia , dolls, dummies pictures videos and cut outs (head, shoulders, ears, eyes, mouth, hand, fingers, leg, feet) • Learners to be guided in naming/miming/ signing/ touching/pointing and telling the functions of parts of the body • Learners watch pictures of different body parts • -Learners sing/mime songs on body parts • -In groups the learners role play the uses of different parts of the body with or without assistance • -Learners identify different parts of the body from a charts • -Learners play different games on body parts with or without assistance • -Learners draw, model, colour or paint the body parts with or without assistance • -Stories of appreciating one another 	1) -What are the various parts of the body? 2) -What are the functions of the various parts of the body?
	Core-Competence to be developed -Citizenship-working in groups - learning to learn-identifying, drawing, painting, colouring and modelling parts of the body - self-efficacy-talking about self			

	-collaboration and communication-when discussing and telling stories related to body parts and birthdays	
	Link to PCIs: Life skills - self-awareness, self-esteem, assertiveness -citizenship- working together /appreciating each other/ Social cohesion	Link to Values: Love, responsibility, respect
	Links to other subject(s): -language activities - psychomotor and creative activities -communication and social skills Religious education and life skills	Suggested Community Service Learning activities visit homes for the learners with special needs and assist in various tasks
	Suggested Non-Formal Activity to support learning -Learners to visit other special schools to appreciate diversity	Suggested assessment Observations, assignments, question and answer
	Suggested Resources :- charts, Realia, Resource persons, pictures, videos, cut outs, picture books, dolls and dummies	

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- – -Identify parts of the body – -Recognize the uses parts of the body	The learner is able to:- Identify parts of the body -Recognize the uses parts of the body	With assistance, the learner is able to:- Identify parts of the body -Recognize the uses parts of the body	The learner has difficulties in:- Identifying parts of the body -Recognizing the uses parts of the body

<ul style="list-style-type: none"> - Differentiate various parts of the body - assist others in identifying and differentiating parts of the body 	Differentiate various parts of the body	Differentiate various parts of the body	Differentiating various parts of the body
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.2 Our school (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 1) Identify different structures and facilities within the school (K) 2) Name structures, facilities and people at school(K) 3) State the work done by different people at school. (K) 4) Differentiate people working at the 	<ul style="list-style-type: none"> • -Guide learners to identify various structures, facilities and people in the school by use of pictures, charts, videos. • -Learners to be taken round the school to identify structures, facilities and people found at the school with or without assistance • -Learners to mention the work done by people in school • -Learners to role play work done by people at school with or without assistance • -Learners to be guided by the teacher to come up with rules and regulations of their class • -Learners observe the rules and regulations • -Learners to use charts to identify different buildings with or without assistance 	<ol style="list-style-type: none"> 1) -Which are the buildings found in school? 2) -Who are the people found at school? 3) -What work is done by people at school?

		<p>school according to their work (S)</p> <p>5) Appreciate our school through songs and poems (A)</p>	<ul style="list-style-type: none"> -Learners could sing/mime songs about work done by people in the school and buildings in the school -Learners to draw, model, colour or paint structures, facilities or people at school with or without assistance or be assigned with alternative task if motor difficulties hinder the performance of common tasks 	
<p>Core-Competence to be developed</p> <p>-Communication and collaboration-making rules, and talking to people in the school -learning to learn-knowing the people, structures and facilities in the school -citizenship-observing rules and regulations at the school</p>				
<p>Link to PCIs: -life skills-Environmental awareness</p>			<p>Link to Values:</p>	
<p>Links to other subject(s): -Language activities - religious education and life skills -Psychomotor and creative activities Activities of Daily Living</p>			<p>Suggested Community Service Learning activities Taking care of the school property and respecting other people at home and other places</p>	
<p>Suggested Non-Formal Activity to support learning</p> <p>Draw/model structures/buildings found at school</p>				
<p>Suggested Resources; - School Buildings and structures and other school facilities ,Charts, pictures videos</p>				

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner is able to:-</p> <ul style="list-style-type: none"> -Identify different structures and facilities in the school -Name structures, facilities and people in the school -Identify people found at school -State work done by people at school. -Differentiate people found at school - identify people from the neighbourhood 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> -Identify different structures and facilities in the school -Name structures, facilities and people in the school -Identify people found at school -State work done by people at school. -Differentiate people found at school 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> -Identify different structures and facilities in the school -Name structures, facilities and people in the school -Identify people found at school -State work done by people at school. -Differentiate people found at school 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> -Identifying different structures and facilities in the school -Naming structures, facilities and people in the school -Identifying people found at school -Stating work done by people at school. -Differentiating people found at school

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.3 Our home (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) Recognize different buildings, structures, facilities and tools found at home (K) b) Identify the uses of various building, structures, facilities and tools found at home (K) c) Differentiate various tools found at home according to use (S) d) -Appreciate work done by people at home (A) e) Appreciate the importance of various tools found at home (A)	<ul style="list-style-type: none"> • -Learners to be guided in recognizing various building , structures, tools and facilities at home by use of pictures, charts, videos and realia • Learners to take a guided tour /assisted to move to the nearest home to identify buildings, structures and people and the work done by people at home • Learners discuss uses of buildings, tools and structures at home • Learners to observe charts showing the use of various buildings, structures and tools used at home • Learners to draw, colour, paint or model buildings and structures at home with or without assistance • Learners to role play the use of tools found at home and work done by 	<ol style="list-style-type: none"> 1) How many buildings do you have at home? 2) -What work is done by people at home? 3) -Which tools are used when working at home?

			<p>people at home with or without assistance. Learners with motor or mobility difficulties that may limit performance of activities could be assisted by peers, teachers, teacher aides ,occupational therapists or be assigned alternative tasks</p> <ul style="list-style-type: none"> • -Sing/mime/sign songs about buildings, structures ,tools and work done by people at home • -learners to watch videos on people working 	
<p>Core-Competence to be developed -Self-efficacy-Home awareness -communication and collaboration-discussion -learning to learn- identification of tools people and structures at home -citizenship- social cohesion</p>				
<p>Link to PCIs: - Life skills,- Environmental awareness -ESD- Environmental education- Our home</p>			<p>Link to Values: Social cohesion Love peace responsibility</p>	
<p>Links to other subject(s): -Psychomotor and creative activities - language activities Mathematics activities Activities of Daily Living</p>			<p>Suggested Community Service Learning activities Home visits to learn various activities and structures in different homes</p>	
<p>Suggested Non-Formal Activity to support learning Draw structures/tool/people found at home</p>			<p>Suggested assessment Observation, question and answer</p>	

Suggested Resources; -Real objects, charts, pictures, videos resource persons, models and field trips.

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Recognize different buildings, structures, facilities and tools found at home - Identify the uses of various building, structures, facilities and tools found at home - Differentiate various tools found at home according to use - Assist others in identifying people and tools found at home 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Recognize different buildings, structures, facilities and tools found at home - Identify the uses of various building, structures, facilities and tools found at home - Differentiate various tools found at home according to use 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> - Recognize different buildings, structures, facilities and tools found at home - Identify the uses of various building, structures, facilities and tools found at home - Differentiate various tools found at home according to use 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - Recognizing different buildings, structures, facilities and tools found at home - Identifying the uses of various building, structures, facilities and tools found at home - Differentiating various tools found at home according to use

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.4 Interpersonal Relationship</p> <p>(7 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1) recognize courteous words for social interaction in different situations(K) 2) recognize acceptable mannerism for social interaction(K) 3) use courteous words in social interaction(S) 4) -Exhibit acceptable mannerism in social interaction (S) 5) Appreciate the need to use courtesy words appropriately in social interactions (A) 	<ul style="list-style-type: none"> • Learners to be guided in identifying various courtesy words used in social interactions (Thank you, please, excuse me, sorry, may I,) by use of videos , pictures flash cards, charts and resource persons • Learners to be guided to recognize acceptable mannerism by use of pictures, picture books, charts, videos (Greetings, cooperation , sharing, empathy, helping/assisting) • Learners with oral motor difficulties that may impend effective articulation could use alternative modes of communication (miming, signing, communication boards pointing, gesturing) • In pairs or in groups, Learners to practice the use of courtesy words and greetings • Learners to role play the use of courtesy words with or without assistance • Learners to be involved in a drama and role play to practice acceptable mannerism (sharing, cooperation, empathy, assisting) with or without assistance 	<ol style="list-style-type: none"> 1) -How do you greet different people? 2) -What do you do to needy people?

			<ul style="list-style-type: none"> Learners to recite/mime poems related to the acceptable mannerism, sing/mime songs on greetings at different times of the day. <p>-watch a video on interpersonal relationship and respond</p> <p>-watch animations of different emotions</p>	
<p>Core-Competence to be developed</p> <p>-Communication and collaboration-greetings and use of courtesy words</p> <p>-citizenship-when practicing greetings and courteous</p> <p>-self-efficacy-appreciation of courtesy words</p> <p>-learning to learn-practice the use of courtesy words</p>				
<p>Link to PCIs:</p> <p>-citizenship-social cohesion</p>			<p>Link to Values:</p> <p>Love , unity, peace, respect, patriotism</p>	
<p>Links to other subject(s):</p> <p>-language activities</p> <p>-religious education and life skills</p> <p>- movement and creative activities</p> <p>Communication and social skills</p>			<p>Suggested Community Service Learning activities</p> <p>Practice acceptable mannerism and use courtesy words appropriately at home and other places</p>	
<p>Suggested Non-Formal Activity to support learning</p> <p>visit the homes of the elderly and the needy persons to practice acceptable mannerism in social interactions and the use of courtesy words</p>			<p>Suggested assessment</p> <p>Observations, questioning</p>	
<p>Suggested Resources; -Resource person, videos, charts, animations, realia</p>				

ASSESSMEMNT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner is able to:-</p> <ul style="list-style-type: none"> - recognize courteous words for social interaction in different situations - recognize acceptable mannerism for social interaction - use courteous words in social interaction - -Exhibit acceptable mannerism in social interaction - Assist others in the use of courtesy words 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> - recognize courteous words for social interaction in different situations - recognize acceptable mannerism for social interaction - use courteous words in social interaction - -Exhibit acceptable mannerism in social interaction 	<p>With assistance, the learner is able to:-</p> <ul style="list-style-type: none"> - recognize courteous words for social interaction in different situations - recognize acceptable mannerism for social interaction - use courteous words in social interaction - -Exhibit acceptable mannerism in social interaction 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - recognizing courteous words for social interaction in different situations - recognizing acceptable mannerism for social interaction - using courteous words in social interaction - -Exhibiting acceptable mannerism in social interaction

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.5 Neighbourhood</p> <p>(6 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify people in the neighbourhood by names (K)</p> <p>b) Recognizework done by people in the neighbourhood (K)</p> <p>c) Participate in community work to foster social cohesion (S)</p> <p>d) Appreciate the importance of unity in the neighbourhood. (A)</p>	<ul style="list-style-type: none"> • -Learners to be guided to conceptualize the neighbourhood by use of discussions, stories, charts, pictures and videos. • -Learners to tell/mime names of the immediate neighbours • -Learners could visit the neighbouring schools and homes to familiarize themselves with the neighbours and activities with or without assistance • -Learners to talk/mime/sign about common work done in the neighbourhood through guided discussion • -Learners could watch a video of people working in their neighbourhood • -Learners to participate in organized neighbouring communities' activities (health programmes, prayers, clean up) with or without assistance 	<p>1) -Who lives near your home?</p> <p>2) What is the name of the nearest school?</p>

			<ul style="list-style-type: none"> -sing/mime songs related to healthy neighbourhood 	
Core-Competence to be developed -Communication and collaboration-Discussions and story telling -learning to learn-knowing the neighbours -citizenship-working together				
Link to PCIs: -citizenship –social cohesion -life skills - social interaction		Link to Values: Love, respect, unity,peace		
Links to other subject(s): -Language activities -psychomotor and creative activities -Religious education and life skills		Suggested Community Service Learning activities Visiting the neighbouring schools or homes to familiarize with the concept of neighbourhood		
Suggested Non-Formal Activity to support learning -cleaning the neighbourhood		Suggested assessment Observation oral questioning		
Suggested Resources;- Charts, resource person, videos, pictures , Realia				

ASSESSMEMNT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- – Identify people in their neighbourhood by names – Recognizework done by people in the neighbourhood – Participate in community work	The learner is able to:- – Identify people in their neighbourhood by names – Recognizework done by people in the neighbourhood	With assistance, the learner is able to:- – Identify people in their neighbourhood by names – Recognizework done by people in the neighbourhood – Participate in community work	Has difficulties in:- – Identifying people in their neighbourhood by names – Recognizingwork done by people in the neighbourhood

- Guide others in recognizing people in the neighbourhood	- Participate in community work		- Participating in community work
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.6 Dressing</p> <p>(8 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify clothes worn by male and female in the community (K)</p> <p>b) Identify clothes worn at different occasions and ceremonies (K)</p> <p>c) Dress and undress appropriately with or without assistance (S)</p> <p>d) Appreciate clothes worn at different occasions and ceremonies (A)</p> <p>e) Appreciate clothes worn by different people in the community (A)</p>	<ul style="list-style-type: none"> • Learners are guided to identify clothes worn male and female by use of Realia, pictures, picture books, charts, cut outs and videos. • Learners are guided to identify clothes worn at different occasions and ceremonies by use of Realia, pictures, picture books, charts, cut outs and videos. • In pairs or in groups learners discuss clothes worn by male and female/ different people/different occasions (weddings, initiation, graduation, national days, birthday, special clothes worn by policemen, nurses, chiefs) • Learners to sort and group clothes according to gender with or without assistance 	<ol style="list-style-type: none"> 1) Which clothes do we wear at school and at home? 2) What do we wear on our feet? 3) Why do we wear clothes?

			<ul style="list-style-type: none"> • Learners are guided to demonstrate the correct procedure when dressing and undressing (clothes and shoes) by use of dolls and dummies, pictures, picture books, charts, cut outs and videos. (identifying right and wrong side, positioning , fastening and unfastening) • Individually, in pairs or in groups, learners to demonstrate /practice dressing and undressing (shoes and clothes) using dolls /dummies with or without assistance • Learners to sort and group clothes according to the occasion and ceremony with or without assistance • Learners to draw, paint colour, model various dresses worn by male and female • Learners could watch videos on clothes worn at different occasions and ceremony • Sing/mime songs, dramatise and role play people at different ceremonies with or without assistance • Learners with severe oral motor difficulties could mime, sign, use 	
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			communication boards while those with mobility or motor difficulties could be assigned alternative tasks (drawing painting colouring)	
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> - Communication and collaboration- Discussions - learning to learn-sorting and grouping clothes - citizenship-appreciating clothes worn at different occasions by different people - self-efficacy -dressing and undressing oneself 				
<p>Link to PCIs: Life skills –independent living</p>			<p>Link to Values: Responsibility</p>	
<p>Links to other subject(s):</p> <ul style="list-style-type: none"> - Psychomotor and Creative Activities - Language Activities - Mathematics Activities - Religious Education and life skills 			<p>Suggested Community Service Learning activities</p> <ul style="list-style-type: none"> -assisting one to dress and undress -Attending cultural activities -Celebrating birthdays, wedding 	
<p>Suggested Non-Formal Activity to support learning Draw/colour/paint own dress</p>			<p>Suggested assessment Observation, questioning, assignment</p>	
<p>Suggested Resources :- pictures , videos, dolls, dummies, realia ,models , adapted drawing books, adapted crayons drawing boards mirror boards</p>				

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION

<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Identify clothes worn by male and female in the community - Identify clothes worn at different occasions and ceremonies - Dress and undress appropriately - Assist others in dressing 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> - Identify clothes worn by male and female in the community - Identify clothes worn at different occasions and ceremonies - Dress and undress appropriately 	<p>With assistance, the learner is able to:-</p> <p>Identify clothes worn by male and female in the community</p> <p>Identify clothes worn at different occasions and ceremonies</p> <ul style="list-style-type: none"> - Dress and undress 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - Identifying clothes worn by male and female in the community - Identifying clothes worn at different occasions and ceremonies - Dressing and undressing
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Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.7 Food</p> <p>(5 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify different foods eaten in the communities (K) b) Differentiate different foods found in the local Community (S) c) Appreciate the importance of food eaten in the local community (A) 	<ul style="list-style-type: none"> • Learners to be guided in identifying different foods eaten in the communities by use of charts, pictures, videos and realia. • Learners can sort and group different foods eaten at different occasion by different communities • Learners to news tell about different foods eaten by different communities in their locality • Teacher to guide learners to model, draw, colour or paint foods eaten in the local 	<ol style="list-style-type: none"> 1) What did you eat in the morning/ lunch/supper? 2) Which foods are eaten raw and cooked? 3) Which food do you like most?

			<p>community with or without assistance</p> <ul style="list-style-type: none"> • Learners could visit a shop/market to observe and appreciate various foods eaten in the community • Learners could tell/sign/mime stories of cultural foods • Learners to sing/mime songs related to cultural foods • Learners could watch videos on cultural foods 	
<p>Core-Competence to be developed -communication and collaboration-discussions and news telling -learning to learn-identification of foods eaten in the community -citizenship-embracing diversity</p>				
<p>Link to PCIs: Life skills-knowledge of types of food</p>			<p>Link to Values: Patriotism Unity responsibility</p>	
<p>Links to other subject(s): -psychomotor and creative activities -language activities -mathematics activities -Religious education and life skills</p>			<p>Suggested Community Service Learning activities participate in cultural activities, (birthdays, weddings in different communities open days)</p>	
<p>Suggested Non-Formal Activity to support learning Sing/mime songs about foods eaten in the local community</p>			<p>Suggested assessment Observation</p>	

	Suggested Resources: Different foods in the local communities, pictures, charts food models, resource person, videos
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ASSESSMEMNT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner is able to:- <ul style="list-style-type: none"> - Identify different foods eaten in the communities - Differentiate different foods found in the local Community - Assist others in differentiating foods found in the community 	The learner is able to:- <ul style="list-style-type: none"> - Identify different foods eaten in the communities - Differentiate different foods found in the local Community 	With assistance, the learner is able to:- <ul style="list-style-type: none"> - Identify different foods eaten in the communities - Differentiate different foods found in the local Community 	Has difficulties in:- <ul style="list-style-type: none"> - Identifying different foods eaten in the communities - Differentiating different foods found in the local Community

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

1. SUGGESTED ASSISTIVE DEVICES

The suggested assistive devices have been categorized into 3 groups:

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

a) INSTRUCTIONAL DEVICES

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

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

b) POSITIONING DEVICES

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

- Floor seaters
- Prone wedgers
- Orthosis
- Straps

c) MOBILITY DEVICE

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

2. SUGGESTED HUMAN RESOURCES

- Physiotherapists
- Occupational therapists
- Speech therapist
- Teacher Aides

3. SUGGESTED ENVIRONMENTAL ADAPTATIONS

Provide a barrier free environment

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

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

Safety precaution measures

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

4. TIME

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

5. SUGGESTED ADAPTATIONS IN ASSESMENT

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

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

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