



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DESIGN PRE PRIMARY 1

MATHEMATICAL ACTIVITY AREA

PSYCHOMOTOR AND CREATIVE ACTIVITY AREA

ENVIRONMENTAL ACTIVITY AREA

FOR

LEARNERS WITH PHYSICAL IMPAIRMENT

© KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

All rights reserved. No part of this handbook may be reproduced, stored in a retrieval system or transcribed in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher.

First Published 2017

© Kenya Institute of Curriculum Development

ISBN NO

Published and printed by

Kenya Institute of Curriculum Development

P. O. Box 30231-00100

NAIROBI-KENYA

Telephone: (020) 3749900-9, 3747994

Fax: 254 (020) 3639130

E-mail: info@kie.ac.ke

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.

FRED MATIANGI, PhD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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 competencybased approach. This is also recommended by the EAC Curriculum Harmonization Structures and Framework. A competencybased 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 competencybased 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 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.

MATHEMATICAL ACTIVITY AREA

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.

Strand	Sub-strand Suggested time	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
---------------	--------------------------------------	-----------------------------------	---------------------------------------	--------------------------------

Classification	<p>(a) Sorting & grouping</p> <p><i>(6 lessons) of 35 minutes</i></p>	<p>By the end of the strands learners should be able to:</p> <p>a) Identify similarities and differences between objects within the immediate environment.</p> <p>b) sort objects in their environment</p> <p>c) Group objects according to a given attribute in the environment</p> <p>d) Appreciate the materials in the environment</p>	<ul style="list-style-type: none"> •Learners observe and discuss or sign objects with different colours/size/shapes •In pairs/groups, learners demonstrate Sorting , grouping and comparing objects by one attribute (colour/size/shape)learners with manipulation difficulties should be assisted where necessary in sorting and grouping objects •Learners in groups/pairs, individually, sort and group objects according to one attribute. Learners with neurological and muscular skeletal impairments need more time and assistance of a teacher aid(CP, muscular dystrophy) •Learners relate specific attributes to other objects in the environment •Sing songs related to sorting and grouping objects. Learners with speech difficulty should hum,tap or clap. •Collect and store materials in their respective cornerslearners with finger dexterity to be given therapeutic exercise for muscles strengthening. (Physiotherapy 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. What objects have same colour/ shape/ size? 3. Which two objects that look alike? 4. Which two objects are different? 5. Why have you grouped these objects together?
----------------	---	---	---	---

			devices and Occupational therapy)	
Core Competencies: critical thinking , problem solving, Communication and collaboration: In pairs/ groups learners practise sorting and grouping				
Link to PCIs digital literacy			Link to Values : Sharing, taking turns	
Link to other subjects: Language, environmental, psychomotor and creative activities			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	
Suggested Nonformal Activity to support Learning: free games			Suggested Assessment: observation, question and answers.	
Suggested learning resources Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computersadapted computers- mouse, key board and software Assistive devices: prosthesis orthotic and mobility aids ,P.T/ O.T/ Speech therapy				
Assessment rubrics:				
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation
Learners can identify similarities and differences, sort and group objects within the immediate environment with ease		Learners can identify similarities and differences, sort and group objects within the immediate environment	Learners can identify similarities and differences, sort and group objects within the immediate environment with support	Learners can identify similarities and differences, sort and group objects within the immediate environment with a lot of support
Matching and pairing <i>6 lessons of 35 minutes</i>	By the end of the strands learners should be able to: a) Identify similar and different objects in the environment		<ul style="list-style-type: none"> Learners could be assisted to collect and talk about different objects from the environment learners should observe the demonstrations from the teachers of matching and 	<ol style="list-style-type: none"> Which objects look alike? What makes them look alike? How do we use these objects?

		<p>b) Match objects according to sameness/likeness/use</p> <p>c) Pair objects according to sameness/likeness/use</p> <p>d) Pair objects with assistance according to likeness or use.</p> <p>e) Appreciate the use of different items in the environment</p>	<p>pairing objects according to one attribute (sameness/likeness/use)</p> <ul style="list-style-type: none"> • In pairs/groups, learners demonstrates matching and pairing according to one attribute (sameness/likeness/use) • In groups/pairs, individually learners match and pair objects according to likeness/sameness/use (provide extra time for learners with manipulation difficulties) • Learners relate items to their use in the environment • Learners sing songs/recite poems on relationship/use of objects from the environment. Those with articulation difficulties 	<p>4) How can we care for these objects?</p>
--	--	--	--	--

			may hum, tap or stamp their feet.	
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)				
Link to PCIs: ESD environmental awareness as they collect objects/materials		Link to Values: respect of self and others		
Link to other subjects: Environmental activities		Suggested community service learning: In collecting material for learning is recycling some waste materials while in clear the learning environment is keeping the learning environment clean and safe.		
Suggested Non formal activity: games and sports.		Suggested assessment: observation, discussion, questions and answers.		
Suggested Learning Resources Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls) Assistive devices: prosthesis, orthotic and mobility devices ,P.T/O.T services speech therapist, extra time				
Assessment Rubrics				
Exceeds expectation	Meets expectation	Approaches expectation		Below expectation
Learner can identify similar and different objects, match and pair objects according to sameness/likeness and use within the environment and beyond	Learner can identify similar and different objects, match and pair objects according to sameness/likeness and use within the environment	Learner attempts to identify similar and different objects, match objects according to sameness/likeness and use within the environment		Learner can rarely identify similar and different objects, according to sameness/likeness and use within the environment

	<i>Matching and pairing (6 Lessons) of 35 minutes</i>	Identifies up to 5 similar objects and mentions others which are out of sight	Identifies up to 5 similar objects and	Identifies up to 2 similar objects	Identifies only 1 similar objects	
		Match objects upto 5 pairs according to sameness, use and talk about more similar that match	Match objects upto 5 pairs according to same attribute	Match objects up to 3 pairs according to one	Able to identify one attribute but cannot match	
		Pair objects according to either sameness, likeness or use and talk about more items found in pairs	Pair objects according to either sameness, likeness or use	Pair objects according to only sameness/likeness	Can only pair one or to objects correctly according to sameness/likeness	
	Ordering (7 lessons) of 35 minutes	By the end of the substrand the learner should be able to: a) Identify different objects in their environment Order objects according to size in ascending and descending order up to 3 objects in the immediate environment b) Differentiate objects of different sizes in the environment		<ul style="list-style-type: none"> Learners talk about different objects in the environment learners should observe the demonstration of ordering objects according to size/height up to 3 objects 	1) Which objects are (shorter, taller, smaller, bigger) 2) Which among these two objects is longer/shorter?	

		<p>c) Use different objects in the environment in their daily activities</p> <p>d) Value different objects/materials in the environment that can be used to enhance learning</p> <p>e) Use maths vocabulary related to ordering in their daily life experiences(short,tall,big,small)</p>	<ul style="list-style-type: none"> • In pairs/ groups, learners demonstrate ordering objects according to size/height(provide extra time)learners with manipulation or missing limbs should use assistive devices or be assisted where necessary. • Learners in small groups/pairs individually arrange objects according to size/height up to 3 objects. • Learners with neurological and muscular skeletal impairments may be provided with assistance of a teacher aid • In groups learners compare objects of different sizes up to three 	
<p>Core competence: Critical thinking and problem solving (shown when ordering different objects)</p>				

Communication and collaboration (when ordering in groups and talking)

Link to PCIs: ESD: Appreciate environment as a source of learning materials		Link to Values: respect to the environment	
Link to other subject: Psychomotor and creative activities		Suggested Community surface: Recycle waste materials from community to use for learning, Cleaning learning environment after use of materials.	
Suggested Nonformal activity to support learning: games and sports		Suggested assessment: Observation and discussion	
Suggested resources: Sticks, blocks, bottles, tins ,pictures, shapes, Assistive devices: mobility aids orthotic and prosthesis, extra time			
Assessment Rubrics			
Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
Learner can identify objects within the environment and arrange them to make patterns with ease	Learner can identify objects within the environment and arrange them to make patterns.	Learner can identify objects within the environment and arrange them to make patterns with support	Learner can identify objects within the environment and arrange them to make patterns with a lot of support

Patterns <i>(6lessons)of 35 minutes</i>	<p>By the end of the substrands learners should be able to:</p> <p>a) Identify similarities and differences between object</p>	<ul style="list-style-type: none"> • Learners could be assisted to collect and talk about different shapes in the environmentLearners with mobility difficulties could be assisted to collect materials. • Learners to observe demonstration of arranging objects to make a pattern • A few learners could arrange objects to make a pattern. Those with manipulation difficulties to be assisted 	<ul style="list-style-type: none"> • which of these objects look alike? • Which objects comes next in the series? • How can you arrange these objects to form a pattern?
--	---	--	---

		<p>b) Arrange objects to make a pattern</p> <p>c) Value the different types of objects in their local environment that can be used in making patterns.</p> <p>d) Enjoy making different patterns with objects found in the environment</p>	<p>and those without upper limbs to use other functional body parts</p> <ul style="list-style-type: none"> • In small groups/pairs, individually, learners arrange objects to make a pattern <p>Learners could arrange objects in an alternate manner to make a pattern. Learners with neurological and muscular skeletal impairments may be provided with assistance of a teacher aid</p> <ul style="list-style-type: none"> • In pairs/ groups, Learners fill in the missing objects in a series to make a pattern • Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc • Learners discuss patterns made of same shape with two different colours • In small groups or pairs make patterns with objects of same type with two different colours 	<ul style="list-style-type: none"> • How else can you make a pattern? <p>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>				
<p>Link to PCIs:</p>			<p>Link to values:co operation</p>	
<p>Link to other subjects:</p>			<p>Suggested community service learning Activities:</p>	
<p>Suggested Non formal activity to support learning:sports</p>			<p>Suggested assessment:questions and answers.</p>	

Suggested resources:			
Assessment Rubrics			
Exceeds expectation	Meets expectations	Approaches expectation	Below expectation
Learner can rote count numbers 1-10 for numbers recognition and apply rote counting in readiness for writing numbers comfortably	Learner can rote count numbers 1-10 for numbers recognition and apply rote counting in readiness for writing numbers	Learner can rote count numbers 1-10 for numbers recognition and apply rote counting in readiness for writing numbers with some inaccuracies	Learner can rote count numbers 1-10 for numbers recognition and apply rote counting in readiness for writing numbers with a lot of inaccuracies
Numbers General learning outcome: Demonstrate basic number concepts as a basis for future learning	(a) Rote counting <i>(10 lessons) of 35 minutes</i>	By the end of the substrands learners should be able to: a) Route count numbers 1-10 for number recognition b) Route count using actions for number mastering c) Appreciate rote counting for enjoyment	<ul style="list-style-type: none"> • Learner could be guided to rote count numbers 1-10 • Listen to and recite different numbers • Learners sing songs as they rote count. • Learners with articulation difficulties can listen to others • In groups/pairs Learners perform singing games/rhymes related to rote counting <ol style="list-style-type: none"> 1) How can you count? 2) How can you count your books /pencils /crayons? 3) Can you mention the numbers that you know?
CORE COMPETENCE: communication and collaboration as they work in groups			
LINK TO PCIs :		Link to values: unity	

<i>Link to other subject:</i> Psychomotor and creative activities as they sing		Suggested community service learning activities:		
Suggested Non formal activity to support learning:		Suggested assessment:		
Suggested resources:				
Assessment Rubrics:				
Exceeds expectation		Meets expectations	Approaches expectation	Below expectation
	Route count numbers 1 to 15 using actions	Route count numbers from 1 to 10 using actions	Route count 1 to 5 using actions	Route count 1 to 5 using actions with assistance
	Number recognition <i>15 lessons of 35 minutes</i>	<p>By the end of the substrands learners should be able to:</p> <p>a) Identify numerals 1-9 for number recognition</p> <p>b) Rote count 1-9 for number recognition</p> <p>c) Appreciate use of numbers in day to day living</p>	<ul style="list-style-type: none"> • Learners talk/identify about numbers on number flash cards/number charts • Learners could be guided to identify and talk about numbers found on objects in their environment • Learners to identify numbers on flash cards/charts • Learners sing songs/ model numbers related to numbers 1-9 Learners with neurological and muscular skeletal impairments may be provided with assistance of a teacher aid and be given more time 	<p>1) Which number is shown on the flashcard?</p> <p>2) Which number have you modelled?</p> <p>3) Who can</p>

			<ul style="list-style-type: none"> • In pairs/small groups learners to play number recognition games (fishing game) 	show me two numbers on the chart that look alike?
Core competence: <ul style="list-style-type: none"> • Self efficacy as they sing and dance number songs • Communication and collaboration as they work in pair/small groups • Learning to learn as they identify numbers on objects found in their environment Digital literacy as they identify numbers using ICT				
Link to PCIs: Citizenship when working in pairs/groups (develop social skills)Education for sustainable development when they use numbers later in their careers/business/home		Link to Values: co operation and appreciation		
Link to other subject: <ul style="list-style-type: none"> • Psychomotor and creative as they sing and dance songs on numbers Language as they talk about number on flash cards/charts 		Suggested community service: 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		
Suggested Non formal activity to support learning: games		Suggested Assessment : discussion, question and answers		
Suggested Learning Resources: Number flash cards/charts/calendar, clay, plasticine				
Assessment Rubrics:				
Exceeds expectation	Meets expectations	Approaches expectation	Below expectation	
Learner can count concrete objects and demonstrate one to one correspondence for number recognition 1-9 and beyond	Learner can count concrete objects and demonstrate one to	Learner attempts to count concrete objects and demonstrate one to one correspondence for number recognition 1-5	Learner can count concrete objects and	

		one correspondence for number recognition 1-9		demonstrate one to one correspondence for number recognition 1-5 with assistance
		Learner can rote count and identify numerals 1-9 for number recognition with ease	Learner can rote count and identify numerals 1-9 for number recognition	Learner can rote count and identify numerals 1-9 for number recognition with assistance
	<p>NUMBERS Counting <i>(10 lessons) of 35 minutes</i></p>	<p>By the end of the substrand learners should be able to:</p> <p>a) Count concrete objects 1-9 for number recognition</p> <p>b) Demonstrate one to one correspondence while counting</p>	<ul style="list-style-type: none"> Learners count objects for numbers 1-9 using body parts, colours of the national flag, different types of food, objects in the class) Learners with neurological and muscular skeletal impairments may be provided with assistance of a teacher aid and be assisted where necessary Learners play counting games involving counting objects 1-9 reduce vigor exercise to learners with brittle bones. In pairs/ groups, Learners match numerals with concrete objects for numbers 1-9 In groups/pairs, individually, learners count people/objects in their class up to 9 	<p>1) How many objects are these?</p> <p>2) How many learners are in your group?</p> <p>3) How many boys/girls are in your group?</p>

		<p>concrete objects</p> <p>c) Enjoy counting objects within their environment</p> <p>d) Appreciate the use of one to one correspondence in real life situations</p>		
<p>Core competence:Critical thinking and problem solving as they count specific number of objects Communication and collaboration as they count in groups</p>				
	<p>Link to PCIs</p> <ul style="list-style-type: none"> • Self awareness as they count (fingers, family members) • Citizenship as they count colours of the national flag <p>Health and nutrition as they count different types of food</p>		<p>Link to Values: Unity</p>	
	<p>Link to other subjects: psychomotor and creative activities as they sing number songs</p>		<p>Suggested community service: Count objects/animals at school or at home and take good care of them</p>	
EXCEED EXPECTATION	MEET EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	

Learner can identify and arrange number symbols in sequence with ease.	Learner can identify and arrange number symbols in sequence	Learner can identify and arrange number symbols in sequence with less support	Learner can identify and arrange number symbols in sequence with a lot of support
(b)	<ul style="list-style-type: none"> Number sequencing <i>(12 lessons) of 35 minutes</i> 	<p>By the end of the substrand learners should be able to:</p> <ol style="list-style-type: none"> Identify number symbols 1-9 as indicated on number cards/charts Arrange number cards in 1-9 to demonstrate sequence Arrange number cards in sequence by completing missing numbers Enjoy arranging numbers in sequence 	<ul style="list-style-type: none"> Learners could be assisted to randomly pick number cut outs/number cards from a pile and identify the number (provide assistive devices) Teacher should demonstrate arranging numbers in sequence 1-9 <p>Learners could demonstrate arranging number cards 1-9 in sequence. Learners with neurological and muscular skeletal impairments may be provided with assistance of a teacher aid</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 1-9. Learners with <p>1. Which number can you see on this card? diam carding ?</p>

			articulation difficulties to listen to others.	2. Which number comes before/after this number?
Core competence: Critical thinking and problem solving when identifying number and filling missing number in a sequenceCommunication and collaboration when working in pairs/groups				
	Link to PCIs: skills of knowing and living with oneself and others when working in pairs/groups		Link to Values: unity	
	Link to other subjects: Environmental		Suggested community service: Recycling materials such as old cartons, empty plastic water bottles from the environment	

		Suggested Non formal activity to support learning:		Suggested Assessment:		
		Suggested Learning Resources: Number cards, Assistive devices, P.T, O.T and Speech therapists				
		Assessment Rubrics:				
		Exceeds expectation	Meets expectations	Approaches expectation	Below expectation	
		Learner can identify and arrange number symbols in sequence comfortably	Learner can identify and arrange number symbols in sequence	Learner can identify and arrange number symbols in sequence with support	Learner can identify and arrange number symbols in sequence with a lot of support	
(c)	1. Symbolic representation(number writing) (15 lessons)of 35 minutes	By the end of the substrand learners should be able to: <ol style="list-style-type: none"> Identify number symbols up to 5in readiness for writing Trace number symbol cut-outs on a surfacetopractise writing Join dots to form number symbols on a surface Model number symbols using materials in their environment Write number symbols on a surface Form number symbols using ICT Appreciate the use of numbers within their environment. 		<ul style="list-style-type: none"> Learners observe number cut-outs and talk about number formation In groups/pairs, individually, learners trace number cut-outs up to 5 Learners with sensory neurological impairments could name or point.they should be given more time. In pairs/ groups, Learners Join dots to form number symbols up to 5 Learners with manipulation difficultiesshould be assisted and be given more time. In groups/pairs,individually, learners model number symbols to at least 52 Learners read/ write number symbols 1-5 on a surface. 		<ol style="list-style-type: none"> Which number symbol is this? How do we write this number symbol (1, 2, 3, 4, 5)

			<p>Learners with articulation difficulties could listen to others</p> <ul style="list-style-type: none"> • Learners use number symbols in the materials in their environment (calendar, clock) • Learners use ICT to form number symbols 1-5 (adapt computers for those with grasping difficulties. reduce light intensity for learners with epilepsy) 	<p>3. Who can trace this number?</p> <p>4. How do we model this number?</p> <p>5. Which numbers can we form when joining these dots?</p> <p>6. Which</p>
--	--	--	--	--

				num bers can you see in this calen dar?
Core competence: Imagination and creativity				
Link to PCIs:			Link to Values:	
Link to other subjects:			Suggested community service	
Suggested Non formal activity to support learning:			Suggested Assessment:	
Suggested Learning Resources:				
Assessment rubrics				
Exceeds expectation	Meets expectations	Approaches expectation		Belo w expe ctati on
Learner can identify, trace, join dots, mode and write number symbols on a surface and beyond	Learner can identify, trace, join dots, mode and write number symbols on a surface	Learner can identify, trace, join dots, mode and write number symbols on a surface with less assistance		Lea rner can iden tify, trac e, join dots , mod

				e n u m b e r s y m b o l s w i t h a s s i s t a n c e
	<ul style="list-style-type: none"> • Number puzzle (10 lessons) of 35 minutes 	<p>By the end of the strands learners should be able to:</p> <ol style="list-style-type: none"> Identify different parts of numerals 1-9 within the classroom Join different parts of numbers to form complete number symbols 1-9 Use ICT to complete number puzzles Enjoy completing number puzzles and relate number symbols with the objects in the environment 	<ul style="list-style-type: none"> • Learners look at and talk about different parts of number symbols • Learner could observe how to join different parts of numerals to form a complete numeral • In pairs/groups learners practise joining different parts of number symbols to form a complete numeral. Learners with fingers dexterity to be assisted where necessary (CP) • Learner listen to and sing songs on number symbols as they complete the number numeral • Learners relate number symbols with the objects in the environment • Learners complete number puzzles using ICT (Adapted to suit learners with manipulation problems through mounting them firmly and reduce light for learners with epilepsy) 	<ol style="list-style-type: none"> Which number can be formed using the pieces? How

				ma ny pie ce s are the se ? W hat nu m be r ca n the y for m?
Core competence: Critical thinking and problem solving as learners join parts to form a wholeDigital literacy as they complete number puzzles using ICT				
Link to PCIs: co operation and collaboration			Link to values: Unity as they work in pairs/ groups	
Link to other subjects: Environ mental activities Psychomotor and creative activities			Suggested community service learning: make entertainment songs relating them to numbers.	
Suggested Non formal activity to support learning: free games			Suggested assessment : discussion	

<p>Suggested learning resources: Number cut outs, number charts, puzzle pieces Assistive devices: prosthesis, orthotic and mobility devices Speech therapist, P.T/ O.T services</p>			
<p>Assessment rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectations</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Learner can identify and join different parts of numbers to form complete number symbols at ease</p>	<p>Learner can identify and join different parts of numbers to form complete number symbols</p>	<p>Learner can identify and join different parts of numbers to form complete number symbols with assistance</p>	<p>Learner can identify and join different parts of numbers to form complete number symbols with a lot of assistance</p>
<p>Measurement General learning outcome: Show natural interest in measurement and dispositions in physical and social world</p>	<p>Sides of objects <i>(6 lessons) of 35 minutes</i></p>	<p>By the end of the substrands learners should be able to : a) Identify different sides of objects in the environment b) Differentiate sides of objects within the classroom c) Enjoy measuring sides of objects using</p>	<ul style="list-style-type: none"> • Learner could be guided to talk about different sides of objects in the environment • Learners could be guided to compare objects with different sides • In groups/pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks)
		<ol style="list-style-type: none"> 1) Which of these sides is longer/shorter? 2) What is the difference between this side and this one? 3) Why is this side different? 4) How will you tell which side is longer/shorter? 5) What can you say about this side? 	

		arbitrary units such as hand, feet etc		
Core competence: Learning to learn when measuring sides of objects <ul style="list-style-type: none"> • 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:	
Link to other subjects: Language as they learn vocabularies such as long/short			Suggested community service: At home, learners practise counting sides of different objects	
Suggested Non formal to support learning:			Suggested assessment:	
Suggested learning resources: Sticks, strings, body parts, objects in the class Assistive devices, P.T/ O.T services				
Assessment rubrics				
Exceeds expectation		Meets expectations	Approaches expectation	Below expectation
Learner can identify sides of objects within the classroom and beyond		Learner can identify sides of objects within the classroom	Learner can identify sides of objects within the classroom with support	Learner can identify sides of objects within the classroom a lot of support
	<ul style="list-style-type: none"> • Mass (heavy and light) <i>(12 lessons) of 35 minutes</i>	<p>By the end of the strands learners should be able to:</p> <p>a) Identify objects of different mass in the environment</p> <p>b) Lift different small objects in the environment</p> <p>c) Compare heavy and light objects in the environment</p>	<p>Learners demonstrate lifting objects of different mass. Learners with neurological and muscular skeletal impairments could observe others compare masses</p> <ul style="list-style-type: none"> • In groups/pairs, individually, learners compare mass of different objects in their environment • In groups/pairs, learners play games involving comparison of mass using the beam balance and sea saw. 	<p>1) What can you say about this object?</p> <p>2) Which</p>

		d) appreciate objects of different mass in their environment		obj ect is hea vier /lig hter ? 3) Ho w can you tell the obj ect is hea vier ?
Core competence: <ul style="list-style-type: none"> • Communication and collaboration when working in pairs/groups • Learning to learn when comparing mass of different objects • Digital literacy when playing games involving mass using ICT 				
Link to PCIs: Education for sustainable development (business and career that involve mass)			Link to Values: co operation	
Link to other subjects: language activities: Psychomotor and creative as they play games and lift different objects			Suggested community service:	

Language as they talk about heaviness and lightness of objects		With assistance learners collect garbage in paper bags of different sizes and dispose in the compost pit	
Suggested Non formal activity to support learning: free games.		Suggested assessment : discussion	
Suggested learning resources Sand, water, stones, blocks, leaves, chairs, tables, beam balance			
Assessment rubrics			
Exceeds expectation		Meets expectations	
Learner can identify, lift different small objects and compare heavy and light objects in the environment and beyond		Learner can identify, lift different small objects and compare heavy and light objects in the environment	
Approaches expectation		Below expectation	
Learner can attempt to, lift different small objects and compare heavy and light objects in the environment		Learner can rarely identify, lift different small objects and compare heavy and light objects in the environment	
	<ul style="list-style-type: none"> Capacity (how much a container can hold) <i>(11 lessons) of 35 minutes</i> 	<p>By the end of the sub strands learners should be able to:</p> <ol style="list-style-type: none"> Identify containers that holds more or less by filling and emptying Fill and empty different containers with water/seeds etc Compare sizes of containers using water/sand 	<ul style="list-style-type: none"> Learners could be guided to fill and empty small and large containers using sand/water/seeds Learners could be guided to compare big and small containers by telling how many small ones fill the big ones and vice versa In pairs/ groups, learners fill and empty containers In groups/pairs, individually, learners tell or sign how much a container can hold compared to another one of a different size <ol style="list-style-type: none"> How many of the small containers can fill the big container? From the big container, how many small ones can be filled? Which container

		/seedstodetermine which moreor less		holds more/less?
d) Enjoy filling and emptying containers in the environment				
Core competence: Critical thinking and problem solving as they compare how much a container can hold				
Link to PCIs: Food and nutrition by filling containers using different types of seeds			Link to Values: unity	
Link to other subjects: Environmental activities as they play filling and emptyingPsychomotor and creative as they balance pouring content from one container to the other			Suggested community services: Non-formal activity to support learning through application Learners practise filling and emptying containers	
Suggested Non formal activity for learning: free games			Suggested assessment: questions and answers	
Suggested learning resources: Containers of various sizes, water sand, seeds				
Assessment rubrics				
Exceeds expectation	Meets expectations	Approaches expectation	Below expectation	
Learner can identify, fill and empty different containers with water, seeds, sand to determine which holds more or less appropriately	Learner can identify, fill and empty different containers with water, seeds, sand to determine which holds more or less	Learner can identify, fill and empty different containers with water, seeds, sand to determine which holds more or less with difficulties	Learner can identify, fill and empty different containers with water, seeds, sand to determine which holds more or less with a lot of difficulties	

	<ul style="list-style-type: none"> • Time (Daily routines) (15 lessons) of 35 minutes 	<p>By the end of the strands learners should be able to:</p> <ol style="list-style-type: none"> Identify at least 3 daily routine activities they do before going to school Identify vocabulary related to time (today, yesterday, tomorrow) Demonstrate ability to manage their time well when doing activities Appreciate what every person does on a daily basis 	<p>Learners to Identify and talk about morning routine activities in appropriate order</p> <ul style="list-style-type: none"> • Learners could talk about activities related to time (today, tomorrow, yesterday) <p>Learners identify and talk about morning routine activities in an appropriate order</p> <p>In groups/pairs, learners arrange pictures with various daily routine activities in logical order Learners with neurological and muscular skeletal impairments could be provided with core word board</p> <ul style="list-style-type: none"> • Learners could listen and sing songs on daily routines 	<ol style="list-style-type: none"> 1) What do you do when you wake up in the morning before you come to school? 2) How are the things you do different from what mum/dad does in the morning? 3) What do you do when you arrive in school?
<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>				

Link to PCIs: Service learning and parental involvement and engagement Skills of knowing and living with oneself		Link to Values: unity		
Link to other subjects: languages, movement activities.		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		
Suggested Non formal activity to support learning: games and sports		Suggested assessment: discussion		
Suggested learning resources: Clock face, pictures, picture cut outs, Assistive devices, P.T/ O.T services, speech therapist				
Assessment rubrics				
Exceeds expectation	Meets expectations	Approaches expectation	Below expectation	
Learner can identify 3 daily routines, vocabulary related to time and demonstrate ability to manage time well when doing activities and other things	Learner can identify 3 daily routines, vocabulary related to time and demonstrate ability to manage time well when doing activities	Learner can identify 3 daily routines, vocabulary related to time and demonstrate ability to fairly manage time.	Learner can identify 3 daily routines, vocabulary related to time and demonstrate ability to fairly manage time with assistance.	
	<ul style="list-style-type: none"> • Money (Kenyan currency) coins and notes <i>(12 lessons) of 35 minutes</i> 	<p>By the end of the substrands learners should be able to:</p> <p>a) Identify Kenyan currency coins/notes used in buying and selling activities</p> <p>a) Buy items using Kenyan coins</p>	<ul style="list-style-type: none"> • Learners could observe different samples of Kenyan currencies. • Learners could identify Kenyan coins and notes <p>In groups/pairs, learners role play buying and selling from a shop corner. Learners with neurological and muscular skeletal impairments</p>	<ul style="list-style-type: none"> • Which among these is a coin/note? • What can you see on the coin/note? • What do we use money for?

		b) Save money (coins/notes) for future use c) Appreciate the use of Kenyan currency (coins/notes) in their daily life	could be provided with assistance of a teacher aid	<ul style="list-style-type: none"> • What can we do with extra money (balance)?
--	--	--	--	--

Core competence: citizenship, communication and collaboration.

Link to PCIs: citizenship, ESD (money skills, career choosing)		Link to values: co operation	
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 for learning: games		Suggested assessment: discussion	
Suggested learning resources Coins and notes, tins, boxes, papers, pencils, shop corner Assistive devices: prosthesis, orthotic and mobility devices			
Assessment rubrics			
Exceeds expectation	Meets expectations	Approaches expectation	Below expectation
Learner can identify Kenyan currency inform of coins and notes used in buying and selling with ease	Learner can identify Kenyan currency inform of coins and notes used in buying and selling	Learner can identify Kenyan currency inform of coins and notes used in buying and selling with assistance	Learner can identify Kenyan currency inform of coins and notes used in buying with a lot of assistance.

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-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PICTURE MAKING TECHNIQUES	Drawing (9 lessons)of 35mins.	By the end of the Sub Strand, learners should be able to: a) scribe, doodle and dot join for fine motor development. (K) b) Draw simple pictures using drawing materials to enhance creativity.(S) Those with finger manipulative difficulties to be assisted (CP, Muscular dystrophy) c) Appreciate own and others drawn work (A)	<ul style="list-style-type: none"> • Learners could be shown drawn charts and given drawing materials • Learners to doodle and join dots Ignore accuracy for learners with finger manipulation difficulties .Clip papers/drawing books firmly on the surface for CP , amputee, use alternative functioning part.Those with finger manipulative difficulties to be assisted • Learners given room to give meaning or show their drawn work 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you see in the environment? 3. What does it look like?

			<ul style="list-style-type: none"> • Display their work and discuss own and others work. Learners to be allowed more time. 		
Core Competences <ul style="list-style-type: none"> - Self-efficacy as they give meaning to their drawn work. - Imagination and Creativity – giving meaning to their drawing work. - Communication and collaboration – learners discuss own and others work. - Critical thinking and problem solving – joining dots to make pictures. 					
<ul style="list-style-type: none"> - Link to PCIs and values - Life Skills <ul style="list-style-type: none"> • Self-awareness and self esteem • Effective communication 		Links to other subjects <ul style="list-style-type: none"> - Mathematics - Environmental Activities 			
Suggested community service learning/non-formal activity to support learning through application <ul style="list-style-type: none"> - They nature walk in the immediate environment as they discover and label the items Resources charts, drawing materials eg pencils, crayons, charcoal, colored pencils, papers, strings to display their work.					
Assessment Rubrics					
Exceeding expectation		Meeting expectation		Approaching expectation	Below expectation
One who is able to draw and frame the work accurately.		One who is able to scribble, doodle, join the dots and draw		One who can scribble, doodle and join the dots	One who can only join the dots with assistance.
PICTURE MAKING TECHNIQUES	Coloring (9 lessons) of 35 mins.	By the end of the Sub Strand, learners should be able to: <ul style="list-style-type: none"> a) Identify the common colors in the environments for color mastery and association. (K) b) Color pictures using common colors for aesthetic value. (S) Learners with 		<ul style="list-style-type: none"> • Learners could collect materials of different color from the environment Learners with manipulative difficulties to be assisted. For amputee, use alternative functioning part Provide more time/reduce the amount of exercises/activities 	<ol style="list-style-type: none"> 1. What colors do you like? 2. Which colors do you find in the environment?

		<p>manipulative difficulties to be assisted (CP, Muscular dystrophy)</p> <p>c) Appreciate own and others colored work for harmonious coexistence (A)</p>	<ul style="list-style-type: none"> • Identify colors in the environment. Allow some margin of error for learners with CP • Could be guided to color drawn items. Learners with manipulative difficulties to be assisted. Clip papers/drawing books firmly on the surface for CP. Adapt coloring tools by enlarging writing materials for CP • Display and discuss their colored work in groups and in pairs. Ignore perfections in response to accuracy for learners with CP 	
--	--	--	---	--

<p>Core competence</p> <p>– critical thinking and problem solving –color identification/coloring drawn items</p> <ul style="list-style-type: none"> – Communication and collaboration – discuss in groups and in pairs their colored work – Self-efficacy – displaying own work 			
<p>Link to PCIs and values</p> <p>– ESD</p> <ul style="list-style-type: none"> – Environmental awareness 		<p>Links to other subjects</p> <ul style="list-style-type: none"> – Environmental Activities – Language Activities 	
<p>Suggested community service learning/non-formal activity to support learning through application- Identify and name the items around their home and school</p> <p>Resources: materials from local environment eg. Leaves, flowers, stones, soil, grass, twig, charcoal, papers(adapt where necessary)</p>			
<p>Assessment Rubrics</p>			
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation

Is able to select and use colors appropriately within the margin.	Is able to color within the margin	can color within and beyond the margin	can only color with assistance
PICTURE MAKING TECHNIQUES	Painting (9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <ul style="list-style-type: none"> a) Identify different painting tools for familiarization.(K) b) Create or Improve simple painting tools for creativity (S) c) Create patterns using finger painting (S)where there is no finger (amputee) use alternative mode. d) Appreciate the use of painting tools (A) 	<ul style="list-style-type: none"> • Nature walk as they identify different colorsProvide mobility devices for Learners with mobility difficulties. Provide more time/reduce the amount of exercises/activities • Guide learners to make common paints using found materials. Those with manipulative difficulties to be assisted. Provide more time/reduce the amount of exercises/activities • Allow children to paint according to their own interest Ignore accuracy for learners with manipulative difficulties • Observe safety as learners use painting tools. • Learners to share painting materials in pairs or small groups • Display own painted work and gallery walk.learners with mobility difficulty to be assisted • Wash and keep the brushes neatly and in the right place <ol style="list-style-type: none"> 1. What paint tools are you familiar with? 2. What do you need in painting? 3. How do you enjoy painting? 4. Show do you take care of yourself when painting? 5. What do you do after painting?

			Learners with manipulative difficulties to be assisted.(CP, Muscular dystrophy and others)	
Core Competence to be developed:				
- Imagination and Creativity- Paint freely.				
-Communication and collaboration – share painting materials				
Self-efficacy- as they display their painted work.				
Link to PCI and Values: Food and Nutrition- Use of water ESD- Safe use of tools			Link to other subjects: Environmental and Language Activities	
Suggested Community service learning – Mentorship as they interact with parents and siblings.				
Resources: water paints, water,improvised brushes, eg (stick brushes, sisal brushes, feather, maize cobs,) containers				
Assessment Rubrics				
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	
One who can identify, improvise and create patterns (fingers/alternative) using a brush	One who can identify, improvise and create patterns using fingers/alternative	One who can identify, improvise but cannot create patterns using fingers/alternative	One who need assistance to create patterns	

PICTURE MAKING TECHNIQUE ES	Mosaic (9 lessons) 35 mins	By the end of the Sub Strand, learners should be able to: a) Identify locally available materials for making mosaic items for creativity.(K) b) Make simple items using mosaic technique for talent identification. (S) Learners with grasping and manipulative difficulties to be assisted (CP, Amputee)	<ul style="list-style-type: none"> Collect materials for making mosaic items.Learnerswith manipulative and mobility difficulties to be assisted (CP, Muscular dystrophy and others).Learners with musculoskeletal disorders to be added more time. Could guide learners to select materials for mosaic work Learners with grasping and manipulative difficulties to be 	<ol style="list-style-type: none"> What materials did you use to make mosaic items? What should we use to make mosaic items? Which activity did you enjoy most when making mosaic items?
------------------------------------	---	--	--	---

		<p>c) Appreciate the use of locally available materials for making a mosaic (A)</p>	<p>assisted(CP, Muscular dystrophy and other musculoskeletal disorders)</p> <ul style="list-style-type: none"> • Could be shown various finished mosaic items Give learners opportunity to create simple mosaic items.Learners with grasping and manipulative difficulties to be assisted(CP, Muscular dystrophy) • Observe safety when using materials • Discuss individual displayed work in groups and in pairslearners with speech difficulties to use signs • Guided in appreciating own and others work as learners express their emotions. • Be guided on proper use of materials. 	
<p>Core-competence - Imagination and creativity – Creating mosaic items Self-efficacy – discussing individual displayed work</p>				
<p>Link to PCI and Values – Life Skills – Effective Communication Critical thinking, - ESD-safety -Financial literacy – on proper use of materials.</p>			<p>Links to other subjects: – Mathematics, Language, environmental</p>	
<p>Suggested community service learning/non formal activity to support learning</p> <ul style="list-style-type: none"> – Visit the neighborhood and collect materials – Resources;soil,stones,seeds,beads,feathers,leaves,grass(sticking materials)adapt where necessary <p>Assessment Rubrics</p>				

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who can identify materials and creatively create items using mosaic technique		One who can create simple items using mosaic technique	One can only identify materials but cannot create simple items using mosaic technique	One can only identify materials for making mosaic but with assistance.
PICTURE MAKING TECHNIQUES	Collage (9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Identify materials used in creating collage pictures for familiarization. (K)</p> <p>b) Select different materials to make simple collage items for aesthetic value (S)</p> <p>c) Stick different materials to make simple collage items for aesthetic value (S) Learners with grasping and manipulative difficulties to be assisted</p> <p>d) Express their feelings as they display their work and gallery walk (A)</p>	<ul style="list-style-type: none"> • collect materials from their immediate environment.. • Select materials of their choice • Learners identify materials used for making collage. Learners with manipulative and mobility difficulties to be assisted (CP, Muscular dystrophy and others) Learners with musculoskeletal disorders to be added more time. • Stick different materials on the paper using glue, wheat flour, sap. Allow some margin of error for learners with musculoskeletal conditions. • Observe safety when using materials • Discuss their work in pairs, small groups and whole class learners with speech difficulties to use signs • Display their work at the children display corner Learners with manipulative and mobility difficulties to be assisted (CP, 	<ol style="list-style-type: none"> 1. Which items did you like making? 2. Where do we get materials for making collage? 3. What materials did you collect? 4. What materials did you use to make collage?

			<p>Muscular dystrophy and others) Learners with musculoskeletal disorders to be added more time.</p> <ul style="list-style-type: none"> • Clean up the working area. Those with manipulative difficulties to be assisted in cleaning. Ensure safety • Proper use and storage of finished items. 	
<p>Core-competence to be developed – Critical Thinking as they selecting materials --Communication and collaboration as learners discuss their work in groups. Imagination and creativity – as learners stick materials on paper – Self-efficacy – displaying own work.</p>				
<p>Link to PCI's and values – Life skills – Creative thinking skills. – Coping with emotions. – ESD-safety.</p>			<p>Link to other subjects – Environmental, Mathematics, Language.</p>	
<p>Suggested community service learning/non formal activity to support learning – Visit the neighborhood and collect materials. Resources;-cut and paste mosaic.</p>				
Assessment Rubrics.				
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	
One who can identify materials and creatively create items using collage technique	One who can identify and create simple items using collage technique	One can only identify materials for creating simple items using collage technique	One can only identify materials for making collage with assistance.	

MODELLING	Modeling Technique (7 lessons)	<p>- By the end of the Sub Strand, learners should be able to:</p> <p>a) -Acquire or show different modeling techniques for fine motor development.(k)</p> <p>b) -Model simple objects using different materials for creativity.(s) Learners with manipulative difficulties to be assisted (CP)</p> <p>c) -Have fun modeling different objects(A)</p>	<ul style="list-style-type: none"> • -Learners could collect modeling materials from the environment • -sort and select the modeling materials to use. • -prepare selected materials for modeling Learners with manipulative and mobility difficulties to be assisted (CP, Muscular dystrophy and others) Learners with musculoskeletal disorders to be added more time. • -share modeling materials in groups and in pairs. • -Model an object of their choice. • -display and gallery walk Learners with manipulative difficulties to be assisted. Allocate more time for learners with neurological disorders. 	<ol style="list-style-type: none"> 1. -what materials do you use for modeling 2. -how do you model 3. -How do we use modeled items 4. - What do you like modeling?
<p>Co-competence to be developed-</p> <ul style="list-style-type: none"> - Communication and collaboration when working in groups. - Self efficacy as they express their emotions during performance. - Digital literacy as they watch the electronic gadgets. <p>Link to PCI's</p> <ul style="list-style-type: none"> - Education for Sustainable Development- safety. - Life skills- copying with emotions. <p>Link to other subjects- language, environmental and religious activities</p> <p>Suggested Resources : Clay, plasticine, paper Mache, dough</p> <p>Assessment Rubrics.</p>				
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	

One who can model some complex items	One who can model simple objects using different materials	One who can only model simple object using one material	One who can model simple object but with assistance.
--------------------------------------	--	---	--

PERFORMAN CE	Dance (7 lessons) Of 35 mins	By the end of the Sub Strand, learners should be able to: <ol style="list-style-type: none"> a) Identify contemporary and traditional dances for harmonious coexistence. (K) b) Perform different dancing styles for enjoyment (S) Learners with mobility difficulties to be assisted/use devices (Amputee, CP and Poliomyelitis) c) Have fun while dancing in groups.(A) 	<ul style="list-style-type: none"> • Learners should be given opportunity to perform free dance.Appreciate any attempts made by learner • Learners could watch films of dances. • Could attend live occasional dances such as birthday parties, weddings, religious festiveetc • Could take part in music and drama festivals. • Dance using costumes made from locally available materials. • Learners to dance in groups and in pairs.Learners with difficulty in mobility to use assistive devices.(Amputees, Cp and other musculoskeletal disorders.. 	<ol style="list-style-type: none"> 1. When music play, what do you do? 2. How do you dance? 3. Who did you dance with? 4. Which dance did you like most? 5. Which costumes did you use?
-------------------------	---	--	---	--

Core-competence to be developed:

-Self-efficacy – dancing using costumes

-Communication and collaboration – Dancing in pairs and small groups.

Link to PCIs –Education for Sustainable Development- Safety: road safety as they attend to occasions.

-as they use the costumes

-Learner Support Programme 2: Clubs and societies.
Link to subjects: Religious Education, Environmental Activities, Language and Mathematics.
Suggested community service learning/Non-formal activity to support learning: Visit museums, cultural homes and attend National and cultural celebrations
Learning resources; films /electronic gadgets, costumes e.g. sisal skirts, head gears, lassos, jingles, bangles, masks, drums and fly whisk.

Assessment Rubrics

Exceeding expectation		Meeting expectation		Approaching expectation		Below expectation	
One who can perform complex dancing styles.		One who can perform different dancing styles.		One who can perform only one style.		One who can only dance with guidance.	
PERFORMANCE.	Musical rhymes (7lessons) of 35 mins	By the end of the Sub Strand, learners should be able to: a) -Acquire the ability to recite simple rhymes for self-esteem (K) b) -Perform simple rhymes for enjoyment.(s) Learners without speech to tap, clap, nod, stamp feet, tap on the table or hum. c) -Have fun while performing simple rhymes(A)		<ul style="list-style-type: none"> • -learners could listen to recorded rhymes in groups. • --invite specialists to demonstrate rhyming. • -learners to rhyme or hum in pairs or small groups. • -learners could be given opportunity to present own composed rhymes Ignore accuracy in notes and rhythm, Provide more time/reduce the activities for CP.Those without speech to nod tap or tap feet. • -learners to interact during play to enhance social play. 		1. -Which rhyme did you recite? 2. -Who's rhyme did you like most?	

Core competences to be developed-communication and collaboration-as they work in groups.

-digital literacy; listening to recorded rhymes.

-interaction during play

Link to PCIs and values-Learner Support Program me 2-mentorship and peer education.

Link to other subjects-environmental Activities, language and Mathematics.

Suggested community service learning/non-formal activity to support learning:

- Invite a specialist to demonstrate different rhymes to learner.

-Invite peers from other classes/ levels to demonstrate rhyming.

Learning resources-electronic gadgets ;(adaptation) mount the gadget and reduce the light intensity.

Assessment Rubrics

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who can perform complex rhymes.		One who can perform simple rhymes.	One who tries to perform without assistance.	One who only performs with assistance.
PERFORMANCE	Singing games (6 lessons) of 35 mins	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Name singinggames from people in their neighborhood for familiarization (k)</p> <p>b) Perform simple singing games fromtheircultures with props for harmonious coexistence.(S) Learners without</p>	<ul style="list-style-type: none"> • Learners to perform singing games freely.Learners with speech difficulties to tap ham node and stamp feet • Should identify props to accompany singing games. • Perform singing games from different cultures in groups and in pairs.Learners with mobility difficulties to use assistive devices ,appreciate any attempt made by learners with physical difficulties Reduce vigor for learners with brittle bones 	<ol style="list-style-type: none"> 1. Which singing games did you enjoy most? 2. Which costumes did you use?

		<p>speech to nod, tap table or stamp feet.</p> <p>c) Appreciate other cultures as they perform different games.(A)</p>	<ul style="list-style-type: none"> • Could watch a film on singing games from different cultures.Reduce light intensity for learners with epilepsy. 	
<p>Core-competence to be developed; Communication and collaboration – as they work in pairs and small groups.</p> <ul style="list-style-type: none"> - Self-efficacy – as learners perform singing games. - Digital literacy- use of electronic gadgets. - Citizenship- perform singing games from different cultures 				
<p>Link to PCIs citizenship and diversity</p>		<p>Link to Values</p>		
<p>Link to other subjects Link to other subjects: Language, Mathematics, Environmental, Religious Activities.</p>		<p>Suggested Community Service Learning Activities : Invite a resource person to enlighten them about the morals and values in the singing games.</p>		
<p>Suggested Non formal Activity to support learning</p>		<p>Suggested Assessment</p>		
<p>Assessment Rubric</p>				
<p>Exceeding expectation</p>	<p>Meeting expectation</p>	<p>Approaching expectation</p>	<p>Below expectation</p>	
<p>One who can name and perform singing games from different cultures</p>	<p>One who can name and perform singing games from their cultures</p>	<p>One who can sing only one simple singing game from the locality</p>	<p>One who can only sing simple singing game from the locality with guidance.</p>	
<p>Non-formal activity to support learning-Learning resources- electronic gadgets, flywhisk, sisal skirts, makeup, lassos, whistle, banana fibres, shakers, jingles, sticks. Adapt where necessary</p>				

<p>PERFORMANCE</p>	<p>Play simple music (7 lessons) of 35 mins</p>	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Identify various electronic gadgets that produce music for digital literacy.(K)</p> <p>b) -Operate an electronic gadget, listen and perform music for enjoyment.(s)Operate with assistance for learners with manipulative difficulty</p> <p>c) Reduce the amount of light in the gadget for learners with epilepsy</p> <p>d) -Appreciate others performed music in response to electronic media.(A)</p>	<ul style="list-style-type: none"> • Learners to identify various electronic gadgets. • Operate electronic gadgets, listen and respond to music. Reduce the amount of light for learners with epilepsy. Those with manipulative difficulties to be assisted in operating electronic gadgets. For amputee, use alternative functioning part. • Perform simple music from various electronic gadgets. Provide more time/reduce the amount of exercises/activities • Coordinate parts of the body as they play music from Electronic gadgets . Allow any attempt made by the learners with physical difficulties • Observe safety as they use/operate electronic gadgets. • Practice safe storage of electronic gadget 	<ol style="list-style-type: none"> 1. -what electronic gadgets produce music? 2. Which electronic gadget do you like playing most? 3. How did you respond to music produced? 4. -which safety precaution did you observe while using electronic gadgets?
---------------------------	--	--	---	--

<p>Core – competence</p> <p>-self efficacy-perform simple music -critical thinking- identify various electronic gadgets -imagination and creativity-perform simple music -digital literacy- operate electronic gadgets -communication and collaboration- listen and respond to music</p> <p>Link to PCIs and values: Education for Sustainable Development- Safety of electronic gadgets as learners use them. Financial Literacy – as learners practice safe storage of materials.</p> <p>Link to other subjects-Mathematics, Religious Education and environmental Activities.</p> <p>Suggested community Service learning /non-formal activity-invite an ICT expert to guide them on the safe use of electronic gadgets Learning resources- electronic gadgets eg mobile phones, tablets, computers/desktops, lap tops(adapt where necessary)</p> <p>Assessment Rubrics</p>					
Exceeding expectation		Meeting expectation		Approaching expectation	Below expectation
One who can name and operate electronic gargets effectively		a) One who can name and operate electronic gargets.		One who can only name electronic gargets	One who can only Name electronic gargets with assistance
PERFORMAN CE	Play simple games (9 lessons)	<p>b) By the end of the Sub Strand, learners should be able to:</p> <p>c) -Identify various electronic gadgets that could be used to play simple games for recreation (K)</p> <p>d) Play/with assistance simple games using electronic gadgets for enjoyment.(S) Reduce computer light for learners with epilepsy</p>		<ul style="list-style-type: none"> Learners interact freely with electronic gadgets for familiarization. For amputee, use alternative functioning part. Play simple games using electronic gadgets in groups or in pairs. Maintain eye-hand co-ordination as they play electronic gadgets. Those with manipulative difficulties to be assisted in playing with the gadgets. 	<ol style="list-style-type: none"> -Which electronic gadgets do you find in your home? -which electronic gadgets do you like playing with? -how do you operate electronic gadgets when playing games? -what should you avoid when using electronic gadgets?

		<p>and mount firmly electronic gadgets for learners with CP.</p> <p>e) -Have fun as they play simple games using electronic gadgets in pairs and in small groups(A)</p>	<ul style="list-style-type: none"> • Observe safety as they use electronic gadgets. • Practice safe storage of electronic gadgets. 	
--	--	---	--	--

Core-competence-self efficacy as they play the gadgets.

Critical thinking- Identify various electronic gadgets.

Digital literacy- As they use the gadgets.

Communication and collaboration- as they work with one another.

Link to PCIs and value-Education for Sustainable Development-safety.

Financial literacy – care and storage of gadgets.

Link to other subjects-Mathematics, language, Religious Education and environmental Activities

Suggested community service learning/non-formal activity- Invite an ICT expert to guide them on the safe use of electronic gadgets.

Learning resources- Electronic gadgets eg mobile phones, laptops, desktopsAdapt where necessary

Assessment Rubrics.

		Meeting expectation	Approaching expectation	Below expectation
One who can name and play complex games		One who can name and play simple games.	One who can only name simple games	One who can only name simple games with assistance
BASIC MOTOR SKILLS	Locomotive (7 lessons) of 35 mins	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Acquire the skills of crawling and swinging for flexibility and strength.(K)</p>	<ul style="list-style-type: none"> • Learner could be guided on how to crawl and swing(each activity at a time) • Give learners opportunity for free performance Adapt (reduce) vigor for learners with brittle 	<ol style="list-style-type: none"> 1. -which activity did you enjoy most? 2. -which activity did you perform? 3. -what did you use when performing the activities?

		<p>b) -Apply the skills of crawling and swinging for development of fine and gross motor skills(s) Learners who cannot acquire skills of crawling and swinging to be assisted in therapeutic exercises</p> <p>c) -Have fun as they crawl and swing in turns(A)</p>	<p>bone and severe muscular dystrophy.</p> <ul style="list-style-type: none"> • Guide them to observe safety as they perform activities. • guide them on how to deal with emotions. • Learners would perform the activities in groups and in pairs. For amputee, use alternative functioning part. 	
--	--	--	---	--

Core-competences to be developed- communication and collaboration- as they take turns

-critical thinking and problem solving- as learners perform the activities

-Learn to learn as they mentor each other

Link to PCI's and values- life skills- coping with emotions

- ESD-Safety

Link to other subjects-language, environmental activities, religious education

Suggested community service learning/non-formal activity –visit community recreation places and enjoy swinging

Learning resources –playing pen, swings, tires, ropes, strong poles

Human resources – (Occupational Therapist, Physiotherapist and Nurse)

Assessment Rubrics

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
Acquire and apply skills of swinging crawling and others		Acquire and apply skills of swinging and crawling	Acquire skills of swinging and crawling	Swinging and crawling with assistance
Basic motor skills	Non locomotive (7 lessons) of 35 mins	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Acquire stretching and bending skills for muscle development.(K)</p>	<ul style="list-style-type: none"> • Learners Freeperformance on stretching and bending • Learnerscould be guided to performstretching and bending activities. Adapt (reduce) vigor for learners with brittle bone and severe muscular dystrophy Those with 	<ol style="list-style-type: none"> 1. -Which activity did you perform 2. -Which activity did you enjoy? 3. -Which safety precautions did you observe? 4. -How did your partner feel as you performed the activity?

		b) Practice bending and stretching skills for body co-ordination.(S) c) Involve the services of Occupational Therapist in designing appropriate exercises for learners with brittle bones d) Have fun as they stretch and bend(A)	manipulative difficulties to be assisted through therapeutic exercise. <ul style="list-style-type: none"> • learners to observe safety precautions as they stretch and bend • Learners could appreciate and others efforts. 	
--	--	---	---	--

Co-competencies to be developed- communication and collaboration-when working in groups
 - self efficacy- as they express their emotions during performance

Digital literacy- as they watch the electronic gargets

Link to PCIs- Education for Sustainable Development- Safety

- Life skills –assertiveness

Link to other subjects –language, environmental and religious activities.

Suggested community service learning/non-formal activity to support learning- learn from other siblings at school and at home

Resources: electronic gadgets, strings, ropes, strong poles, balls (adapt where necessary)

Assessment Rubrics

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who acquire stretching, bending and coiling skills		One who can acquire stretching and bending skills	One who stretching	One who can bend and stretch with assistance
BASIC MOTOR SKILLS	Manipulative skills (11lessons) of 35 mins	By the end of the Sub Strand, learners should be able to: a) -Acquire a range of manipulative skills for talent development (K).	<ul style="list-style-type: none"> • -collect items/materials from the immediate environment that they can use. • -Learners could throw and catch objects freely. 	<ol style="list-style-type: none"> 1. -which skills did you enjoy? 2. -which materials did you use? 3. -what do you need to observe while performing these activities?

		<p>b) Perform various manipulative activities for development of fine and gross motor skills(S) Assist learner with physical challenges</p> <p>c) -Have fun as they practice various manipulative skills(A)</p>	<ul style="list-style-type: none"> • -guide them on the safety precautions to be followed during throwing and catching. • -could identify materials to be used during throwing and catching. • -give opportunity to practice throwing and catching. Those with grasping, manipulative and mobility problems to be assisted in throwing and catching. • -learners to express their emotions during throwing activity. • -practice catching thrown objects in pairs, small groups and in turns. • -Learners could get opportunity to practice good dynamic balance. • -could practice the kicking. • Could practice 'in step' kicking. • -could practice kicking with the inside of the foot. • -could practice kicking from a stationary position. • -learners to practice kicking different objects in pairs, small groups and in turns. Ignore accuracy for learners with finger dexterity difficulties. 	
--	--	---	--	--

			<p>Provide more time/reduce the amount of exercises/activities for learners with physical challenges</p> <p>Ensure safety for learners with assistive devices.</p> <p>Relax the rules for learner with physical challenges</p> <p>Those with mobility/finger manipulative difficulties to be assisted in kicking materials.</p> <ul style="list-style-type: none"> Practice proper use and storage of materials. 	
--	--	--	---	--

Core- competence to be developed

- communication and collaboration- when collecting materials, when playing in groups in pairs and taking turns
- critical thinking and problem solving- when throwing and catching and kicking different objects
- Self – efficacy- as they take turns and appreciate own and others.

Link to PICs and values- financial literacy

- Education for Sustainable Development- observation safety
- life skills- coping with emotions

Link to other subjects-

- Religious education language and environmental activities.

Learning resources- scarf, balloon, stuffed toys, baskets, pails, carton boxes, plastic bottles, and colored ribbons/pieces of clothes, balls (light, large improve texture), (adapt where necessary)

Assessment: observation, question and answer, observation checklist, peer assessment.

Suggested community service learning /non-formal activity to support learning-peer mentorship by learners in other levels.

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who is able to throw, catch, kick and stop		One who is able to throw, catch and kick	One who is able to throw and kick	One who is able to throw
LISTENING AND RESPONDING	Musical Sounds	By the end of the Sub Strand, learners should be able to:	<ul style="list-style-type: none"> Learners could take nature walk to listen to various sounds made 	1. -which sounds did you listen to?

	(8 lessons) of 35 mins	<p>a) Identify sounds made by various animals from the environment to familiarize with musical sounds.(K)</p> <p>b) Sing songs related to musical sounds made by animals in the environment for enjoyment.(s) Learners without speech to tap, clap, nod, stamp feet or tap on the table</p> <p>c) Appreciate various musical sounds made by animals(A)</p> <p>-</p>	<p>by animals in their environment.Learners with mobility difficulties to use assistive devices. Allocate more time to learners with physical challenges</p> <ul style="list-style-type: none"> • Could identify various sounds from the environment. • Sing various songs related to sound in the environment. • Imitate various sounds from the environment.Learners with speech difficulties to hum, tap, clap, nod, stamp feet or tap on the table • Observe safety as they nature walk. 	2. -what were the sources of the sounds?
--	------------------------	---	--	--

Core-competence

Learning to learn-as they nature walk

Link to PCIs and value-Education for Sustainable Development-introduction to animal welfare.

- safety

Link to other subjects

Environmental activities and Religious Education.

Suggested community service learning /non – formal activity to support learning through application

Take care of animals in their environment.

Learning resources: immediate environment eg. Singing birds, animals, toys and models.(adapt where necessary)

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Sing songs related to animals in the environment following the rhythm	Sing songs related to animals in the environment.	Sing songs related to animals in the environment (those without speech to tap, clap,	Sing songs related to animals in the environment (those without speech to

			nod, tap feet, or tap on the table)	tap, clap, nod, tap feet, or tap on the table with assistance)
LISTENING AND RESPONDING	Imitating musical sounds(9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Identify sources of sound in the environment for familiarization(k)</p> <p>b) -Imitate sounds made in the environment for enjoyment.(S) Learner without speech to hum the sounds</p> <p>c) -Appreciate sounds produced in the environment(A)</p>	<ul style="list-style-type: none"> • Listen to different sounds in the environment • Could identify the sources of sound in the environment. • Could imitate sounds produced in the environment in groups and pairs. • Using songs related to sources of sound from the environment) Learner without speech to hum the sounds. Ignore perfections in response to articulations and sounds for learners with CP. Appreciate any attempt made by the learners in singing. • Could identify the direction from which the sounds are coming from. 	

<p>Core-competence -communication and collaboration- imitating sounds in pairs -self efficacy- individual imitation of the sounds Link to PCI’s Education for Sustainable Development – Animal awareness -Environmental awareness link to other subjects Environmental Activities, language, Religion and Mathematics Suggested community service learning/ non-formal activity to support learning Nature walk in the neighborhood – caring for animals. Learning resources- immediate environment, charts with songs on animals, windsock(adapt where necessary)</p>				
<p>Assessment Rubrics</p>				
Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
They identify and imitate different sounds made in the environment spontaneously		They identify and imitate sounds made in the environment	They identify sounds made in the environment	They imitate sounds made in the environment with assistance.
PAPER CRAFT	Weaving(9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Acquire different skills of cutting papers for fine motor muscle development.(K) b) Cut and weave using papers for creativity.(S)Learners with fine motor difficulties to be assisted c) Appreciating own and others work(A)</p>	<ul style="list-style-type: none"> • Could identify weaving materials. • Assemble weaving materials • Learners to cut papers freely.)Learners with fine motor difficulties to be assisted in assembling and cutting. • Teacher guides learners on how to cut papers for weaving. • Learners could work in pairs, small groups as they practice weaving. More time should be allocated to the CP ,Mascular Dystrophy. 	<ol style="list-style-type: none"> 1. Which item did you weave? 2. Which materials did you use for weaving? 3. What do you use the woven materials for?

			<ul style="list-style-type: none"> • Observe safety as they work in groups. • Display their work and gallery walk.Learners with difficulty in mobility to use assistive devices • Guide them on how to express their emotions 		
<p>Core- competences to be developed</p> <ul style="list-style-type: none"> - Self-efficacy- as they display their work - Communication and collaboration – as they work in groups. - Imagination and creativity- as they weave - Critical thinking and problem solving- as they decide on the material to weave - Link to PCI’sLife skills- coping with the emotions <p>Effective communication- respond to simple verbal and non-verbal communication through observation</p> <p>-ESD- safety as they work in groups</p> <p>Link to other subjects- environmental Activities, language and mathematics</p> <p>Suggested community service learning/non formal activity – collection of weaving materials from the local environment.</p> <p>Resources; papers, flip charts, fibres.</p> <p>Assessment Rubrics</p>					
Exceeding expectation		Meeting expectation		Approaching expectation	Below expectation
One who can cut and weave using papers and other materials		One who can cut and weave using papers		One who can only cut and using papers	One who can only cut papers but not perfectly
PAPER CRAFT	Paper folding (11 lessons)of 35 mins	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Identify different ways of folding papers for making shapes.(k)</p>		<ul style="list-style-type: none"> • Could fold papers freely in different ways. • Guided on different ways of folding papers • Learners Could practice making items using paper 	<ol style="list-style-type: none"> 1. -Which ways did you fold the paper? 2. -which items did you make using paper folding techniques? 3. -What items did you enjoy making?

		<p>b) Make items using folding techniques for creativity(S)Learners with fine motor difficulties to be assisted where necessary</p> <p>c) Have fun in making items using paper folding techniques(A)</p>	<p>folding technique in pairs and small groupsLearners with fine motor difficulties to be assisted where necessary</p> <ul style="list-style-type: none"> • Ignore accuracy for learners with manipulative difficulties • Provide more time/reduce the amount of exercises/activities Express their emotions as they display their work. 	
<p>Core competence- Communication and collaboration- as learners work in groups -Imagination and creativity- as they fold paper and make items. -Self-efficacy- as they display their work. -Critical thinking- as they fold papers to make items.</p> <p>- Link to PCIs: life skills- copying with emotions Link to other subjects- Language, environmental and mathematics Suggested community service learning/non formal activity-Recycling papers to enhance creativity.</p> <p>Resources- papers of different kinds eg newspapers, magazines, old calendars and flip papers</p> <p>Assessment Rubrics</p>				
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	
One who could fold papers and make different items using folding techniques	One who could fold papers and make items using folding techniques	One who could fold papers freely in different ways	One who needs assistance to fold the paper	

Swimming	Pool safety (14 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Acquire basic water safety rules in the pool for personal safety(K)</p> <p>b) Practice basic water safety rules in the pool for mastery(S)learners with physical challenges to be assisted where necessary</p> <p>c) Have fun as they role play basic water safety rules in the pool(A)</p>	<ul style="list-style-type: none"> • Guide learners on the basic water safety rules to be observe in the pool. • Learner could watch a film on swimming safety gears.Reduce the light intensity for learners with Epilepsy • Guide learners to use improvised pools as they observe safety rules. • Take turns as they practice safety rules in the pool.Learners with physical challenges to be assisted where necessary. • Appreciate own and others efforts. 	<ol style="list-style-type: none"> 1. -Which safety rules should you observe in the pool? 2. -Which materials did you use in the pool for safety?
<p>Core-competence- self-efficacy- as they practice safety rules communication and collaboration- as they take turns and watch video Link to PCI's-Education for Sustainable Development- Personal safety Link to other subjects-Environmental, language Suggested community service learning/non formal activity to support learning -create pool at home and in school Resources: basins, buckets swimming costumes, materials eg tires, floaters, improvised pools</p>				
<p>Assessment Rubrics</p>				
<p>Exceeding expectation</p>	<p>Meeting expectation</p>	<p>Approaching expectation</p>	<p>Below expectation</p>	
<p>One who can practice basic water safety rules in the deeper end of the pool</p>	<p>One who can practice basic water safety rules in the pool</p>	<p>One who can acquire basic water safety rules in the pool</p>	<p>One who can acquire basic water safety rules in the pool with assistance</p>	

<p>SWIMMING</p>	<p>Water orientation (11 lessons) of 35 mins</p>	<p>By the end of the Sub Strand, learners should be able to:</p> <ul style="list-style-type: none"> a) -Show ability to take care of themselves when playing with water for personal safety.(S) b) -Acquire basic swimming skills for talent development.(K) Both the teacher and life saver are advised to take note of learners with epilepsy and brittle bones. c) Have fun when playing with water(A) 	<ul style="list-style-type: none"> • Learners could interact with water freely. • Guide them to acquire basic safety precautions when playing with water. Both the teacher and life saver are advised to take note of learners with epilepsy and brittle bones. • Guide them acquire responsive measures in case of accident. • Adjusting to water in the pool. • Sing routine songs as they enter and exit water. Walking in a baby pool Those without speech to nod, tap or tap feet .Those with locomotive difficulties to be assisted in water orientation. • Guide learners to demonstrate basic swimming styles in turns 	<ol style="list-style-type: none"> 1. What are some of the improvised pools you used? 2. What do you do before entering 3. How do you feel while in water?
------------------------	---	---	--	---

<p>-core –competency to be developed- self efficacy as they swim -Critical thinking and problem solving- as they observe safety precaution when playing with water.</p> <p>Link to PCI’s and values ESD – safety and simple first aid techniques Life skills – making choices LSP- Sports and games. Health Education- Personal Hygiene</p> <p>Link to other subjects- - Environmental Activities, language.</p> <p>Suggested community learning / non-formal activity – a nature walk to a river/pool and take safety precautions with water Learning resources- basin, water, water ponds, polythene sheet pools, water goggles, towels, shower caps whistle, clean clothing and floaters</p> <p>Assessment Rubrics</p>				
Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who can use different styles in swimming		One who can acquire the basic swimming styles	One who can acquire some basic skills in swimming	One who can swim with assistance
CREATING SHAPES AND FORMS USING ICT	Creating shapes and forms (11 lessons) of 35 mins	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Acquire various skills in creating shapes and forms using electronic gadgets (k)</p> <p>b) -create various shapes and forms using electronic gadgets for innovations(s) Ensure the gadgets are appropriately adapted(mount for the</p>	<ul style="list-style-type: none"> • Could identify various electronic gadgets used. • -guide learners to create shapes using electronic gadgets. • -should be guided to operate electronic gadgets to create various shapes and forms Ensure the gadgets are appropriately adapted (mount for the CP and reduce the amount of light for learner with epilepsy. • -coordinate eye-hand movement as they create different shapes 	<ol style="list-style-type: none"> 1. -what electronic gadget did you use to create forms and shapes? 2. -how do you operate electronic gadgets for safety use? 3. -how did you operate electronic gadgets to create shapes and forms?

		<p>CP and reduce the amount of light for learner with epilepsy</p> <p>c) -have fun as they create shapes and forms using electronic gadgets.(A)</p>	<p>and forms using electronic gadgets.Those with manipulative difficulties to be assisted. Allocate more time for them.</p> <ul style="list-style-type: none"> -observe safety on the use of electronic gadgets. <p>-practice safety and storage of electronic gadgets after use.</p>	
<p>Core competence;-imagination and creativity-creating shapes and forms -self efficacy-as they work with gadgets -Digital literacy-as learners operate the gadget. -link to PCIs and value –LSP2-sports and games -Education for Sustainable Development-safety and security Link to other subject areas-Mathematics, language, environmental. -suggested community service learning/non formal activity to support learning-invite ICT expert to guide learners to create various forms and shapes using electronic gadget. Learning resources- checklist, electronic gadgets eg laptops, tablets, and mobile phones. adapt where necessary Assessment Rubrics.</p>				
Exceeding expectation		Meeting expectation		Approaching expectation
One who can create various shapes and forms using electronic gadgets perfectly		One who can create various shapes and forms using electronic gadgets		One who can create a shape using electronic gadgets
				Below expectation
				One who can create a shape using electronic gadgets but with assistance.

<p>CONSTRUCTION</p>	<p>3D forms (14lessons) Of 35 mins</p>	<p>By the end of the Sub Strand, learners should be able to:</p> <ul style="list-style-type: none"> a) Apply skills to construct 3D objects using available materials(K) b) Construct simple 3D objects for creativity(S). Learners with finger manipulation difficulties to be assisted by peers. Amputees to use the alternative modes. c) Display the finished work for other learners to appreciate (A). 	<ul style="list-style-type: none"> • -Collect materials from the environment. Learners with finger manipulation difficulties to be assisted by peers. Amputees to use the alternative modes. • In groups could be taken for an environmental walk to identify play materials and 3D objects. Learners with mobility difficulties to use devices • Interact with materials as they make objects. • Learners construct 3D Objects and simple playing materials. Learners with finger manipulation difficulties to be assisted by peers. 	<ol style="list-style-type: none"> 1. -what materials are found in the environment that are used to make 3D forms? 2. - 3. -what should you consider when collecting materials? 4. -how do you make 3d forms?
----------------------------	---	--	---	---

			<ul style="list-style-type: none">• Have fun and enjoyment as they construct 3D objects and playing materials.• Learners display work and talk about own and others work. Allocate more time to learners with mobility and manipulation difficulties. Learners with speech difficulties to use signs for expression.• learners could be guided on safety precautions when collecting and - working with materials• Express their emotions as they display work.• Store and care for materials.	
--	--	--	--	--

Core-competence to be developed

- Communication and collaboration.-as they collect material.
- Critical thinking and problem solving –as they make and identify 3D objects.
- Self efficacy- display

Link to PCIs and values-Education for Sustainable Development-safety as they walk

- financial literacy- storage and care of materials
- life skills- coping with emotions

Link to other subjects

- Mathematics
- Environmental Activities

Suggested community service/learning/ non-formal activity to support learning- collect materials at home and within the immediate environment

Learning resources: materials from the environment eg carton boxes, curtains, plastic bottles blocks, bottle tops, maize cobs tins, sticks.

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can construct various 3D objects	One who can construct simple 3-D objects.	One who interacts with the materials for making 3-D objects	One who interacts with the materials for making 3-D objects with assistance

ORNAMENTS	Beading (9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Identify materials used for beading(K)</p> <p>b) Make beads using locally available materials for aesthetic(S) learner with manipulation difficulties to be assisted by peers</p> <p>c) Amputees to use the alternative modes</p> <p>d) Use big/large beads for learners with difficulty in finger dexterity.</p> <p>e) Appreciate own and others people’s work(A)</p>	<ul style="list-style-type: none"> • Learners could collect locally available materials Learners with finger manipulation difficulties to be assisted by peers. • Learners to sort the materials to use • Learners could be guided on how to bead. • Learners to work in pairs in small groups to make beads. Use big/large beads for learners with difficulty in finger dexterity. • Observe safety as they bead • Learners to express their emotions as they display their work and gallery walk. 	<ol style="list-style-type: none"> 1. Which materials did you collect? 2. Which items did you make? 3. What will you use the made items for? 4. How do different communities use ornaments?
<p>Core-competencies to be used</p> <ul style="list-style-type: none"> - Learning to learn- as they make beads - Imagination and creativity- as learners make the beads - As they describe picture cut outs - Self-efficacy- as they display and gallery walk - ESD-safety as the do the beading <p>Link to PCI- life skills- respect and working together Citizenship and our diversity-use of ornaments by different communities.</p> <p>Link to other subjects</p> <ul style="list-style-type: none"> - Environmental, language and religion. <p>Suggested community leaning/non-formal activities- learn beading from the community members, visit museums</p> <p>Learning resources- materials from the environments, ready-made ornaments, beads, fishing line, stoppers. Scissors (adapt where necessary)</p> <p>Assessment Rubrics</p>				

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
One who can collect, sort and bead different patterns		One who can collect, sort and bead	One who can collect and sort the bead	One who can only collect
ORNAMEN TS	Bracelet making (9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) -Identify different materials for making bracelets for innovation(K)</p> <p>b) Make simple bracelets using locally available materials for creativity(S) learners with manipulation difficulties to be assisted by peers</p> <p>c) Amputees to use the alternative modes.</p> <p>d) -Appreciate own and others work(A)</p>	<ul style="list-style-type: none"> • Learners could collect materials from the environment learners with manipulation difficulties to be assisted by peers • Amputees to use the alternative modes. • Teacher to display sample of bracelets. • Learners could sort materials for bracelets making • Demonstrate ability to make bracelets using materials. • Making bracelets of their choice in pairs or small groups.) learners with manipulation difficulties to be assisted by peers • AAmputees to use the alternative modes. Allocate more time them. 	<ol style="list-style-type: none"> 1. WThat materials did you collect from the environment? 2. Which bracelets did you make? 3. Which materials did you use? 4. Which steps did you follow in making the bracelets? 5. Which safety precautions did you observe during collection/use of materials?

			<ul style="list-style-type: none"> • Observe safety during materials collection and in making bracelets. • Display the made bracelets in children's creative corner Those with manipulative difficulties to be assisted • For amputee, use alternative functioning part. 	
--	--	--	---	--

Core-competencies

- communications and collaboration- working in pairs
- self efficacy during materials display
- Critical thinking and problem solving- during material collection, selection and use.

Link to PCIs- Education for Sustainable Development- environmental awareness.

Link to subjects- mathematics, environmental and language.

Suggested community service learning/ non formal activity to support learning- nature walk to collect materials

-learning resources; materials from the environment,samplebracelets,beads, seeds, threads, fishing line, cutter, strings, fresh sticks, clay models,maize cobs(adapt where necessary)

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
One who can identify materials and make patterned bracelets	One who can identify materials and make bracelets	One who can collect the materials and sort	One who can collect the materials

<p>CREATING AND COMPOSING</p>	<p>rhythmic patterns (9 lessons)</p>	<p>By the end of the Sub Strand, learners should be able to:</p> <p>a) Acquire skills for creating rhythmic patterns using body for strength and coordination(K)</p> <p>b) Create various rhythmic patterns for talent development(S)Learner with physical challenges to be assisted.</p> <p>c) Have fun playing simple percussion instruments (A).</p>	<ul style="list-style-type: none"> • Learners to create free rhythmic pattern. Appreciate any attempt made by learners with physical challenges • Could watch films on different rhythmic patterns from videos and films. Reduce light intensity for learner with epilepsy • Identify percussion instruments to use. • Practice playing simple percussion instruments in pairs and in small groups. Those with manipulative difficulties to be assisted. • Observe safety as they play and create rhythmic patterns • Practice safe storage of the materials. 	<ol style="list-style-type: none"> 1. What are the percussion instruments used to create rhythmic patterns? 2. Which percussion instruments did you use? 3. How do you play different percussion instruments?
--------------------------------------	---	--	---	--

Core-competence-digital literacy-as they watch films and videos
 -critical thinking and problem solving- as they play percussioninstruments and creating rhythmic patterns
 - Imagination and creativity-as they create free rhythmic patterns.
 - Communication and collaboration-as they repeat verbal and non-verbal communication.

Link to PCIs and value; ESD –safety
 Life skills- cooperation as they play percussion to create rhythmic patterns
Link to othersubjects;environmental activities and language.
 Suggested community service learning/non-formal activity to support learning- visit museums/drama and music festivals.
 -learning resources; simple percussion instruments,electronicgadgets.Adapt where necessary

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
They are able to create, coordinate and play percussion instruments	They are able to create rhythmic patterns	They are able to follow rhythmic patterns	They are able to follow rhythmic patterns with assistance.

FUN GAMES	Modern and traditional games(9 lessons)	<p>By the end of the Sub Strand, learners should be able to:</p> <ul style="list-style-type: none"> a) Identify various traditional and modern games for performance (k) b) Perform different traditional and modern games for enjoyment(S) Relax the rules for learner with mobility and manipulative difficulties. c) Those with mobility difficulties to be assisted. d) Provide assistive devices where necessary. e) Have fun as they perform various games (A). 	<ul style="list-style-type: none"> • Could collect materials from home and neighborhood. Those with mobility difficulties to be assisted. Provide assistive devices where necessary • Learners identify the various traditional and modern games played in the environment. • Give opportunity to perform traditional and modern games in pairs, small groups and whole class. Those with mobility difficulties to be assisted. • Provide assistive devices where necessary. • Observe safety when playing various 	<ol style="list-style-type: none"> 1. -where we get the materials for traditional and modern games from? 2. -what are the fun games you played? 3. -how did you play the games? 4. -what should we observe when collecting materials for the games?
------------------	--	---	---	---

			traditional and modern games. <ul style="list-style-type: none"> Practice proper storage of playing materials. 	
<p>Core-competence –communication and collaboration –as they collect material from the environment -Imagination and creativity-as they perform various modern/traditional games. -Self efficacy-as they perform in small groups and individually. -link to PCIs-financial literacy-proper storage of materials Education for Sustainable Development-safety as they walk/play. LSP2-sport and games-during performance. Link to other subjects-language, mathematics and environmental. Suggested community service /non formal activity to support learning-visit the elderly persons to inquire on various traditional games played. Attend cultural functions and music festivals to learn more As they perform various modern and traditional games -as they perform in small groups/pairs -learning resources-immediate environment, electronic gadgets, sisal skirts,rattlesticks,drums,shakers.Adapt where necessary, provide assistive devices</p> <p>Assessment Rubrics</p>				
Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	
Perform different traditional and modern games rhythmically	Perform different traditional and modern games	Identify and perform different traditional and games	Identify and perform different traditional and games with assistance	

ENVIRONMENTAL ACTIVITY AREA

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	1.1.0 PERSONAL HYGIENE 1.1.1 Hands/Limbs washing (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to : a) wash hands appropriately for personal hygiene b) demonstrate hand washing behavior at critical times a) c) Appreciate the need to wash hands for personal hygiene	The learner could: <ul style="list-style-type: none"> • Learners are guided to wash hands/ limbs appropriately. • In groups learners practice washing hands / limbs in pairs or in groups with the assistance of peers, teachers, Occupational therapists or teacher aides. • sing/mime songs or recite poems related to hands/ limbs washing as they wash hands/ limbs. • Learners watch videos on hand / limbs washing demonstrations 	<ol style="list-style-type: none"> 1. When do we wash our hands/ limbs? 2. Why do we wash hands/ limbs? 3. How do we wash hands/ limbs?
	Core-Competence to be developed: -Communication and collaboration-working in pairs and groups -Self efficacy-washing hands appropriately with or without assistance -Learning to learn-identifying hand/limbs washing items			
	Link to PCIs Values: life skills-washing hands/ limbs health education-personal hygiene : washing hands/ limbs appropriately with or without support	Link to Values: Cooperation, responsibility		

	Links to other subject(s): Language activities, psychomotor and creative activities, Activities of Daily living	Suggested Community Service Learning
	Suggested Non-Formal Activity to support learning: Participate in hands/limbs washing activities/competitions at home and in the community	Suggested assessment: Observation, oral questions, simple assignments
	Suggested Resources; hand / limbs washing facilities, charts of people washing hands/ limbs, videos, water, soap, hand towels dolls and dummies	

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner can : State/mime/point or gesture reasons for washing hands /limbs for personal hygiene. identify items used in washing hands/limbs wash hands/limbs appropriately Assist others in washing hands/limbs	Learner can: State/mime/point or gesture reasons for washing hands /limbs for personal hygiene. identify items used in washing hands/limbs wash hands/limbs appropriately	With assistance, the learner can: State/mime/point or gesture reasons for washing hands /limbs for personal hygiene. identify items used in washing hands/limbs wash hands/limbs appropriately	Learner has difficulties in: Stating/miming/pointing or gesturing reasons for washing hands /limbs for personal hygiene. Identifying items used in washing hands/limbs washing hands/limbs

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

	<p>1.1.2 Cleaning nose</p> <p>7 lessons</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) tell/mime/gesture/nod/ the importance of cleaning their nose (K)</p> <p>b) demonstrate the ability to wipe the nose appropriately (S)</p> <p>c) maintain a clean handkerchief for personal hygiene (A)</p> <p>d) talk about the dangers of putting objects in the nose.(K)</p> <p>e) Appreciate the importance of keeping the nose clean to observe hygiene</p>	<p>The learner(s)could :</p> <ul style="list-style-type: none"> • Learners to be guided to discuss /mime/gesture /point /nod the importance of cleaning the nose using a clean handkerchief • Learners observe a demonstration on nose wiping • Learners are guided on how to use a clean handkerchief appropriately and how to take care of it with or without assistance. • Learners practice wiping their nose. • Learners are guided to talk /gesture,nod/mime about dangers of putting objects in the nose. • Learners sing songs /gesture/,and recite rhymes and poems /mimeabout cleaning the nose. • Learners watch videos on cleaning the nose. 	<ol style="list-style-type: none"> 1. Why do we clean our nose? 2. When do we clean our nose? 3. What do we use to clean our nose? 4. Why should we use a clean handkerchief? 5. What are the dangers of putting objects in the nose?
--	--	---	---	--

Core-Competence to be developed: Self efficacy-wiping nose appropriately with or without assistance. Learning to learn-practice wiping nose with or without assistance. Communication and collaboration-discussion, singing				
Link to PCIs :			Link to Values: Responsibility	
<ul style="list-style-type: none"> • Health education- personal hygiene –clean nose • Life skills-keeping nose clean by using a handkerchief 				
Links to other subject(s): Language activities ,Movement and creative activities, Psychomotor and creative activities and Activities of Daily Living			Suggested Community Service Learning: Sensitize other children on the importance of cleaning nose and the dangers of putting foreign objects in the nose at home and other places	
Suggested Non-Formal Activity to support learning: Participation in community health programmes			Suggested assessment: Observation, oral questions,	
Suggested Resources: Handkerchiefs, water, soap, containers, charts videos resource person				

ASSESSMENT RUBRICS			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner can: - identify /mime/gesture/nod/ the reasons for cleaning the nose for personal hygiene - clean the nose appropriately - maintain a clean handkerchief	Learner can: - identify /mime/gesture/nod/ the reasons for cleaning the nose for personal hygiene - clean the nose appropriately - maintain a clean handkerchief	With assistance, the learners can: - identify /mime/gesture/nod/ the reasons for cleaning the nose for personal hygiene	Learner has difficulties in: - identifying /miming/gesturing/nodding/ the reasons for cleaning the nose for personal hygiene - cleaning the nose appropriately

- assist others in cleaning the nose		- clean the nose appropriately - maintain a clean handkerchief	- maintaining a clean handkerchief
--------------------------------------	--	---	------------------------------------

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.1.3 Care for teeth 8 lessons	By the end of the sub strand the learner should be able to: a) talk about items and substances that destroy teeth b) name items used to clean their teeth c) clean teeth appropriately for personal hygiene d) tell appropriate times for cleaning teeth e) Appreciate the importance of caring for teeth to promote oral hygiene	The learner(s) could : <ul style="list-style-type: none"> • be guided to name items and substances that destroy their teeth • Learners listen to a resource person talk about dangers of using substances that destroy teeth • Learners are guided to name items used to clean their teeth • Learners imitate cleaning teeth • Learners be guided to talk about appropriate times for clean teeth • Learners watch videos on cleaning of teeth • Learners sing songs related to care for teeth (sing/ mime/nod/gesture songs related to care for teeth) 	<ol style="list-style-type: none"> 1. Which substances destroy teeth? 2. What should we avoid in order to keep our teeth healthy? 3. What items are used to clean teeth? 4. Why do we clean our teeth? 5. When do we clean our teeth?

Core-Competence to be developed: Learning to learn-identifying and sorting substances that destroy teeth with or without assistance. Communication and collaboration-discussion and news telling. Self efficacy-maintaining oral hygiene	
Link to PCIs : Personal hygiene : Life skills : care for teeth	Link to Values: Cooperation, responsibility, sharing
Links to other subject(s): Language activities,Psychomotor and creative activities Movement and creative activities, Activities of Daily Living	Suggested Community Service Learning activities Assist siblings and peers in maintaining oral hygiene
Non-Formal Activity to support learning through application Participate in community dental programmes and health clubs	Suggested assessment Observation, oral questions, portfolios
Suggested Resources, Videos on teeth brushing, adapted teeth brushing facilities, cups/tumblers/glass, water, models, pictures and charts Resource persons e.g. a dentist	

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner can : <ul style="list-style-type: none"> • State /mime/nod/gesture reasons for caring for teeth to maintain oral hygiene • Recognize items that destroy teeth for personal responsibility • Differentiate harmful and safe substances to the teeth for a responsible living • supporting others in identifying substances that destroy teeth 	Learner can : <ul style="list-style-type: none"> • State/mime/nod/gesture reasons for caring for teeth to maintain oral hygiene • Recognize items that destroy teeth for personal responsibility • Differentiate harmful and safe substances to the teeth for a responsible living 	With assistance, the learners can: <ul style="list-style-type: none"> • State/mime/nod/gesture reasons for caring for teeth to maintain oral hygiene • Recognize items that destroy teeth for personal responsibility • Differentiate harmful and safe substances to the teeth for a responsible living 	The learner has difficulties in: <ul style="list-style-type: none"> • Stating/miming/nodding/gesturing reasons for caring for teeth to maintain oral hygiene • Recognizing items that destroy teeth for personal responsibility • Differentiating harmful and safe substances to the teeth for a responsible living

Strand	Sub-strand(Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
	1.1.4 Sanitation 7 lessons	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) talk about the importance of toilet facilities for personal hygiene</p> <p>b) identify toilet facilities in the school)</p> <p>c) express the urge for toileting</p> <p>d) use of toilet facilities properly for personal hygiene</p> <p>e) appreciate the need to use clean toiletfor personal hygiene)</p>	<p>The learner(s):</p> <ul style="list-style-type: none"> • Learners are guided to talk about the importance of sanitary facilities in the school • Learners are guided to identify the toilets facilities in the school compound by use of pictures realia and videos • Learners are guided in talking about how to express the urge for toileting through discussions/miming/gesturing or use of signs and symbols • Learners practice seeking permission to go to toilets • Learners observe a role play on the use of sanitary facilities • Learners use games to practice the use of toileting facilities • Learners are guided to talk about the need to use clean toilet/ latrine for personal hygiene through discussions/miming/gesturing or use of signs and symbols 	<ol style="list-style-type: none"> 1. Why should we use toilets facilities? 2. Which are the toilets facilities in school? 3. What do you do when you need to go to the toilet? 4. How do you use toilets facilities correctly? 5. Why do you keep the toilet clean?

<p>Core-Competence to be developed Learning to learn-identifying and recognizing the urge for toileting and seeking permission Communication and collaboration- discussions, singing and role plays Self efficacy-identifying toileting /sanitary facilities and materials</p>	
<p>Link to PCIs :Health education-personal hygiene Life skills-toileting skills ESD-environmental education-use toilet materials</p>	<p>Link to Values: Responsibility, sharing, cooperation Patience respect</p>
<p>Links to other subject(s):Language activities Psychomotor and creative activities Activities of Daily Living</p>	<p>Suggested Community Service Learning activities: Sensitize peers on proper use of toileting facilities</p>
<p>Non-Formal Activity to support learning : Locate/ identify sanitary facilities and materials appropriately at home and in the community</p>	<p>Suggested Assessment : Observation, oral questioning, portfolios</p>
<p>Suggested Resources: Real objects, pictures, toileting facilities/ materials, water, videos, charts, dolls and dummies</p>	

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner can: -Identify toileting facilities for boys, girls and teachers -Identify facilities/materials used for toileting -Respond appropriately to the urge for toileting with or without assistance -Assist others in identification of toileting facilities and materials</p>	<p>The learner can:- Identify toileting facilities for boys, girls and teachers -Identify facilities/ materials used for toileting for safe use -Respond appropriately to the urge for toileting with or without assistance</p>	<p>With assistance the learners can: Identify toileting facilities for boys, girls and teachers -Identify facilities/materials used for toileting -Respond appropriately to the urge for toileting</p>	<p>The learner difficulties in:- Identifying toileting facilities for boys, girls and teachers -Identify facilities/ materials used for toileting -Respond appropriately to the urge for toileting with or without assistance</p>

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

	<p>1.1.5 Foods</p> <p>7 lessons</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) talk about different food eaten at home b) tell the importance of eating food (state/mime/gesture the importance of eating food for a healthy living) c) talk about the dangers of sharing food from someone else's mouth d) feed self-using clean hands or feeding items appropriately(S e) observe proper feeding habits maintaining a clean feeding area) f) appreciate different foods eaten at home <p>a) state/mime/gesture the importance of eating food for a healthy living (k)</p>	<p>The learner(s):</p> <ul style="list-style-type: none"> • Learners to be guided in naming foods eaten at home • Organise learners in groups to talk about foods they eat at home and school(use communication boards) • Learners are guided to read pictures of foods • Learners are guided to colour drawings of foods • -learners sing songs and recite poems, mime or gesture on importance eating food foods • be guided to discuss the dangers of eating food from someone's mouth • In groups learners practice practice the appropriate feeding skills using clean hands /limbs/mouth or feeding items/ assistive devices with or without the assistance of peers, teachers, teacher aides or occupational therapists • Learners are guided to talk about proper feeding habits 	<ol style="list-style-type: none"> 1. What do we eat? 2. Why do we eat food? 3. How should we behave when eating? 4. Why should we use clean feeding items when feeding ourselves? 5. Why should we clean our feeding area? 6. What are the dangers of eating from someone's mouth
--	--	--	---	--

		<p>b) -feed self using clean hands / mouth/limbs or feeding items/assistive devices with or without assistance (S)</p> <p>c) appreciate the need for feeding for a healthy living(a)</p>	<ul style="list-style-type: none"> • Learners are guided to clean their feeding area • Learners practice cleaning the feeding area • Learners tell stories, sing songs and recite poems on foods eaten at home and school • Learners practice the culturally appropriate feeding habits using clean or feeding items • watch videos of different foods 	
<p>Core-Competence to be developed: self-efficacy-feeding self, communication and collaboration –discussion learning to learn-practicing proper feeding skills</p>				
<p>Link to PCIs: Life skills-feeding self</p>			<p>Link to Values:</p>	
<p>Links to other subject(s): psychomotor and creative activities, movement and creative activities, Language activities, Activities of Daily Living</p>			<p>Suggested Community Service Learning activities : Participate in community feeding programmes</p>	
<p>Non-Formal Activity to support learning : /practice appropriate feeding habits at home and other places</p>			<p>Suggested assessment: Observations, oral question</p>	
<p>Suggested Resource- dolls , dummies,pictures, appropriate assistive devices, charts, videos, realia (feeding items)</p>				
<p>ASSESSMENT</p>				
<p>EXCEEDING EXPECTATION</p>	<p>MEETING EXPECTATION</p>	<p>APPROACHING EXPECTATION</p>	<p>BELOW EXPECTATION</p>	

Learner can: - state/mime/gesture the importance of eating food -feed self using clean hands / mouth/limbs or feeding items/assistive devices - observe proper feeding habits besides feeding others	Learner can: - state/mime/gesture the importance of eating food -feed self using clean hands / mouth/limbs or feeding items/assistive devices - observe proper feeding habits	With assistance the learners can: - state/mime/gesture the importance of eating food -feed self using clean hands / mouth/limbs or feeding items/assistive devices - observe proper feeding habits	Learner has difficulties in:- -stating/miming/gesturing the importance of eating food -feeding self using clean hands / mouth/limbs or feeding items/assistive devices - observing proper feeding habits
---	--	---	--

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	1.1 Plants 6 lessons	By the end of the sub strand, the learner should be able to: a) identify the types of plants found in the home and school environment(k) b) talk about safe and harmful plants found in the home and school environment (S) c) appreciate the importance plants found in the home and school environment(a)	<ul style="list-style-type: none"> learners are guided to take a walk in the school compound to name plants within their school environment. Learners with neurological ,muscular skeletal or health impairments that may limit motor activities could be assisted by the teachers, teacher aides or peers and can use alternative communication methods (pointing, gestures and signs) where necessary Learners are guided to name plants found in the home environment learners are guided to identify and name/gesture/mime/point safe and 	<ol style="list-style-type: none"> Which plants are found at home and school environment? which plants are safe? -which plants are harmful? what is the importance of plants found in the home and school environment

			<p>harmful plants in the school environment</p> <ul style="list-style-type: none"> • in groups learners practice match and pair pictures of safe and harmful plants with or without assistance of the teacher, peers or teacher aide if necessary • learners paste picture cut outs of plants found at home and school environment. with or without assistance. Those with physical limitations could be assigned alternative tasks • Learners sing songs on plants found at home and school environment • learners recite poems, and rhymes about plants found at home and school environment 	
<p>Core-Competence to be developed: -critical thinking and problem solving-Recognizing safe and unsafe plants,- learning to learn- identification of plants,-communication and collaboration-in discussion/news telling/sharing experiences</p>				
<p>Link to PCIs: -life skills: Environmental awareness -ESD : DRR :safety and security</p>			<p>Link to Values: Cooperation, sharing, empathy, responsibility</p>	
<p>Links to other subject(s):communication and social skills, mathematical activities, - movement and creative activities-language activities</p>			<p>Suggested Community Service Learning activities: care for plants at home and in the community</p>	

	Non-Formal Activity to support learning: Participate in tree planting activities.	Suggested Assessment : Observations, oral questions, projects	
	Suggested Resources- charts pictures, cut outs, realia, videos and resource persons.		
ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Learner can: -identify the plants found in the home and school environment -classify safe and unsafe plants found in the home and school environment and assist others in classification of safe and unsafe plants	Learner can: -identify the plants found in the home and school environment -classify safe and unsafe plants found in the home and school environment	With assistance the learners can: -identify the plants found in the home and school environment -classify safe and unsafe plants found in the home and school environment	Learner has difficulties in:- -identifying the plants found in the home and school environment -classifying safe and unsafe plants found in the home and school environment

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Animals (Domestic animals) (7 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a)Talk about animals found at home and school environment b) Identify animals found at home and school environment	<ul style="list-style-type: none"> Learners are guided to walk around and name the animals found within school compound. Learners with mobility difficulties could be assisted to move around by the teacher, teacher aide, peers. Learners are guided to identify animals found at home and school environment by taking a school tour. Learners with mobility difficulties could be assisted to move around by the teacher, teacher aide, peers. 	<ol style="list-style-type: none"> Which animals are found at home and school? Which animals are dangerous to you? Which animals are safe to

		<p>c) Identify safe and dangerous animals found at home and school environment</p> <p>d) Appreciate the animals found at home and school environment</p>	<ul style="list-style-type: none"> • Learners colour pictures animals from a picture book. Learners with neurological , muscular skeletal or health impairments that may limit motor activities could be assisted by the teachers, teacher aides or peers or given an alternative tasks. • Learners are guided to identify the dangerous animals found at home and school environment. • In groups, learners discuss the dangerous animals found at home and school. • Sort and group pictures of dangerous animals from a picture book. • Learners sing songs/ mime and recite poems/mime about animals found at home and school environment • Learners watch videos of animals 	<p>handle at home and school?</p>
<p>Core-Competence to be developed: -Communication and Collaboration-discussing in pairs/groups; -Self efficacy- differentiate domestic animals,- Digital literacy- watching videos; -Critical thinking and problem solving- Precautions when handling dangerous animals</p>				
<p>Link to PCIs: ESD ;Environmental animal welfare education -Life Skills: DRR: Safety when handling animals</p>			<p>Link to Values: Responsibility, cooperating, empathy, kindness</p>	

	Links to other subject(s): -Mathematical activities; -movement and creative activities ; - Language activities; -psychomotor and creative activities	Suggested Community Service Learning activities Discussing about dangerous animals with peers, siblings and others in the community
	Suggested Non-Formal Activity to support learning: Visit neighbouring homes to learn more about domestic animals	Suggested assessment: Project, observation, oral question portfolio
	Suggested Resources: Realia;Picture cut outs; flash cards; Picture books; crayons, drawing books; videos, resource persons	

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment besides taking care of the animals	Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment	Able to talk about animals found at home and school environment, Identify animals found at home and school environment but cannot identify safe and dangerous animals.	Able to talk about only two animals found at home and at school environment.

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Weather 7 lessons	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> Learners are guided to observe the weather condition of the day Learners with neurological 	1. What is the weather condition of the day?

		<p>a) Observe weather conditions in the immediate environment(S)</p> <p>b) Identify different weather conditions in the immediate environment(K)</p> <p>c) respond to weather conditions appropriately in the immediate environment (A)</p> <p>d) appreciate different weather conditions in the immediate environment</p>	<p>, muscular skeletal or health impairments that may limit motor activities could be assisted by the teachers, teacher aides or peers</p> <ul style="list-style-type: none"> • Learners are guided to talk about weather conditions they have observed ((/gesture/mime/use communication board) • Learners are guided to talk about weather different conditions by observing pictures, charts and watch videos • Learners sing songs and recite poems about different weather conditions for enjoyment • Learners are guided to play with prevailing condition 	<p>2. How do you respond to a different weather conditions?</p> <p>3. How do you respond to a different weather condition of the day?</p>
<p>Core-Competence to be developed: -learning to learn-identifying signs of various weather conditions, -creativity and imagination- construction/modeling/drawing/colouring of propellers and kites, critical thinking –dressing according to weather conditions, -self efficacy- expressing self when feeling hot or cold</p>				
<p>Link to PCIs: -ESD :environmental education-weather -learner support programmes- sports and games Life skills and value education: life skills –Taking care of self</p>			<p>Link to Values: Cooperation, empathy, kindness</p>	

	Links to other subject(s): -language activities, movement and creative activities, psychomotor and creative activities	Suggested Community Service Learning activities participate in tree planting programmes in the community during rainy season
	Suggested Non-Formal Activity to support learning: Visit a weather station to learn more about various weather conditions	Suggested assessment Observation projects, oral questions
	Suggested Resources, Weather charts, Adapted drawing materials, Adapted picture books, videos , balloons, kites, propellers, flutes (hollow objects), realia (trees)	

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The Learners can: - Identify signs of various weather conditions - Respond to different weather conditions (windy, rainy, sunny, cloudy) accordingly - Assist others in recognizing various weather condition	The Learners can:- - Identify signs of various weather conditions - Respond to different weather conditions (windy, rainy, sunny, cloudy) accordingly	With assistance the learners can: - identify signs of various weather conditions - Respond to different weather conditions (windy, rainy, sunny, cloudy) accordingly and respond to the same	The learner has difficulties in:- Identifying signs of various weather conditions Responding to different weather conditions (windy, rainy, sunny, cloudy) accordingly

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

	<p>1.4 water</p> <p>(7 lessons of 30 minutes each)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify sources of water within the environment (K)</p> <p>b) -Identify various ways of storing water (K)</p> <p>c) -Store water appropriately at all times with or without assistance(S)</p> <p>d) Appreciate the importance of water in the environment (A)</p>	<ul style="list-style-type: none"> • Learners to be guided to identify various sources of water in the environment by use of pictures and videos. • Learners to take a walk/move around /assisted to move around to identify sources of water within environment. • The learners with mobility difficulties could be assisted to move around while those whose challenges impede mobility can observe pictures charts and videos while in class • Learners to be guided to identify various ways of storing water by use of videos, pictures charts and realia (buckets, tanks, jerry cans drums, guards, dams) • Learners to discuss/mime/gesture/talk about sources of water in the environment and various ways of water storage • Observe sources of water and storage from picture books • Watch videos on different sources of water and various ways of storing water • Learners engage in water games e.g water channeling, water bubbles, filling and emptying, construction of boats with or without assistance. Those with motor difficulties that 	<ol style="list-style-type: none"> 1. Where do we get water from? 2. What are the uses of water? 3. How do we store water?
--	---	--	---	---

			limit performance could be assigned alternative tasks <ul style="list-style-type: none"> • Sing/mime songs, recite/mime poems, and rhymes related to water and water storage 	
Core-Competence to be developed: -self efficacy- using water sparingly, Learning to learn-identifying sources of water -communication and collaboration-discussions/singing/miming/talking about sources of water, -digital literacy- play games with digital devices				
Link to PCIs: -ESD: Environmental education-water: sources and storage. Citizenship: social cohesion play and games			Link to Values: self esteem, self awareness, cooperation sharing	
Links to other subject(s): -language activities,-psychomotor and creative activities, movement and creative activities			Suggested Community Service Learning activities: storing water appropriately at home and in the community assist peers and family in water storage activities	
Suggested Non-Formal Activity to support learning: Tapping of rain water at home, Visit water plants/neighbouring schools/homes to learn more on water sources and storage			Suggested assessment: Observation, projects. Portfolio, question and answer	
Suggested Resources: water, buckets, Adapted picture books, videos, and charts.				
ASSESSMENT				
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	
The learner can: <ul style="list-style-type: none"> • identify sources of water within the environment • Identify various ways of storing water • Store water appropriately at all times 	The learner can: <ul style="list-style-type: none"> • identify sources of water within the environment • Identify various ways of storing water • Store water appropriately at all times 	With assistance, the learners can: <ul style="list-style-type: none"> • identify sources of water within the environment • Identify various ways of storing water • Store water 	The learner has difficulties in:- <ul style="list-style-type: none"> • Identifying sources of water within the environment • Identifying various ways of storing water • Storing water 	

<ul style="list-style-type: none"> Assist others in storing water 			
--	--	--	--

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.5 Soil</p> <p>(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 soil through play (K)</p> <p>b) Use soil in various play activities (S)</p> <p>c) appreciate the importance of various types of soil (A)</p>	<ul style="list-style-type: none"> -Learners to be guided in recognizing soil through play activities, realia, charts picture and videos Learners to manipulate various types of soil through play activities. Learners with motor challenges could be assigned alterative tasks(observing, painting, colouring or rubbing soil on skin surfaces to experience the texture) Learners to walk/ move/ assisted to move around the school compound to familiarize with the soil. Learners with mobility deficits that limit movement could observe charts, pictures or videos while in class. Learners use the soil to modelor perform alternative tasks (painting colouring) with or without assistance -play with soil safely or perform alternative tasks related to soil with or without assistance -sing/mime/sign songs and recite/mime/sign poems on soil 	<ol style="list-style-type: none"> Where do plants grow? How does soil feel?
<p>Core-Competence to be developed:-communication and collaboration- discussion, modeling with or without assistance</p>				

self efficacy-confidence in modeling objects using soil, -learning to learn- differentiating various types of soil	
Link to PCIs: ESD: Environmental education: soil	Link to Values: Cooperation , kindness, empathy self esteem
Links to other subject(s): -language activities, movement and creative activities	Suggested Community Service Learning activities: Participate in soil conservation activities,Support siblings in sand play activities
Suggested Non-Formal Activity to support learning: Visit a tree nursery to learn more on uses of soil	Suggested assessment: Observation, projects, oral question
Suggested Resources Sandpits, containers, water charts, picture books, realia, models, videos	

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: Recognize soil through play Use soil in various play activities Guide others in soil play activities	The learner can: Recognize soil through play Use soil in various play activities	With assistance, the learners can: Recognize soil through play () Use soil in various play activities	The learners has difficulties in:- The learner able to:- Recognizing soil through play Using soil in play activities

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

	<p>2.6 Sound</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) recognize various sound within the environment (K)</p> <p>b) identify sources of sound within the environment(K)</p> <p>c) differentiate sources of different sounds in the environment (S)</p> <p>d) appreciate the meaning of different sounds in the environment(A)</p>	<ul style="list-style-type: none"> • Learners to be guided to recognize sound within the environment by interacting with various sound producing materials, listening to back ground sounds, watching videos and pictures of sound producing objects • Learners to walk/move/assisted to move around to listen to different sounds within the environment. • Learners with mobility difficulties that limit movement could perform alternative tasks (watching pictures, charts or listening to sounds) while in class • Discuss/mime/sign or talk about different sounds in the environment • Listen to sounds from videos • Imitate different sounds within the environment as guided/ assisted by the teacher/peers • Manipulate different objects to produce sounds with or without assistance. learners with motor challenges could sign/gesture or listen to various sounds • In pairs or in groups play sound games/ perform alternative activities to learn about different sounds in the environment with or without assistance 	<ol style="list-style-type: none"> 1. -what sounds can you hear? 2. -what are the different sources of sounds?
--	---	--	---	--

			<ul style="list-style-type: none"> Sing/mime songs related to sounds in the environment 	
Core-Competence to be developed: -communication and collaboration- telling sources of sounds, critical thinking and problem solving-recognizing different sounds and their sources, learning to learn-imitation of various sounds				
Link to PCIs: ESD: Environmental education-sound, sound pollution			Link to Values: Cooperation, empathy , responsibility	
Links to other subject(s): movement and creative activities, language activities, psychomotor and creative activities			Suggested Community Service Learning activities: Play simple musical instruments at home, churches and other recreational places independently or with peers Sensitize peers and community on sound pollution	
Suggested Non-Formal Activity to support learning: Visit a cultural centre to learn more on musical sound producing instruments			Suggested assessment: Observation oral questions project, portfolios	
Suggested Resources: musical instruments, realia (birds and animals in the environment) pictures, charts dolls/toys, and videos.				

ASSESSMENT RUBRICS			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: <ul style="list-style-type: none"> - recognize various sound within the environment - identify sources of sound within the environment - differentiate sources of different sounds in the environment 	The learner can: <ul style="list-style-type: none"> - recognize various sound within the environment - identify sources of sound within the environment 	With assistance, the can <ul style="list-style-type: none"> - recognize various sound within the environment - identify sources of sound within the environment - differentiate sources of different sounds in the environment 	The learner has difficulties in:- <ul style="list-style-type: none"> - recognizing various sound within the environment - identifying sources of sound within the environment - differentiating sources of different sounds in the environment

- Assist others in differentiating various sounds.	- differentiate sources of different sounds in the environment		
--	--	--	--

Strand	Sub-strand/Theme/Topic (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.7 Smell (5 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) Recognize smell in the environment (K) b) -differentiate between pleasant and unpleasant smells so as to respond accordingly (S) c) -appreciate the importance of pleasant smell in the environment (A)	<ul style="list-style-type: none"> • Learners to be guided in recognizing smell by use of experiments, playactivities (blindfold games) , picture books, charts and videos. Learners with physical deficits that may impede motor activities may be assisted or be assigned alternative tasks • Learners to be guided to identify substances that produce pleasant and unpleasant smell • Sort and group substances that produce various types of smell with or without assistance. Learners with motor difficulties could perform alternative tasks (drawing, painting, colouring) • in groups or in pairs, learners discuss/ mime/sign pleasant and unpleasant smell • Listen to relevant stories relating to smell 	<ol style="list-style-type: none"> 1. what do you use to smell? 2. which are some of the sources of smell? 3. which substances have pleasant smell? 4. which substances have unpleasant smell?

			<ul style="list-style-type: none"> Sing/mime/sign songs, recite/mime poems on good scent 	
Core-Competence to be developed: self efficacy- maintaining personal hygiene and cleanliness to avoid body odours, learning to learn-identifying pleasant and unpleasant smell, -communication and collaboration-Discussing/miming/telling about sources of smell, -critical thinking and problem solving-recognizing smell and acting appropriately				
Link to PCIs: ESD: Environmental education:smell Health education: personal hygiene- unpleasant smell			Link to Values: Responsibility cooperation self esteem, empathy	
Links to other subject(s): Movement and creative activities, psychomotor and creative activities, language activities			Suggested Community Service Learning: Assist siblings and peers in disposing things that have unpleasant smell	
Suggested non-Formal Activity to support learning: Participate in community cleaning programme/activities			Suggested assessment: Observation, oral question, project, portfolios	
Suggested Resources: pictures, picture books charts, videos, Perfumes, food substances, plants, flowers, fruits, vegetables nature walkandothersubstances that have pleasant or unpleasant smell.				

ASSESSMENT RUBRIC

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: - identify the sources of smell in the environment -differentiate between pleasant and unpleasant smell -guiding others in identifying and recognizing various sources of smell	The learner can: - identify the sources of smell in the environment - differentiate between pleasant and unpleasant smell	With assistance, the learner can: - identify the sources of smell in the environment - -differentiate between pleasant and unpleasant smell	The learner has difficulties in:- - Identifying the sources of smell in the environment - -differentiating between pleasant and unpleasant smell

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.8 Light</p> <p>(5 lessons of 30 minutes each)</p>	<p>a) recognize light through simple experiments(K)</p> <p>b) Name/mime/sign different sources of light within the environment(K)</p> <p>c) -differentiate various sources of light (S)</p> <p>d) -appreciate the importance of light (A)</p>	<ul style="list-style-type: none"> • Learner to be guided in recognizing light through experiments/observing experiments, use of pictures, charts, realia and videos • Learners to name/mime/sign various sources of light from realia, pictures and charts • learners news tell/ mime/sign sources of light found in the environment • Learners perform simple experiments using sources of light (switching on and off, lighting candles, striking matches) with or without assistance. Learners with motor challenges that may limit perform of experiments could observe the experiments, watch videos or charts of different sources of light. • Learners observe shadows and play /assisted to play shadow games or perform other relevant activities to conceptualize light • Sing/mime/sign songs and recite poems related to light in groups or in pairs, learners share experiences related to day and night 	<ol style="list-style-type: none"> 1. What do you see when you are blindfolded? 2. What gives us light during the day? 3. What gives us light during the night?

Core-Competence to be developed: -communication and collaboration-discussion on sources of light, -critical thinking and problem solving-switch on light when dark, -learning to learn-identifying and naming various sources of light	
Link to PCIs : ESD: Environmental education-light	Link to Values: Responsibility cooperation, empathy
Links to other subject(s): -movement and creative activities language activities,-Communication and collaboration psychomotor and creative activities	Suggested Community Service Learning assist siblings and peers to conserve light at home and other places
Suggested Non-Formal Activity to support learning: Visit a power station to learn more about sources of light	Suggested assessment: Observation portfolios, questions, assignments
Suggested Resources: Realia, charts, videos or pictures of various Sources of light (sun, torch, lamps etc.)piece of cloth	

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: <ul style="list-style-type: none"> - recognize light through simple experiments - Name/mime/sign different sources of light within the environment - -differentiate various sources of light - Assist others in identifying sources of light 	The learner can: <ul style="list-style-type: none"> - recognize light through simple experiments - Name/mime/sign different sources of light within the environment - -differentiate various sources of light 	With assistance, the learner can: <ul style="list-style-type: none"> - recognize light through simple experiments - Name/mime/sign different sources of light within the environment - -differentiate various sources of light 	The learner has difficulties in: <ul style="list-style-type: none"> - recognizing light through simple experiments - Naming/miming/signing different sources of light within the environment - differentiating various sources of light

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

3.0 ENVIRONMENTAL CARE AND SAFETY	3.1 Environmental Care (keeping the environment clean) (8 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) identify various ways of keeping the environment clean to promote hygiene (K) b) identify various materials used for keeping the environment clean (K) c) -differentiate various materials used for keeping the environment clean (S) d) -appreciate the importance of clean environment (A)	<ul style="list-style-type: none"> Learners to be guided in identifying various ways of keeping the environment clean by use of pictures, charts and videos (washing, sweeping, collecting and disposing- burning/burying- rubbish appropriately) Learners to be guided in identifying various materials used for keeping the environment clean by using pictures, charts and videos (water broom, mops, dust bin/pans, rakes, compost/ rubbish pits, brushes, detergents) Learners to Role play cleaning different areas within the school compound with or without assistance. Draw/sign/model/paint/colour/construct materials used to keep the environment clean. Those with motor difficulties that limit performance of the activities could be assigned alternative tasks Sing/mime songs and recite/mime poems related to clean environment and materials used to keep the environment clean. 	<ol style="list-style-type: none"> How do you keep compound clean? What do we use to keep our compound clean?
	Core-Competence to be developed: -Citizenship-caring for our environment, -Communication and collaboration-working in groups and role playing cleaning of the environment, -Critical thinking and problem solving-disposing the rubbish appropriately,-Learning to learn-practicing ways of keeping the environment clean			
	Link to PCIs: Health education: hygiene-keeping the environment clean,-ESD-environmental education – cleaning the environment,-citizenship: integrity- caring for the environment		Link to Values: Cooperation responsibility, empathy	

		Links to other subject(s):- movement and creative activities,-psychomotor and creative activities, -language activities	SuggestedCommunity Service Learning activities practice appropriate ways of cleaning home environment		
		Suggested Non-Formal Activity to support learning participate in community cleaning activities/programmes	Suggested assessment : Observation question, projects assignments		
		Suggested Resources : pictures, charts, videos, brushes, brooms, mops, litterbins compost pits,			
ASSESSMENT					
EXCEEDING EXPECTATION		MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	
The learner can: - identify various ways of keeping the environment clean to promote hygiene - identify various materials used for keeping the environment clean - differentiate various materials used for keeping the environment clean - Care for the materials used for keeping the environment clean.		The learner can: - identify various ways of keeping the environment clean to promote hygiene - identify various materials used for keeping the environment clean - differentiate various materials used for keeping the environment clean	With assistance, the learner can: - identify various ways of keeping the environment clean to promote hygiene - identify various materials used for keeping the environment clean - differentiate various materials used for keeping the environment clean	The learner has difficulties in:- - identifying various ways of keeping the environment clean to promote hygiene - identifying various materials used for keeping the environment clean - differentiating various materials used for keeping the environment clean	
Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences		Key Inquiry Question(s)
	3.2 Safety in the environment	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> -learner to be guided in identifying various safe and unsafe objects and activities 		1. What do you fear most?

	(6 lessons of 30 minutes each)	<p>a) identify safe and unsafe objects and activities within the environment.(K)</p> <p>b) observe safety measures within the environment (S)</p> <p>c) -appreciate the need for safety in the environment (A)</p>	<p>within the environment by use of pictures, charts and videos.</p> <ul style="list-style-type: none"> • -learners to name/mime/sign dangerous objects and activities within the environment • -in pairs or in groups, learner to discuss/news tell/mime/sign the unsafe objects and activities within the environment • -Practice safety measures through role playswith or without assistance: • Safety in handling and use of objects • Safety in using assistive devices • Safety in play and other activities • Learners with mobility or motor difficulties that limit performance of activities could be assisted by peers, teacher aides, teachers , occupational therapists/ assigned alternative tasks • -sing/mime/sign songs and recite poems related to safety 	<p>2. Which objects can harm you when using them?</p>
<p>Core-Competence to be developed : -communication and collaboration- discussions of unsafe places, objects and activities -critical thinking and problem solving- identifying the unsafe places, objects and activities,-learning to learn-practice safety measures</p>				
<p>Link to PCIs: -ESD: Disaster and risk reduction-safety -citizenship- child care and protection - safety Life skills and value education-life skills-safety</p>			<p>Link to Values: Responsibility, cooperation, social cohesion, empathy</p>	

	Links to other subject(s): -language activities,- movement and creative activities,-psychomotor and creative activities -communication and social skills	Suggested Community Service Learning activities: Assist peers and siblings to observe safety at home and other places
	Suggested non Formal Activity to support learning Participate in safety campaign programmes in the community	Suggested assessment : observation, questioning, portfolios, project
Suggested Resources : Realia, videos, pictures, posters, flashcards assistive devices (walkers, clutches, wheelchair, prosthesis)		

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: Identify safe and unsafe objects and activities within the environment. - observe safety measures within the environment - guide others in observing safety measures in the environment	The learner can: - Identify safe and unsafe objects and activities within the environment. - observe safety measures within the environment	With assistance, the learner can: - Identify safe and unsafe objects and activities within the environment. - observe safety measures within the environment	Has difficulties in:- - Identifying safe and unsafe objects and activities within the environment. - observing safety measures within the environment

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.1 Myself (6 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) Identify self by name for personal identity (K)	The Learner is guided to: • identify self by name • Recognize different gender by use of pictures, photographs, videos, charts	1. What is your name? 2. Are you a boy or a girl? 3. What do you use to see/walk/

		b) Recognize own gender for self acceptance (K) c) Differentiate own body parts (head, hand and legs) for self awareness (S) d) Appreciate self to enhance self esteem (A)	<ul style="list-style-type: none"> • Touch/point/mime/name own parts of body. • Name/point/mime/sign various parts of the body from charts, pictures flash cards, dolls or dummies • group themselves according to gender with or without assistance • sing/mime songs about their names and gender 	move/eat/write/talk/ breathe?
Core Competencies: Learning to learn- Recognizing self by name and gender ,self- efficacy-appreciating self , collaboration and communication.-Naming various body parts				
Link to PCIs: Citizenship: social cohesion-identification with ones gender, life skills: self esteem; self awareness			Link to Values: Responsibility, unity	
Links to other subject(s): <ul style="list-style-type: none"> - Language Activities - Psychomotor and creative Activities - Movement and creative activities 			Suggested Community Service Learning: Identify with peers and sibling or play groups at school home and at the local environment	
Suggested Non-Formal Activity to support learning: -Draw self and identify body parts			Suggested assessment: Question and answer, projects, observation	
Suggested Resources : Charts, picture books, videos , models/doll/dummies, flash cards				
ASSESSMENT RUBRIC				
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	

<p>The learner can :</p> <ul style="list-style-type: none"> - Identify self by name - Recognize own gender - Differentiate own body parts (head, hand and legs) - assist others in naming and differentiating their body parts 	<p>The learner can :</p> <ul style="list-style-type: none"> - Identify self by name - Recognize own gender - Differentiate own body parts (head, hand and legs) 	<p>With assistance, the learner can:</p> <ul style="list-style-type: none"> - Identify self by name - Recognize own gender - Differentiate own body parts (head, hand and legs) 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - Identifying oneself by name - Recognizing one's sex/gender - Differentiating one's body parts (head, hand and legs)
--	--	--	--

Strand	Sub strand (suggested time)	Specific learning outcomes	Suggested learning experiences	Key inquiry Question (s)
	4.2 Our school (6 lessons of 30 minutes each)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> - Identify buildings found at school(K) - Identify people working at school(K) - Differentiate people found at school (S) - Appreciate the importance of work done by different people at school(A) 	<ul style="list-style-type: none"> • The learner is guided to identify the buildings and people working at school by use of pictures, charts, realia and video. • Learners Walk/move /are assisted to move around the school to identify various buildings and people working at school. Learners with mobility difficulties that limit movement could remain in class and watch picture, charts or videos of various buildings and people working at school. • Sing/mime songs about various buildings and people at school 	<ol style="list-style-type: none"> 1. How many buildings are in our school? 2. Which people work in our school?

		<ul style="list-style-type: none"> - Appreciate different people at school for the work they do. (A) 	<ul style="list-style-type: none"> • Model/draw/paint/colour/paste cutting/fit in blocks/puzzles of buildings found at school with or without assistance. Learners whose motor deficits limit manipulation of objects could be tasked with alternative assignments • role play work done by people in the school with or without assistance • mime/Talk about work done by people in the school • Recite/mime poems about our school 	
<p>Core competence to be developed: communication and collaboration-talk about the structures and people at school, learning to learn-identifying structures and people working at school</p>				
<p>Links to PCIs :Citizenship: social cohesion-our school learner support programmes: mentorship on careers-people working in school</p>			<p>Links to Values: Unity , love, peace, patriotism</p>	
<p>Links to other subjects : Psychomotor and creative Activities</p> <ul style="list-style-type: none"> - Language Activities, Mathematics Activities, Movement and creative activities 			<p>Suggested community service learning:Differentiate people at school , home and in the neighbourhood</p>	
<p>non formal activity to support learning visit other organizations to learn more on different careers</p>			<p>Suggested assessment Projects, observation, assignments, portfolios, questioning</p>	
<p>RESOURCES: -charts, colours, pictures books, realia video, resource person, plasticine and clay</p>				

ASSESSMENT RUBRICS

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner can:</p> <ul style="list-style-type: none"> - Identify buildings found at school - Identify people working at school - Differentiate people found at school - Appreciate the importance of work done by different people at school - Guide others in identifying structures and people working at school 	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify buildings found at school - Identify people working at school - Differentiate people found at school - Appreciate the importance of work done by different people at school 	<p>With assistance, the learner can:</p> <ul style="list-style-type: none"> - Identify buildings found at school - Identify people working at school - Differentiate people found at school - Appreciate the importance of work done by different people at school 	<p>The learner has difficulties in:-</p> <p>The learner is able to:</p> <ul style="list-style-type: none"> - Identifying buildings found at school - Identifying people working at school - Differentiating people found at school - Appreciating the importance of work done by different people at school

Strand	Sub strand (suggested time)	Specific learning outcomes	Suggested learning experiences	– Key inquiry Question (s)
	4.3 Our home (5 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: a) Identify various structures found at home (K) b) Identify different people at home (K) c) differentiate the use of various structures at home (S) d) Appreciate people at home for the work they do. (A)	<ul style="list-style-type: none"> • Learners to be guided to identify structures and people at home by use of realia, pictures, charts models and video • Be guided to discuss/mime/talk about buildings and people at home. • Sing/mime songs or recite/mime poems about structures and people found at home • Role play work done by people at home with or without assistance • Colour/Model/paint/ draw buildings and people found at home. The learners with motor difficulties that impede performance of the activities could perform alternative tasks 	<ol style="list-style-type: none"> 1. How many buildings are at your home? 2. Whom do you live with at home?
Core competence to be developed: Learning to learn-identifying the structures and people at home, self-efficacy- ability to identify their home, communication and collaboration-discussing and role playing				
Links to PCIs :- Learner support programmes-mentorship - people at home, learning to live together			Links to Values : Love, respect , unity, responsibility, peace	

<p>Links to other subjects: Psychomotor and creative activities</p> <ul style="list-style-type: none"> - Language Activities, movement Creative Activities - Mathematics activities 	<p>Suggested community service learning: Identifying oneself with family members, Differentiating family members from those in the neighborhood</p>
<p>Suggested non formal activity to support learning: Visit neighbouring homes to learn more about structures and people found at home</p>	<p>Suggested assessment: Observation, assignment, portfolio</p>
<p>Suggested resources: Pictures, charts, videos, models, cut outs</p>	

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
<p>The learner can:</p> <ul style="list-style-type: none"> - Identify various structures found at home - Identify different people at home - differentiate the use of various structures at home - Differentiating family members from neighbours 	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify various structures found at home - Identify different people at home - differentiate the use of various structures at home 	<p>With assistance, the learner can:</p> <ul style="list-style-type: none"> - Identify various structures found at home - Identify different people at home - differentiate the use of various structures at home 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - Identifying various structures found at home - Identifying different people at home - differentiating the use of various structures at home

Strand	Sub strand Suggested time	Specific learning outcome	Suggested learning experiences	Key inquiry Questions
	4.4 Interpersonal relationship	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> • Learners to be guided in identifying various courtesy words used in social interactions (Thank you, please, 	1. -What do you say when given a present?

	(7 lessons of 30 minutes each)	<p>a) identify courteous words for social interaction in different situations(K)</p> <p>b) use courteous words in social interaction(S)</p> <p>c) Appreciate the need to use courtesy words appropriately in social interactions (A)</p>	<p>excuse me, sorry, may I,) by use of videos , picture, flash cards, charts and resource persons</p> <ul style="list-style-type: none"> • In pairs or in groups, learners to practice/role play/dramatizethe use of courtesy word with or without assistance • Sing /mime/sign songs or recite/mime poems related to courtesy words 	<p>2. What do you say when you want help?</p> <p>3. What do you do when you meet people?</p>
Core-Competence to be developed: Communication and collaboration-use of courtesy, Critical thinking and problem solving-exhibiting acceptable mannerisms in social interaction, Self efficacy-confidence in social interaction				
Link to PCIs: life skills and value education-greetings citizenship-social cohesion-social interaction			Link to Values: Love, respect, unity, social justice	
Links to other subject(s): Communication and social skills,Language activities , Religious and moral activities, Psychomotor and creative activities			Suggested Community Service Learning activities: Sensitize/assist peers and siblings in using courtesy word words and embracing mannerisms during social interactions	
Suggested Non-Formal Activity to support learning: Visit a home for the elderly and practice the use of courtesy words			Suggested assessment: Observation, questioning, projects	
Suggested Resources: charts, pictures picture books audio tapes, videos, field trips, resource persons,				
ASSESSMENT				
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION	

<p>The learner can:</p> <ul style="list-style-type: none"> - identify courteous words for social interaction in different situations - use courteous words in social interaction - Exhibit acceptable mannerism in social interaction 	<p>The learner can:</p> <ul style="list-style-type: none"> - identify courteous words for social interaction in different situations - use courteous words in social interaction 	<p>With assistance, the learner can:</p> <ul style="list-style-type: none"> - identify courteous words for social interaction in different situations - use courteous words in social interaction 	<p>The learner has difficulties in:-</p> <ul style="list-style-type: none"> - identifying courteous words for social interaction in different situations - using courteous words in social interaction
--	--	---	--

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>4.5 Foods (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"> - Identify various types of food eaten at home(K) - Differentiate various types of food eaten at home by name(S) - -Appreciate the value of various types of food eaten at home(A) 	<ul style="list-style-type: none"> • The learner is guided to identify various types of food eaten at home by use of Realia, pictures, charts and videos • Learners to be guided to read/mime/sign/gesture/name various types of food from pictures, models or realia • -learners to colour/paint draw/model/fix puzzles of various types of food with or without assistance. Learners with motor deficits that impede performance of activities could be tasked with alternative activities. 	<ol style="list-style-type: none"> 1. What did you eat in the morning? 2. What foods do you enjoy eating?

			<ul style="list-style-type: none"> • in groups or in pairs, learners discuss/mime/sign/tell about various foods eaten at home • -sing/ mime songs and recite/mime poems on food 	
Core-Competence to be developed : Communication and collaboration-discussions on food, learning to learn- naming different foods found in the community, self efficacy-self expression on foods they eat				
Link to PCIs : Life skills:knowing the foods eaten, Service learning and parental engagement-empower children to know the foods in their community			Link to Values: Responsibility,	
Links to other subject(s): Language activities,Movement and creative activities,Communication and social skills			Suggested Community Service Learning: Assist in food preparation at home	
Non-Formal Activity to support learning : Visit food preparation areas (foods) to familiarize with various types of food			Suggested assessment : Observation, question and answer	
Suggested Resources : Foods in the local community/ Realia , charts, flash cards picture books, videos and resource persons				

ASSESSMENT

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: - Identify various types of food eaten at home - Differentiate various types of food eaten at home by name	The learner can: - Identify various types of food eaten at home - Differentiate various types of food eaten at home by name	With assistance, the learner can - Identify various types of food eaten at home - Differentiate various types of food eaten at home by name	The learner has difficulties in:- - Identifying various types of food eaten at home - Differentiating various types of food eaten at home by name

- assist others in identifying and differentiating foods			
--	--	--	--

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	4.6 Dressing (5 lessons of 30 minutes each)	By the end of the sub strand, the learner should be able to: - Identify various clothes worn by different people in the community (K) - Dress appropriately with or without assistance (S) - Appreciate the importance of wearing clothes appropriately (A)	<ul style="list-style-type: none"> The learner is guided to identify various types of clothes worn by use of pictures, charts, realia and videos Learners to demonstrate dressing self or using dolls and dummies with or without assistance. Learners with motor difficulties that limit manipulation of clothes and dolls could observe demonstrations and videos learners to colour/paint/draw clothes worn with or without assistance Learners discuss/sing/mime songs or recite /mime poems related to clothes worn 	<ol style="list-style-type: none"> What clothes do you wear? Where is (socks/ shirts / dress/ trouser/ shorts hat) worn?
Core-Competence to be developed: learning to learn-identification of clothes worn , communication and collaboration- discussing various types of clothes worn				
Link to PCIs: Life skills- identification of clothes worn on different people			Link to Values: Responsibility,	

	Links to other subject(s): Movement and Creative activities, Language activities, Communication and social skills	Suggested Community Service Learning activities: Assist siblings and peers in identifying clothes worn at home and other places
	Suggested Non-Formal Activity to support learning: Draw personal clothes	Suggested assessment: Observation, questioning, assignments
	Suggested Resources: Pictures, charts, Realia dolls dummies picture books, Adapted drawing materials, charts, videos and resource person	

ASSESSMENT			
EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
The learner can: <ul style="list-style-type: none"> - Identify various clothes worn by different people in the community - Dress appropriately - assist others in identifying clothes and dressing 	The learner can: <ul style="list-style-type: none"> - Identify various clothes worn by different people in the community - Dress appropriately 	With assistance, the learner can: <ul style="list-style-type: none"> - Identify various clothes worn by different people in the community - Dress appropriately 	The learner has difficulties in:- <ul style="list-style-type: none"> - Identify various clothes worn by different people in the community - Dress appropriately

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).