



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DESIGNS

MATHEMATICS ACTIVITIES

ENVIRONMENTAL ACTIVITIES

PSYCHOMOTOR AND CREATIVE ACTIVITIES

PRE-PRIMARY 2

FOR LEARNERS WITH HEARING IMPAIRMENT

MAY 2017

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-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection

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

MATHEMATICS ACTIVITIES

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Classification	1.1 Sorting & Grouping (10 lessons)	learner should be able to: a) Identify similarities and differences between objects of various colours/size/shape and texture in their environment. b) Sort and group objects of various colours/size/shape and texture in their immediate environment. c) Appreciate the materials of various colours/size/shape and texture in their immediate environment.	<ul style="list-style-type: none"> • Learner observe and sign or recite about objects with various colours/size/shapes/texture. • Learner sort and group objects by colour/size/shape/texture. • learner sort, group and objects by colour/size/shape/texture up to four groups. • In groups/pairs, individually, learner sort and group objects according to colour//size/shape/texture. • Learner relate specific attributes to other objects in their immediate environment. • Learner sign/sing songs related to sorting and grouping objects. • Learner collect and store materials in their respective corners. 	<ol style="list-style-type: none"> 1) Which objects are similar / look alike? 2) Which objects are different from those shown? 3) What objects have same colour/shape/size/texture? 4) Which objects are red/blue/yellow in colour? 5) How are the objects different? 6) Where do you store the objects after use?
Core Competences to be developed: Critical thinking, Problem solving, Communication and collaboration, Digital literacy				
Link to PCIs: health Education personal hygiene; sorting and grouping objects that pollutes environment.			Link to Values: peace, unity, responsibility and cooperation.	

Links to other subjects: Language, Environmental, psychomotor and creative activities.	Suggested Community Service Learning activities: Teach friends and families to sort and group objects placing in correct places.
Suggested Non formal Activity to support learning: Sorting and grouping objects that pollutes environment and placing at the correct place.	Suggested assessment: Oral/sign questions, observations.
Suggested Resources: Sticks, blocks, bottles.	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify similar and various objects using more than one attribute (colour size, shape, texture).	Able to identify similar and various objects using 4 attribute (colour size, shape, texture).	Able to identify similar and various objects using 3 attribute (colour size, shape, texture).	Able to identify similar and various objects using 2 attribute (colour size, shape, texture).
Sort and group objects more than four attributes (colour, size, shape, texture).	Sort and group objects using four attributes (colour, size, shape, texture).	Sort and group objects three attributes (colour, size, shape, texture).	Sort and group objects two attributes (colour, size, shape, texture).
Group objects according to more than four attributes (colour, shape, size, texture).	Group objects according to four attributes (colour, shape, size, texture).	Group objects according to 3 attributes (colour, texture).	Group objects according to 2 attributes (colour, shape, size, texture).

Able to independently sort and group objects using ICT up to four and beyond.	Able to sort and group objects using ICT up to four.	Able to sort and group objects using ICT up to 3 with teacher's guidance.	Able to sort and group objects using ICT 2 with teacher's guidance.
---	--	---	---

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.2 Matching and pairing 10 lesson	a) Identify similar and different objects in their immediate environment. b) Match objects according to sameness/likeness/use in the immediate environment. c) Pair objects according to sameness/likeness/use/type, relationship, part and whole in the classroom. d) Use maths vocabulary in matching and pairing objects (part, whole, alike, same) in the classroom. e) Appreciate the use of various items in their immediate environment.	<ul style="list-style-type: none"> • Learner collect a variety of objects from their immediate environment. • Learner match and pair objects according to likeness/sameness/use. • Learner match and pair according to more than one attribute (sameness/likeness/use). • In groups/pairs, individually, learner match and pair objects according to more than one attribute (likeness/sameness/use). • Sign/ recite the uses of objects matched or paired. • Learner sign/sing songs/recite poems on relationship/use of objects from the immediate environment. 	1) Which objects look alike? 2) What makes them look the same alike? 3) What is the use of these objects? 4) How can we care for these objects?
Core Competences to be developed: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing).				

Link to PCIs: ESD; environmental education; collect objects/materials dump at the correct place.	Link to Values: Caring, responsibility.
Links to other subjects: Immediate environmental activities, psychomotor and creative activities.	Suggested Community Service Learning activities: Collecting materials for recycling some waste materials, while clearing the learning immediate environment is keeping the learning immediate environment clean and safe.
Suggested Non formal Activity to support learning: Collect rubbish and throw to correct place.	
Suggested Resources: Sticks, blocks, bottles.	
Suggested assessment: oral/sign question, observation, portfolio.	

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify similar and different objects in their immediate environment and sign/ recite about them.	Able to identify similar and differentiate objects in their immediate environment.	Able to identify only a few similar and different objects in their immediate environment.	Have difficulty in identifying sameness in objects.
Match objects according to more than one attribute and sign/recite about them.	Match objects according to more than one attribute.	Match a few objects according to sameness.	Match objects with teacher's guidance.
Match and pair objects according to more than one attribute and sign/recite about them.	Match and pair objects according to more than one attribute.	Pair some objects according to more than one attribute.	Pair some objects with teacher's guidance.

Match objects according to more than one attribute and sign/recite about them.	Match objects according to more than one attribute.	Match a few objects according to sameness.	Match objects with teacher's guidance.
--	---	--	--

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.3 Ordering 10 lessons	a) Identify various objects in their immediate environment. b) Order objects in their immediate environment according to size in ascending and descending up to five objects. c) Arrange objects according to (smallest to the biggest, biggest to the smallest, shortest to the longest, longest to the shortest) in their immediate environment. d) Differentiate objects of various sizes in their immediate environment. e) Appreciate the use of various objects in their immediate environment in their daily activities. f) Use maths signed vocabulary related to	<ul style="list-style-type: none"> • Learner sign about various objects in their immediate environment in relation to size. • Learner order objects according to size up to five objects. • Learner order/arrange objects according to size up to five objects. • Learner in groups, pairs, individually order objects according to size up to five objects. • In groups/pairs, learner compare objects of various sizes up to five. 	1) Which objects are (shorter, taller, smaller, bigger) 2) Which among these two objects is shortest/longest/smallest/biggest?

		ordering in their daily life experiences (short, shorter, shortest). g) Value various objects/materials in their immediate environment that can be used to enhance learning.		
Core Competences to be developed: Critical thinking and problem solving (shown when ordering various objects) Communication and collaboration (when ordering in groups and signing).				
Link to PCIs: ESD; disaster risk reduction; arrange/order dangerous objects for their safety.			Link to Values: responsibility, unity, caring.	
Links to other subjects: Psychomotor and creative activities.			Suggested Community Service Learning activities: Recycle waste materials from community to use for learning, Cleaning learning immediate environment after use of materials.	
Suggested Non formal Activity to support learning: play by ordering objects according to their height, size, length.			Suggested assessment: oral/signed questions, observation	
Suggested Resources: Sticks, Blocks.				

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify and order at least 9 objects in their immediate environment and sign/recite about their size.	Able to order objects in their immediate environment at least 7 according to size.	Able to identify and order at least 5 objects in their immediate environment and sign/recite about their size.	Has difficulty in ordering at least 3 objects according to size.

Differentiate at least 9 objects in their immediate environment according to size.	Differentiate at least 7 objects in their immediate environment according to size.	Differentiate at least 5 objects in their immediate environment according to size.	Differentiate objects in the immediate environment according to size.
--	--	--	---

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.4 Patterns 10 lessons	a) Identify similarities and differences between objects within their immediate environment. b) Arrange similar objects to make a pattern within their immediate environment. c) Use various objects to make patterns. d) Identify patterns in various objects within their immediate environment (clothes, animals, seeds, leaves. e) Identify the repeating part of the patterns.in their immediate environment. f) Appreciate patterns in their immediate environment. g) Enjoy making various patterns with objects found in their immediate environment.	<ul style="list-style-type: none"> • Learner observe and sign or recite about various objects, their similarities and differences in their immediate environment. • Learner arrange objects to make a pattern. • learner arrange objects to make patterns (shape, colour,). • In groups/pairs, individually, learner arrange objects to make pattern (shape, colour, number cut-outs,). • Learner fill in the missing objects in a series to make a pattern. • Learner observe and sign/recite about various patterns on their clothes, foot prints, buildings, flower gardens. 	1) Which objects look alike? 2) Which objects are different? 3) Which object comes next in the series? 4) What object has been used to make a pattern? 5) Which other pattern can you make? 6) Which part of the pattern repeats itself?
Core Competences to be developed: Collaboration and communication (through group work and discussions).				

Critical thinking and problem solving as they make various patterns. Digital literacy as they make patterns using ICT.	
Link to PCIs: ESD; safety and security; placing objects by ordering well.	Link to Values: Unity, love, respect, peace.
Links to other subjects: Psychomotor and Creative activities during construction.	Suggested Community Service Learning activities: Plant flowers in the school following various patterns.
Suggested Non-Formal Activity to support learning: playing games of ordering objects /items/other children according to height, size and length.	Suggested assessment: Observations, questions.
Suggested Resources: Sticks, blocks	

Assessment Rubrics			
Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign about various objects in their immediate environment.
Identify patterns on various objects in their immediate environment and sign/recite about them.	Identify patterns on various objects in their immediate environment.	Identify patterns on various objects in their immediate environment and sign/recite about them.	Identify patterns on various objects in the immediate environment and has difficulty in signing/reciting about them.
Arrange similar objects to make a pattern using various objects.	Arrange similar objects to make a pattern.	Arrange similar objects to make a pattern using various objects.	Arrange similar objects to make a pattern.

Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign/recite about various objects in their immediate environment.	Able to observe and sign about various objects in their immediate environment.
---	---	---	--

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
2.2 Numbers	1.1 Sign/ Rote Counting 10 lessons	a) Sign/ rote count numbers 1-20 in the classroom. b) Sign/rote count using actions up to 20 in the class room. c) Enjoy sign counting up to 20 in their immediate environment.	<ul style="list-style-type: none"> • learner sign /rote count. • Learner to count with actions (clapping, nodding, jumping, skipping, hopping). • In groups/pairs Learner perform sign/ sing games/rhymes related to sign/rote counting. 	1) Are you able to count as you jump? 2) Can you count up to 20?
Core Competences to be developed: Learn as children sign/ recite about numbers and count on their own.				
Link to PCIs: Education for sustainable development; Environmental education; count objects in their immediate environment. Counting personal items.			Link to Values: Responsibility, love caring.	
Links to other subjects: Psychomotor and creative activities as they sign.			Suggested Community Service Learning activities: Demonstrating to friends and other people counting their personal properties.	
Suggested Non-Formal Activity to support learning: A visit to animal [farm] to know the exact numbers.			Suggested assessment: Oral /signed questions. Observations.	
Suggested Resources: Skipping ropes, blocks.				

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to Sign/rote count numbers 1-20 and beyond.	Able to Sign/ rote count numbers 1-20.	Able to Sign/rote count numbers 1-10.	Able to Sign or rote count numbers 1-10 but not in a sequential order.

Strand	Sub stand/	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.1 Number recognition 10 lessons <ul style="list-style-type: none"> • Observe and sign/Read numbers • Match numbers 	a) Identify numerals 1-20In the classroom. b) Appreciate use of numbers in day to day lives. c) Match numbers that look alike in their immediate environment.	<ul style="list-style-type: none"> • Learner observe and sign/ recite numerals on number flash cards/number charts. • Learner identify numbers on flashcard/charts. • Learner Identify and sign/ recite about numbers found on objects in their immediate environment. • Learner sign/ sing songs / model numbers 1-20. 	1) Which number can you see on the chart/ flashcard? 2) Which number have you modelled?

			<ul style="list-style-type: none"> • Learner Match numbers that look alike. • In pairs/ groups learner play number recognition games (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game). 	3) Which two numbers look alike on the chart?
Core Competences to be developed: <ul style="list-style-type: none"> • Self-efficacy as they sign/ 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 immediate environment. • Digital literacy as they identify numbers using ICT. 				
Link to PCIs: Citizenship social cohesion; counting trees, animals, house hold items.			Link to Values: Love, caring, peace, unity.	
Links to other subjects: Psychomotor and creative as they sign/sing and dance to songs on numbers.			Suggested Community Service Learning activities: Collecting materials from the community to use them in making numbers. Count and sign/ recite the numbers of household items in their homes.	
Suggested Non formal Activity to support learning: Jumping, clapping while counting numbers.			Suggested assessment: Oral/signed questions, observation.	
Suggested Resources: Number charts, flash cards.				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to Identify and sign/recite number numerals 1-20 and beyond.	Able to Identify and sign/recite number numerals 1-20.	Able to Identify and sign/recite number numerals 1-10 with teacher's guidance.	Has difficulty in identifying and sign number numerals - 5.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.2 Counting concrete objects 10 lessons	a) Count concrete objects 1-20 in the classroom. b) Demonstrate one to one correspondence while counting concrete objects in their immediate environment. c) Enjoy counting classmates objects within their immediate environment. d) Appreciate the use of one to one correspondence in real life situations. e) Demonstrate number value by counting concrete objects in their environment.	<ul style="list-style-type: none"> • Learner count objects 1-20. • Learner count objects for numbers 1-20 (body parts, colours of the national flag, various types of food, objects in the class). • In groups/pairs, individually, learner count classmates/objects in their class up to 20. • Learner play counting games involving counting objects 1-20. • Learner match numerals with concrete objects for numbers 1-20. 	1) How many (books, pencils rubbers are on the table? 2) How many learners are in your group? 3) How many eyes do you have? 4) How many colours do Kenyan flag has? 5) How many boys/girls are in your group?
Core Competences to be developed:				

<ul style="list-style-type: none"> • Critical thinking and problem solving as they count specific number of objects. • Communication and collaboration as they count in groups. 	
Link to PCIs: Citizenship; ethnic and racial relations; count fingers, family members, colours of the national flag, tribe.	Link to Values: Love, caring, social justice, responsibility.
Links to other subjects: Creative and psychomotor as they sign or sing number songs.	Suggested Community Service Learning activities: Count objects/animals at school or at home and take good care of them.
Suggested Non-Formal Activity to support learning: Counting their fingers, friends, family members, animals.	Suggested assessment: Oral/signed questions, observation.
Suggested Resources: chart with body parts, the national flag, different types of food, objects in the class.	

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to count concrete objects up to 20 and beyond.	Able to count concrete objects up to 15 in their immediate environment.	Able to count concrete objects up to 10 in their immediate environment.	Able to count concrete objects in less than 10 in the immediate environment.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.3 Number sequencing 10 lessons	a) Identify number symbols 1-20 as indicated on number cards/charts in the classroom. b) Arrange number cards in sequence 1-20 in the classroom. c) Arrange number cards in sequence by completing missing numbers in the classroom. d) Enjoy arranging numbers in sequence in day to day life.	<ul style="list-style-type: none"> • Learner randomly picks number cut outs/number cards from a pile and identify the number. • Learner arrange numbers in sequence 1-20. • Learner arrange numbers 1-20 in sequence by placing the appropriate number cards /cut outs. • In pairs/groups, individually, learner complete missing numbers in sequence by placing the appropriate number cards/cut out. • Learners sign/sing songs on number sequence comprising numbers 1-20. 	1) Which number is on the card you have picked? 2) Which number comes before/after this number? 3) Which number is missing in the sequence? 4) How can these numbers be arranged in sequence? 5) Which numbers are missing in the sequence?
Core Competences to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving when identifying number and filling missing number in a sequence. • Communication and collaboration when working in pairs/groups. 				
Link to PCIs: life skills and values Education; value; positioning of learners according to their performance.			Link to Values: Unity, peace, love, respect.	
Links to other subjects: Immediate environmental.			Suggested Community Service Learning activities: sequencing of people according to their ability and performance.	
Suggested Non formal Activity to support learning: Athletic competition.			Suggested assessment: Oral /signed questions, observation.	
Suggested Resources: Number cards.				

Suggested Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify numbers 1-20 and beyond in sequence on flash cards/cut outs.	Able to identify numbers 1-20 in sequence on flash cards/cut outs.	Able to identify numbers 1-10 in sequence on flash cards/cut outs with teacher's guidance.	Able to identifying numbers below 10 in sequence on flash cards with teacher's guidance.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.4 Number Value 10 lessons	a). Sign/recitel the number value of objects in their immediate environment. b). Differentiate the number value of objects in the immediate environment. c). Appreciate the value of numbers in their daily life experiences. d). Relate number value with objects in the immediate environment.	<ul style="list-style-type: none"> • Learner relate the number symbol and its value. • Learner relate the number symbol and its value. • In groups, /pairs learner count concrete objects and relate them to the number symbol. • In pairs/groups, learner complete number value puzzles. 	1) Which group has 3,4, 5,20 objects 2) How many objects are in the group?
Core Competences to be developed: Communication and collaboration; critical thinking and problem solving.				
Link to PCIs: Life skill and values Education: values; creative and critical thinking, problem solving, effective communication and interpersonal relationships.			Link to Values: Responsibility, respect, love.	
Links to other subjects: Language and immediate environmental			Suggested Community Service Learning activities: Counting and comparing households items of one another.	

Suggested Non formal Activity to support learning: Rope skipping and counting.	Suggested assessment: Oral/signed questions, observation, portfolio.
Suggested Resources: Skipping rope, counters.	

Assessment Rubric			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to count and sign objects in their immediate environment correctly 1-20 and beyond.	Able to count and sign objects in their immediate environment correctly 1-20.	Able to count and sign objects in their immediate environment correctly 1-10.	Able to count and sign objects in their immediate environment below 10.
Count groups of concrete objects 1-20 and beyond.	Count groups of concrete objects 1-20.	Count groups of concrete objects 1-10.	Count groups of concrete objects less than 10.
Match numerals to respective groups of objects up to more than 20.	Match numerals to respective groups of objects up to 20.	Match numerals to respective groups of objects up to 10.	Match numerals to respective groups of objects less than 10.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.6 Symbolic representation (number writing) 8 lessons Number formation Joining dots Tracing numbers Colouring numbers Modelling numbers Threading numbers	a) Identify number symbols up to 20 in the class room. b) Trace, join dots, model, colour, model and thread number symbols using materials found in their immediate environment. c) Write number symbols on a surface. d) In their immediate environment. e) Use ICT to form number symbols in the class room. f) Appreciate the use of numbers within their immediate environment.	<ul style="list-style-type: none"> • Learner form numbers from number cut outs. • Learner observe number cut-outs and sign/recite about number formation. • In groups/pairs, individually, learner trace/model/join dots colour number cut-outs up to 20. • Learner write number symbols 1-20 on a surface. • Learner use number symbols found on materials in their immediate environment (calendar, clock). • Learner use ICT to form number symbols 1-20. 	1) Which number can you see on the calendar/chart/clock-face/flashcard? 2) Who can trace/join the dots/colour/thread the number shown? 3) Model the number 2,3,4,5..... 4) Match the numbers with the same colour.
Core Competences to be developed: Imagination and creativity.				
Link to PCIs: Life skill and values Education; values; labelling personal items, chairs.			Link to Values: Responsibility, caring, love.	
Links to other subjects: Psychomotor and Creative activity.			Suggested Community Service Learning activities: Learner can assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.	
Suggested Non formal Activity to support learning: Count and label animals, chairs tables and personal items.			Suggested assessment: Oral/signed questions, observation.	
Suggested Resources: Number cut outs, chairs, clocks, calendars.				

Suggested Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify and recognize number symbols at least up to 20 and beyond.	Able to identify and recognize number symbols at least up to 20.	Able to identify and recognize number symbols at least up to 10.	Able to identify and recognise number symbol below 10.
Model/trace/join dots number symbols using locally available materials 1-20.	Model/trace/join dots number symbols using locally available materials at least 1-10.	Model/trace/join dots number symbols using locally available materials at least 1-0 with teacher's guidance.	Model /trace/join dots number symbols using locally available materials at least 1-5 with teachers guidance.
Able to identify and recognize number symbols at least up to 20 and beyond.	Able to identify and recognize number symbols at least up to 20.	Able to identify and recognize number symbols at least up to 10.	Able to identify and recognise number symbol below 10.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.7 Number puzzle 8 lessons	a) Rearrange number cards in the correct order in their classroom. b) Join various parts of numbers to form complete number symbols 1-20 with not more than 10 parts in their classroom. c) Identify various parts of numerals 1-20 using not more than ten parts in their classroom. d) Enjoy completing number puzzles and relate number symbols with the objects in the immediate environment. e) Use ICT to complete number puzzles in their classroom.	<ul style="list-style-type: none"> • Learner observe and sign/rec item about various parts of number symbols. • Learner join various parts of numerals to form a complete numeral learner to identify various parts of number symbols. • Learner practice joining parts of numerals to form a complete numeral. • In pairs/groups learner join various parts of number symbols to form a complete numeral. • Learner observe or recite and sign or sing songs on number symbols as they complete the number puzzle. • Learner relate number symbols with the objects in the immediate environment. • Play games on number puzzles (hopscotch). • Learner complete number puzzles using ICT. 	1) Which number follows the one on the card shown? 2) How many pieces are these? What number can they form? 3) How many parts have you used to form numbers 1, 2 ,3, 4, 5.....20?
Core Competences to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving as learner join parts to form a whole. • Digital literacy as they complete number puzzles using ICT. 				
Link to PCIs: ESD; Environmental Education; planting trees on their birth day.			Link to Values: Responsibility, caring.	

Links to other subjects: <ul style="list-style-type: none"> • Immediate environmental activities. • Psychomotor and creative activities. 	Suggested Community Service Learning activities: Promoting afforestation.
Suggested Non formal Activity to support learning: Counting number of trees which one has planted.	Suggested assessment: Oral/signed questions, observation, filling of the work sheet
Suggested Resources: Worksheet, number puzzle.	

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify various parts that can be used to complete a number symbol at least for 5 numbers.	Able to identify various parts that can be used to complete a number symbol at least for 3 numbers.	Able to identify various parts that can be used to complete a number symbol at least for 3 numbers with teacher's guidance.	Able to identify various parts that can be used to complete a number symbol at least for 2 numbers with teacher's guidance.
Join various parts of numbers to form a complete number symbol at least for 5 numbers and beyond.	Join various parts of numbers to form a complete number symbol at least for 5 numbers.	Join various parts of numbers to form a complete number symbol at least for 3 numbers.	Join various parts of numbers to form a complete number symbol at least for 2 numbers with teacher's guidance.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.8 Putting together 9 lessons	a) Identify similar objects in the immediate environment. b) Put similar objects together with a sum not exceeding 9 in their immediate environment. c) Enjoy the activities of putting together objects in their day to day experiences.	<ul style="list-style-type: none"> Learner observe and sign/recite about similar objects within their immediate environment. Learner put similar objects together with a sum not exceeding 9 and count. In groups/pairs learner put objects together with a sum not exceeding 9 and count. Learner sign or sing songs related to putting together with sums not exceeding 9 e.g. 1 little brown bird sitting on a wall along came another one and that made two. 	1) Which objects look alike? 2) How many objects are there altogether? 3) If we put this number together with the one on the card, what number will you get?
Core Competences to be developed: <ul style="list-style-type: none"> Collaboration and communication as learner join parts to form a whole. Digital literacy as they complete number puzzles using ICT. 				
Link to PCIs: citizenship; social cohesion; promote harmony among individuals.			Link to Values: Responsibility, caring, love, respect, honest.	
Links to other subjects: Immediate environmental activities.			Suggested Community Service Learning activities: Encourage equality and discourage discrimination in the community.	
Suggested Non formal Activity to support learning: Competing in collecting and arranging things together.			Suggested assessment: Oral/signed questions, observation.	
Suggested Resources: Blocks, bottles.				

Suggested Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify similar objects in their immediate environment up to 9 and beyond.	Able to identify similar objects in their immediate environment up to 9.	Able to identify similar objects in their immediate environment up to 5.	Able to identify similar objects in their immediate environment with teacher's guidance.
Put similar objects together with a sum exceeding nine.	Put similar objects together with a sum not exceeding nine.	Put similar objects together with a sum not exceeding 5.	Put similar objects together with a sum not exceeding 5 with teacher's guidance.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	2.9 Taking away 9 lessons	a) Learner count objects in various sets in classroom. b) Learner to take away similar objects from sets not more than 9 and count the number that is left in classroom. c) Enjoy the activities of taking away objects in their day to day experiences in their immediate environment.	<ul style="list-style-type: none"> • Learner count objects in various sets. • Learner take away objects of various sets. • Learner take away objects from various sets less than 9. • In pairs, groups and individually learner take away objects from sets not exceeding 9 and count the remainder. • Learner Sign or sing songs related to taking away. 	1) How many objects are in the set? 2) How many objects are left?

			<ul style="list-style-type: none"> • Learner Watch/ observe and sign/ listen and tell stories related to taking away. • Learner Recite poems related to taking away. <p>NB: Ensure learner do not take away a number equal to the number of objects from the set.</p>	
Core Competences to be developed: critical thinking and problem solving.				
Link to PCIs: ESD; disaster risk reduction; Remove dangerous objects from their environment.			Link to Values: Responsibility, respect, honest.	
Links to other subjects: Immediate environmental activities, Language.			Suggested Community Service Learning activities: <ul style="list-style-type: none"> • Remove waste materials from one place putting correct place. 	
Suggested Non-Formal Activity to support learning: Playing pebbles.			Suggested assessment: Oral/signed questions, observation.	
Suggested Resources: pebbles,				

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to take away similar objects from sets more than 9 and count the number that is left	Able to take away similar objects from sets not more than 9 and count the number that is left	Able to take away similar objects from sets not more than 5 and count the number that is left	Able to take away similar objects from sets not more than 5 and count the number that is left with teacher's guidance

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Measurement	1.1 Sides of objects 8 lessons	a). Identify various sides of objects in the immediate environment b). Differentiate sides of objects in their immediate environment c). Play with objects of various sides in their immediate environment d). Enjoy measuring sides of objects using arbitrary units such as hand, feet in their immediate environment	<ul style="list-style-type: none"> • learner to sign/recite about various sides of objects in the immediate environment • learner to compare objects with various sides • Learner compare of objects with various sides • In groups/pairs, individually, learner measure sides of objects using arbitrary units (hand, foot, sticks) 	1) Which of these sides is longer/shorter? 2) What is the difference in length between any two sides of an object? 3) How will you tell which side is longer/shorter?
Core Competences to be developed: Learn to measure sides of objects				
Link to PCIs: <ul style="list-style-type: none"> • Learner support programme; • learning to live together; • measure height of one another 			Link to Values: harmony, cooperation, love, caring	
Links to other subjects: Language as they learn vocabularies such as long/short			Suggested Community Service Learning activities: Bring acceptance of one another in the community	

Suggested Non formal Activity to support learning: playing by comparing height of one another	Suggested assessment: oral/signed questions, observation
---	---

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify sides of objects in the classroom and in their immediate environment and able to identify long and short objects	Able to identify sides of objects in the classroom and in their immediate environment	Able to identify sides of objects in the classroom	Able to identify sides of objects in the classroom through leading questions
Measure objects of various sides using arbitrary units in classroom and their immediate environment and count the arbitrary units	Measure objects of various sides using arbitrary units in classroom	Measure objects of various sides using arbitrary units in classroom	Has difficulty to Measure objects of various sides using arbitrary units
relate, compare and differentiates objects in a given group comparing short and long objects	relate and compare sides objects in a given group comparing short and long objects	relate objects when given three characteristics	relate, sides of objects when given two characteristics – long and short
use more than three various arbitrary units to measure sides of objects	use three various arbitrary units to measure sides of objects	use at least two various arbitrary units to measure sides of objects	use more one arbitrary unit to measure sides of objects
Suggested learning resources:			

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.2 Mass 8 lessons	a) Lift various objects in their immediate environment b) Compare heavy and light objects in the immediate environment c) appreciate objects of various mass in their immediate environment	<ul style="list-style-type: none"> • learner lift objects of various mass • In groups/pairs, individually, learner compare mass of various objects in their immediate environment • In groups/pairs, learner play games involving comparison of mass (play on a sea saw; back to back lifting) • Watch/Listen to stories on heavy/ light objects • Watch/observe or Listen to stories on heavy and light objects 	1) Which object is heavier/lighter? 2) How can you tell the object is heavier/lighter? 3) Who between you is heavier/ lighter?
Core Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration when working in pairs/groups • Learning to learn when comparing mass of various objects • Digital literacy when playing games involving mass using ICT 				
Link to PCIs: <ul style="list-style-type: none"> • Learner support programmes; business and career guidance; measure weight of salt, sand sugar, stones feathers. 			Link to Values: harmony, responsibility, cooperation.	

<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Psychomotor and creative as they play games and lift various objects • Language as they sign/recite about heaviness and lightness of objects 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Measure mass of objects in the nearby shop
<p>Suggested Non formal Activity to support learning: play see-saw games</p>	<p>Suggested assessment: oral/signed questions, observation</p>

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to lift objects of various mass in their immediate environment and sign/ recite about them	Able to Lift objects of various mass in their immediate environment	Able to lift some objects of various mass in their immediate environment	Able to lift one or 2 objects of various mass in their immediate environment
Compare heavy and light objects in their immediate environment and describe what they see/observe	Compare heavy and light objects in their immediate environment using weighing scales	Compare the mass of objects in the classroom using weighing scale	Has difficulty to compare heavy and light objects in the immediate environment using weighing scale
Enjoys lifting light and heavy objects	Play games on comparison of mass using weighing scales and see-saw	Watch others as they play games on comparison	Watch others play games on comparison under teachers guidance
Suggested Resources			

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1,3capacity 8.lessons	a) Fill and empty various containers with sand, water, seeds in their immediate environment b) Compare sizes of containers using water/sand /seeds in their immediate environment c) Appreciate the use of objects of various sizes in the immediate environment d) Enjoy filling and emptying containers ion their immediate environment	<ul style="list-style-type: none"> • Fill and empty small and large containers using sand/water/seeds • Learner compare big and small containers by telling how many small ones fill the big ones and vice versa • Learner compare big and small containers by telling how many small ones can fill a big one and vice versa • In groups/pairs, individually, learner sign/ recite how much a container can hold compared to another one of a various size 	1) How many of the small containers can fill the big container? 2) From the big container, how many small ones can be filled? 3) Which container holds more/less?
Core Competences to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving as they compare how much a container can hold • Communication and collaboration as they work in groups 				
Link to PCIs: Service learning and parental engagement; service learning and community involvement and parental empowerment and engagement by filling containers using various type of seeds.			Link to Values: respect,responsibility,honest	
Links to other subjects: <ul style="list-style-type: none"> • Immediate environmental activities as they play filling and emptying 			Suggested Community Service Learning activities: <ul style="list-style-type: none"> • visit stalls for business people selling cereals and help them fill the containers 	

<ul style="list-style-type: none"> Psychomotor and creative as they balance pouring content from one container to the other 	
Suggested Non-Formal Activity to support learning: play business games by filling containers with sand, seeds and, selling to others	Suggested assessment: oral/signed questions, observation

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to fill and empty containers small and large containers and goes further to count how many small containers fill the big ones and vice versa	Able to fill and empty containers small and large containers and goes further to count how many small containers fill the big ones and vice versa	Able to fill and empty containers small and large containers	Able to fill small and large containers with teacher's assistance
able to compare capacity of various containers by explaining how many of the small one fill the large one and vice versa	able to compare capacity of various containers by explaining how many of the small one fill the large one	able to compare capacity of various containers through observation	Has difficulty to compare capacity of various containers

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.4Time 10 lessons	a) Compare sizes of shadows at various times of the day outside the classroom b) Identify vocabulary related to time (morning afternoon; evening day night) in the classroom c) Identify tools used for showing time (clock calendar, mobile phone, animals and birds) in their immediate environment d) Identify days of the week, months of the year in the classroom e) Appreciate management of time when doing various activities in their immediate environment	<ul style="list-style-type: none"> • Learner in compare shadows at various time s of the day • Learner sign/recite about vocabulary related to time morning afternoon, evening, day and night • Learner sign/recite about tools and animals used to tell time clock calendar; mobile phone; animals and birds • Learner to identify days of the week • Learner sign/recite about months of the year 	1) Which shadow is longer /shorter? 2) At what time of the day is it longer/ shorter? 3) How do we tell time at home /school? 4) What are the days of week? 5) What are the months of the year? 6) What activities do we carry out during the day?
Core Competences to be developed: <ul style="list-style-type: none"> • Citizenship-Learner 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 				
Link to PCIs: <ul style="list-style-type: none"> • Life skills and value Education; life skills; recall activities of daily living 			Link to Values: responsibility, caring, love	

Links to other subjects:languages,immediate activities	Suggested Community Service Learning activities: learner assist parents with daily households' chores such as cleaning utensils, setting dining table to help speed up preparation for school work.
Suggested Non formal Activity to support learning: sing/sign songs of daily routine while playing	Suggested assessment: oral/signed question, observation

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to mark and compare sizes of shadows at various times of the day	Able to compare sizes of shadows at various times of the d	able to compare and relate the sizes of shadows with time	Has challenges to compare the sizes of shadows
Able to Identify and use vocabulary related to time (morning, afternoon; evening, day and night)	Able to Identify vocabulary related to time (morning, afternoon, evening, day and night)	able to Identify few vocabulary related to time (morning, afternoon, evening, day and night)	identify vocabulary related to time
Able to Identify and sign about tools used for showing time (clock, calendar, mobile phone, animals and birds)	Able to Identify tools used for showing time (clock, calendar, mobile phone, animals and birds)	able to Identify some tools used for showing time (clock, calendar, mobile phone. animals and birds)	Has difficulty in identify tools used for showing time
Able to sign/recite and count the days of the week in the correct order and also state the months of the year accurately	Able to recite/sign days of the week, and months of the year	Able to Identify days of the week, months of the year but not in order	Have difficulty identifying days of the week and months of the year

Able to appreciate the importance of time when doing various activities	Able to appreciate time when doing various activities	appreciate time when doing various activities	appreciate time at all
---	---	---	------------------------

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	3.5 Money 8 lessons	a). Identify and trace Kenyan currency coins/notes classroom b). Buy items using Kenyan coins and notes of various denominations in classroom model shop corner. c). Save money for future use in their immediate environment d). Appreciate the use of Kenyan currency (coins/notes) in their daily life	<ul style="list-style-type: none"> • Learner to observe at and sign/recite about various sample currencies and identify and trace Kenyan coins/notes • Learners identifies Kenyan coins and notes • In groups/pairs, learner role play buying and selling from a shop corner 	1) What can you see on the coin/note? 2) What item do you need most? 3) How do you get those items you need? 4) What do we use money for? 5) What can we do with extra money (balance)? 6) Where do we keep money for future use? 7) Which coins look alike?
Core Competences to be developed: citizenship, communication and collaboration.				
Link to PCIs: ESD ;financial literacy; buying and selling things and practice saving			Link to Values: responsible honest, patient	
Links to other subjects: Psychomotor, Language			Suggested Community Service Learning activities: <ul style="list-style-type: none"> • children are sent to buy items from the shop/market. 	

	<ul style="list-style-type: none"> • A visit to the shop/market and assist in selling stuff
Suggested Non formal Activity to support learning: role playing buying and selling of goods	Suggested assessment: oral/signed questions,portfolio,observation

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify and sign about various sample of Kenyan currencies notes and coins	Able to identify sample of Kenyan currencies notes and coins without signing about them	Able to identify various sample Kenyan currencies coins and not notes	Able to identify Kenyan coins with teachers guidance
Able to trace Kenyan coins upto 40 shillings freely and talk about it	Able to trace Kenyan coins upto 20 shillings freely and but cannot sign about it	Able to trace Kenyan coins upto 20 shillings with teachers assistance	Has difficulty tracing Kenyan coins
Able to role play buying and selling using coins and notes	Able to role play buying and selling using coins and notes but cannot express self	Able to role play buying and selling using coins only	Has difficulty to role play buying and selling using coins and notes
Able to make a list of personal needs and save	Able to make a list of personal needs But has difficulty to save.	Able to make a list of personal needs without priority	Has difficulty to make a list of personal needs And save

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
	1.6Area (surface of objects) 10 lessons	a). Identify surfaces of various objects in the immediate environment b). Measure surfaces of various objects by covering them with smaller objects in classroom c). Appreciate various surfaces of objects in the immediate environment	<ul style="list-style-type: none"> • learner observe/identify various surfaces of objects in the immediate environment • learner identify various surfaces of objects in the immediate environment • In small groups/pairs, learner measure and compare various surfaces of objects • Learner cover surfaces using small objects from the immediate environment • Learner cover surfaces using small objects in the immediate environment 	1) How many small pieces can cover a given surface? 2) Which surface is smaller /bigger? 3) What else can we use to cover a given surface?
Core Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration as they work in groups • Critical thinking and problem solving as they cover and find out pieces that can cover a surface 				
Link to PCIs: life skills values of education; values; arranging objects on a surface			Link to Values: responsibility, caring	
Links to other subjects: <ul style="list-style-type: none"> • Psychomotor and creative activities • Language activities • Immediate environmental activities 			Suggested Community Service Learning activities: Children participate in cleaning their neighbourhood	
Suggested Non formal Activity to support learning: role play arranging of things on a surface			Suggested assessment: oral/signed questions, observation, portfolio.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify various surfaces in the classroom and out of classroom and explain their differences	Able to identify various surfaces in the classroom and explain their differences	Able to identify various surfaces in the classroom and out of classroom but has difficulty in explaining the differences	Able to identify various surfaces in the classroom
Able to cover bigger surfaces of objects using smaller objects Able to count the smaller objects that cover the bigger ones	Able to cover bigger surfaces of objects using smaller objects but cannot count accurately	Able to cover bigger surfaces of objects using smaller objects well	Able to cover bigger surfaces of objects using smaller objects with assistance
Able to identify various surfaces in the classroom and out of classroom and explain their differences	Able to identify various surfaces in the classroom and explain their differences	Able to identify various surfaces in the classroom and out of classroom but has difficulty in explaining the differences	Able to identify various surfaces in the classroom

ENVIRONMENTAL ACTIVITIES

Essence Statement

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

Subject Learning Outcomes

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

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

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 HEALTH PRACTICES	1.1 HAND WASHING (6 lessons each 35minutes)	Learners to: a) Discuss the importance of washing hands to maintain good personal hygiene(k) b) Show appropriate hand washing skills (S) c) Demonstrate hand washing behaviour at different times (S) d) Appreciate the need to wash hands (A) e) Appreciate the different times for hand washing hands (A)	<ul style="list-style-type: none"> • Learners to discuss the importance of washing hands • Learners be guided to follow the right steps when washing hands • Learners to observe on steps for hand washing • The learners to observe the teacher as he/she demonstrates hand washing activity • In pairs the learners can demonstrate hand washing • In groups learners practice washing hands • Learners should watch videos on hand washing • Learners to be guided to sing signed songs related to hand washing • Learners should role play the importance of washing hands using soap • Learners to be guided by the teacher to discuss the different times for hand washing • Use of posters in identifying different times for hand washing • Learners to discuss about the dangers of not washing hands 	<ol style="list-style-type: none"> 1) Why do we wash our hands? 2) When do we wash our hands? 3) What do we use to wash our hands? 4) How do we wash our hands?

			<ul style="list-style-type: none"> Learners to colour pictures on hand washing activity 	
Core competence to be developed: Communication and collaboration in hand washing, learning to learn by enquiring why, self-efficacy in doing hand washing, critical thinking and problem solving with why questions.				
Link to PCIs: ESD –disaster risk reduction –washing hands to prevent spread of diseases, citizenship- child care and protection-washing hands at different times, health education by personal hygiene- washing hands with soap to preventing diseases.			Link to Values: Care, responsible	
Links to other Subjects: Language (KSL), music and movement, psychomotor, mathematics			Suggested Community Learning Activity: Club and societies. e.g. health club, parental engagement providing hand washing materials at home.	
Suggested Non-formal activity to support learning: Learners to participate in hand washing days in the community			Suggested Assessment: Oral questions, Observation	
Suggested Resources: Posters, pictures, water, soap, hand washing facilities, charts, digital devices, flash cards				

Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Understanding the importance of washing hands. Show <i>appropriate</i> hand washing skills. Demonstrate hand washing behaviour at critical times and assist others washing hands.	Learner able to: Understanding the importance of washing hands. Show <i>appropriate</i> hand washing skills. Demonstrate hand washing behaviour at critical times.	Learner able to: Understanding the importance of washing hands but cannot show <i>appropriate</i> hand washing skills.	Learner able to: Understanding the importance of washing hands with assistance.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 HEALTH PRACTICES	1.2 CARE FOR THE NOSE (5 lesson each 35minutes) s)	Learner to: a) Demonstrate use a handkerchief to wipe the nose to maintain good personal hygiene(S) b) Appreciate the need to own and care for a handkerchief (A) c) Discuss the importance of having a personal handkerchief (K)	<ul style="list-style-type: none"> • Learners to observe a demonstration on how to use a handkerchief to clean the nose • Learners to practise wiping nose using a handkerchief • Discuss about importance of wiping the nose • Observe video on use of handkerchief • Read pictures on use of a handkerchief • Learners come with a handkerchief • Tell the importance of using a clean handkerchief to clean the nose • Learners to be guided to sing signed songs related to handkerchiefs and how to use it • Learners to discuss the dangers of sharing a handkerchief • Learner should play a handkerchief game 	<ol style="list-style-type: none"> 1) What do we use to clean our nose? 2) When do we clean our nose? 3) How do we clean our nose? 4) Why should we not share a handkerchief?
Core competence to be developed: Communication and collaboration, Self-efficacy, Critical thinking and problem solving				
Link to PCIs: Life skills: own a personal handkerchief, health education: personal hygiene- importance of having a personal handkerchief, common communicable diseases- use of a clean handkerchief to wipe nose			Link to Values: Care. Responsibility	
Links to other Subjects: Music and movement, language(KSL), psychomotor			Suggested Community Learning Activity: Parental involvement; providing handkerchief, parental engagement: visiting nearest health facility	

Suggested Non-formal activity to support learning: Visiting a health center	Suggested Assessment: Care, Responsibility
Suggested resources: Handkerchief, videos, pictures	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Use a handkerchief to wipe the nose. Appreciate the need to own and care for a handkerchief. Give the importance of having a personal handkerchief and besides that wash and keep handkerchief.	Learners are able to: Use a handkerchief to wipe the nose. Appreciate the need to own and care for a handkerchief and give the importance of having a personal handkerchief	Learners are able to: Use a handkerchief to wipe the nose. Appreciate the need to own and care for a handkerchief.	Learners are able to: Use a handkerchief to wipe the nose but with assistance.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 HEALTH PRACTICES	1.3 CARE FOR TEETH (6 lessons each 35minutes))	Learners to: a) Discuss the dangers of eating substances that destroy teeth to avoid overuse (K) b) Appreciate the need to care for teeth by avoiding eating sugary things to prevent teeth decay (A) c) Brush teeth using appropriate brushing material bought or locally available (S) d) Appreciate the need to brush teeth	<ul style="list-style-type: none"> • Learners classify foods that destroy their teeth • Learners to identify sugary things • Matching, sorting items for tooth brushing • Observe the teacher demonstrate how to brush teeth correctly • Learners be guided on the amount of toothpaste to use • Learners to practice brushing their teeth • Learners to be guided to sing signed songs on teeth brushing • Watch videos on teeth brushing (KSL) • Role play teeth brushing • Look at each other's teeth • Discuss the dangers of not brushing their teeth • Teacher uses teachable moments to reinforce teeth brushing (during health check) 	<ol style="list-style-type: none"> 1) Why do we brush our teeth? 2) Name sugary things that destroy teeth? 3) When do we brush our teeth? 4) What do we use to rush our teeth? 5) How do we brush our teeth?
Core competence to be developed: Communication and collaboration- news telling, Self-efficacy-maintaining clean teeth, Digital literacy, learning to learn-appropriate teeth brushing				
Link to PCIs: Health education-personal hygiene: brushing teeth, Life skills-ability to clean teeth, Citizenship-child care and protection; to avoid sugary things to prevent tooth decay, Service learning and parental engagement: provision of teeth brushing materials			Link to Values: Care, happiness, responsibility	

Links to other Subjects: Language (KSL), music and movement, psychomotor	Suggested community learning activity: Visiting a dentist in the nearest health center
Suggested Non-formal activity to support learning: Brushing teeth while at home	Suggested Assessment: Oral questions, observations
Suggested resources: KSL videos on teeth brushing, a dentist, brushing facilities, cop/glass, water	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Discuss the dangers of using substances that destroy teeth. Appreciate the need to care for teeth by avoiding eating sugary things. Brush teeth using appropriate brushing material found in their locality and even appreciate the need to brush teeth.	Learners are able to: Discuss the dangers of using substances that destroy teeth. Appreciate the need to care for teeth by avoiding eating sugary things and brush teeth using, Appropriate brushing material found in their locality.	Learners are able to: Discuss the dangers of using substances that destroy teeth. Appreciate the need to care for teeth by avoiding eating sugary things.	Learners are able to: Discuss the dangers of using substances that destroy teeth with the help from the teacher and classmates.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 HEALTH PRACTICES	1.4 SANITATION (6 lessons) 35minutes))	Learners to: a) Discuss the importance of a clean toilet to maintain good hygiene(a) b) Identify material used in toileting in order to maintain good hygiene(K) c) Use the toilet facility properly in school and at home(s) d) Use toilet safely at home and in school(s) e) Appreciate proper use of toilet facilities in school and at home (A)	<ul style="list-style-type: none"> • Learners guided in discussing the importance of a clean toilet • Learners naming the toileting materials • Learners observe as the teacher demonstrates use of toileting facilities properly • Role play safe use of toileting facilities • Learners practice using the toilet properly • Learners watch comic/signed videos on toileting • Learners to observe pictures from charts that show correct pictures of toileting skills • Discuss about the dangers of dirty toilets 	<ol style="list-style-type: none"> 1) Why do we need a clean toilet? 2) What are the dangers of dirty toilet? 3) When do we go to the toilet? 4) Name materials are used in toileting? 5) How do we use the toilet safely? 6) How do we use the toilet?
Core-Competence to be developed: Self-efficacy, Communication and collaboration, learning to learn, Critical thinking and problem solving				
Link to PCIs: ESD-Disaster and risk reduction- use of toilet safely, Citizenship-child care and protection – use of toilet safely to avoid injury, health education-personal hygiene-importance of a clean toilet			Links to Values: Responsibility, care	
Links to another Subject(S): Music and movement, language (KSL), psychomotor			Suggested Community Service Learning: Service learning and parental engagement, health clubs- provision of toileting materials, creating awareness of proper use of toilet facilities	

<p>Non-Formal Activity to support learning through application: Learners to participate in cleaning toilets in school and at home</p>	<p>Suggested Assessment: Discussions, question and answer</p>
<p>Suggested Resources: Pictures, charts videos, toilet facilities, poster</p>	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
<p>Learners should be able to: Use the toilet facility properly. Identify material used in toileting. Use toilet safely. Discuss the importance of a clean toilet. Appreciate proper use of toilet facilities and even clean toilets appropriately.</p>	<p>Learners should be able to: Use the toilet facility properly. Identify material used in toileting. Use toilet safely. Discuss the importance of a clean toilet. Appreciate proper use of toilet facilities.</p>	<p>Learners should be able to: Use the toilet facility properly. Identify material used in toileting. Use toilet safely. Discuss the importance of a clean toilet.</p>	<p>Learners should be able to: Use the toilet facility properly with assistance.</p>

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
1.0 HEALTH PRACTICES	1.5 FOOD (7lessons) 35minutes))	Learners to: a) Observe table manners for good eating habits(s) b) Demonstrate washing fruits before eating to maintain good hygiene(S) c) Practice clearing feeding areas (a) d) Discuss the dangers of eating food from someone else's mouth (a) e) Appreciate eating right quantity of food	<ul style="list-style-type: none"> • Learners observe the teacher demonstrate proper table manners • Learners are guided on dos and don'ts while eating • Sing signed songs on feeding self • Learners watch teacher demonstrate washing fruits • In groups learners practice to wash fruits • Clear the feeding area guided by the teacher • Discuss about dangers of eating food from other people's mouth • Discuss about eating the right quantity of food 	<ol style="list-style-type: none"> 1) What are the proper eating habits? 2) What are the dos and don'ts when eating? 3) Why should we eat properly? 4) Why should we wash fruits before eating? 5) How do we clear the feeding area? 6) Why should we not eat food from people mouth?
Core-Competence to be developed: Communication and collaboration, Self-efficacy, learning to learn, digital literacy				
Link to PCIs: ESD-Environmental Education- practice clearing feeding areas Citizenship, child care and protection- washing fruits, Health education, personal hygiene- dos and don'ts while eating, washing fruits, Parental engagement- provision of right quality of food, Life skills- self feeding.			Links to Values(S): Humour, self-respect.	
Links to other Subject(s): Language, psychomotor creative, maths.			Suggested Community Service Learning: Learners to visit the nearest hotel, Visiting the nearest grocery.	

Non-Formal Activity to support learning through application: Participation in happy birthday parties.		Suggested Assessment: Question and answer, observation, discussion.		
Suggested Resources: Food items, Charts, feeding items, picture books, videos, realia				
Suggested Assessment Rubrics				
Exceeds Expectation		Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Observe table manners. Feed self. Wash fruits. Practice clearing feeding areas. Avoid eating food from someone else's mouth. Appreciate eating right quantity of food and even serve food.		Learners are able to: Observe table manners. Feed self. Wash fruits. Practice clearing feeding areas. Avoid eating food from someone else's mouth. Appreciate eating right quantity of food.	Learners are able to: Observe table manners. Feed self. Wash fruits. Practice clearing feeding areas and avoid eating food from someone else's mouth.	Learners are able to: Observe table manners but feed with help of others.
Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.1 PLANTS (9 lessons) 35minutes))	Learners to: a) Identify different types of plants in school environment (k b) Demonstrate the ability to water plants in the local environment(s) c) Identify different parts of plants for proper understanding of a plant(k)	<ul style="list-style-type: none"> Learners could be taken out to observe different types of plants within the school compound and neighbourhood In pairs/groups discuss about different plants Learners to be guided to water plants both in the nature corner and outside within the school compound 	<ol style="list-style-type: none"> Which plants do you know? How do we care for plants? Which are the main parts of a plant? How do we use different parts of a plant?

		<p>d) Make use of different parts of plants in the school and at home(a)</p> <p>e) Appreciate the beauty of growing plants (a)</p>	<ul style="list-style-type: none"> • Learners identify different parts of a plant in the chart a • Be guided to draw and colour pictures of parts of a plant • Learners to sort and group different parts of plants • Colour items using parts of a plant such as leaves and flowers • Watch a video on parts of a plant • Learners to sing signed songs on parts of a plant 	
<p>Core competence to be developed: Communication and collaboration, learning to learn, self-efficacy, digital literacy, creativity and imagination</p>				
<p>Link to PCIs: ESD: Environmental Education- appreciating the beauty of growing plants, Citizenship- social cohesion-watering plants together</p>		<p>Link to Values: Care, responsibility, compassion</p>		
<p>Links to other Subjects: Creative activities, language(KSL), mathematics, music and movement</p>		<p>Suggested Community Learning Activity: Visit the neighbourhood and assist in watering plants, Learners could be involved in tree planting in the community.</p>		
<p>Suggested Non-formal activity to support learning: Taking photos of plants, growing of flowers at home.</p>		<p>Suggested Assessment: Observation, question and answer</p>		
<p>Suggested Resources: videos, charts, real plants and animals, resource persons, picture books</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able: Identify different types of plants. Demonstrate the ability to water plants in the local environment. Identify different parts of the plants make use of different parts of the plants. Appreciate the beauty of growing plants by planting trees.	Learners are able: Identify different types of plants. Demonstrate the ability to water plants in the local environment. Identify different parts of the plants and make use of different parts of the plants.	Learners are able: Identify different types of plants. Demonstrate the ability to water plants in the local environment. Identify different parts of the plants.	Learners are able Identify different. Types of plants with help from the teacher.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.2 ANIMALS domestic and wild animals (8 lessons) 35minutes))	Learners to: a) Identify of domestic and wild animals within their environment (k) b) Demonstrate the ability to feed the animals (s) c) Recognize the external parts of the animals in the environment (k) d) Appreciate the presence of animals in the environment (a) e) Enjoy harmonious living with animals (a)	<ul style="list-style-type: none"> • Learners to be guided to identify domestic and wild animals within their environment • Learners watch videos on domestic and wild animals • Learners to model, draw or colour pictures of domestic and wild animals • Learners to feed the domestic animals • Learners could be taken for a nature walk to observe external parts of animals 	<ol style="list-style-type: none"> 1) What are some of the animals found within the learner’s environment? 2) Which animals do we keep at our home? 3) How do we feed a cow? 4) What are the external parts of a cow? 5) Which animal do you like playing with at home?

			<ul style="list-style-type: none"> • Learners match and pair pictures of domestic and wild animals using available technological devices to identify animals • Learners engage in pretend/ role play about animals 	
Core competence to be developed: Communication and collaboration, citizenship, self-efficacy, learning to learn, creativity and imagination				
Link to PCIs: ESD; animal welfare - ability to feed animals, learner support programmes; learning to live together; enjoy harmonious living with animals.			Link to Values: Care, responsibility, kindness	
Links to other Subjects: Language, (KSL), mathematics, creative, moral and religious activities:			Suggested Community Learning Activity: Visit neighbourhood and assist to feed animals, keep small animals in the school compound as clubs and societies.	
Suggested Non-formal activity to support learning: Taking photos of animals, taking photos with animals, keeping pets at home			Suggested Assessment: Observation, question and answer	
Suggested Resources: videos, charts, realia, mobile phones/computers, picture cut outs, flash cards, picture books				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
learners are able to: Identify domestic and wild animals within their environment. Demonstrate the ability to feed the animals. Recognize the external parts of the animals in the environment. Appreciate the presence of animals in the environment. Enjoy harmonious living with animals and keep pets.	learners are able to: Identify domestic and wild animals within their environment. Demonstrate the ability to feed the animals. Recognize the external parts of the animals in the environment. Appreciate the presence of animals in the environment. Enjoy harmonious living with animals.	learners are able to: Identify domestic and wild animals within their environment. Demonstrate the ability to feed the animals and recognize the external parts of the animals in the environment.	learners are able to: Identify domestic and wild animals within their environment with the help of others.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.3 WEATHER (7 lessons) 35minutes))	Learners to: a) Identify different weather symbols on the weather chart (k) b) Naming the different weather symbols(k) c) Observing the prevailing weather changes with the symbol	<ul style="list-style-type: none"> • Learners to observe and identify different weather symbols on weather chart. • Learners to draw and name weather symbols from a weather chart • Matching names and weather symbols • Learners to go out of class, observe the weather changes and then are guided to make pictorial representation. 	<ol style="list-style-type: none"> 1) What are the common weather changes and their symbols? 2) What is the weather change now? 3) What happens when it's cloudy/sunny/rainy/windy? 4) How do we dress during different weather changes? 5) How does the rain/wind/sun/clouds help us?

		d) Appreciate different weather changes(a)	<ul style="list-style-type: none"> • Identify the weather symbols on the weather chart • Play with different weather changes • Discuss about the activities associated with different weather changes • Watch simulations/videos of different weather changes 	
Core competence to be developed: Critical thinking and problem solving –dressing according to weather, creativity and imagination- recording symbols on the weather chart, learning to learn- matching and pairing weather symbols, self-efficacy awareness on dressing according to weather, digital literacy				
Link to PCIs: ESD; Environmental Education- observing prevailing weather changes, Learner support programme; sports and games- playing with different weather changes, life skills- dressing according to weather change			Link to Values: Social responsibility, unity	
Links to other Subjects: Music and movement, creativity and psychomotor, language(KSL), mathematics			Suggested Community Learning Activity: Visit the elderly in the community and learn how they predict weather, visit the community and learn how to plant during rainy season	
Suggested Non-Formal Activity to Support Learning: Visiting the nearest weather station, watching and listening to news related to weather at home, observing different dressing cord			Suggested Assessment: Observation, question and answer	
Suggested Resources: Weather chart, realia (trees, sun, clouds, rain) Umbrella				

Suggeste Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
<p>Learners are able to:</p> <p>Identify different weather symbols on the weather chart. Naming the different weather symbols. Observing the prevailing weather changes with the symbols. Appreciate different weather changes and dress according to different weather changes.</p>	<p>Learners are able to:</p> <p>Identify different weather symbols on the weather chart. Naming the different weather symbols. Observing the prevailing weather changes with the symbols. Appreciate different weather changes</p>	<p>Learners are able to:</p> <p>Identify different weather symbols on the weather chart. Naming the different weather symbols. Observe the prevailing weather changes with the symbols.</p>	<p>Learners are able to:</p> <p>Identify different weather symbols on the weather chart but with the teachers help.</p>

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.4 WATER (7 lessons) 35minutes))	<p>Learners to:</p> <p>a) Identify sources of water within their environment (k)</p> <p>b) Demonstrate the ability to experiment with water (s)</p> <p>c) Demonstrate the ability to conserve water (s)</p> <p>d) Appreciate the importance of water in the environment (a)</p> <p>e) Enjoy experimenting with water (a)</p>	<ul style="list-style-type: none"> • Learners could be taken for a nature walk in the neighbourhood to identify sources of water • Draw and colour sources of water • Perform simple experiments with water e.g. floating and sinking, watering seeds to germinate, dissolving substances • Learners to be guided in discussions on the observation of simple experiments with water 	<ol style="list-style-type: none"> 1) What are the sources of water? 2) What happens when you place objects in water? 3) How can we conserve water? 4) What are the uses of water?

			<ul style="list-style-type: none"> • Learners to be guided to use water to model different objects • Learners to be engaged in guided discussions on uses of water • Participate in watering plants and crops in the environments • Carry a class project to collect water during the rainy seasons • Sing signed songs about water 	
Core competence to be developed: Communication and collaboration-discussion, self-efficacy-observe experiments, learning to learn-perform simple experiments, critical thinking and problem solving creativity and imagination				
Link to PCIs: ESD- Environmental education – identifying water sources, use of water, life skills-using water sparingly, Health Education- Personal Hygiene-uses of water			Link to Values: unity, happiness, responsibility	
Links to other Subjects: Creativity, music and movement, language (KSL)			Suggested Community Learning Activity: Learn about the water storage practices in the past from senior citizens, Cleaning areas around water sources	
Suggested Non-Formal Activity to Support Learning: Swimming			Suggested Assessment: Observation, question and answer	
Suggested Resources: Containers, pictures, charts, flash cut-outs, pencils, colours, seedlings, basin, substances, objects, resource persons				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Identify sources of water within their environment. Demonstrate the ability to experiment with water. Demonstrate the ability to conserve water. Appreciate the importance of water in the environment. Enjoy experimenting with water and use water sparingly.	Learners are able to: Identify sources of water within their environment. Demonstrate the ability to experiment with water. Demonstrate the ability to conserve water. Appreciate the importance of water in the environment and enjoy experimenting with water.	Learners are able to: Identify sources of water within their environment. Demonstrate the ability to experiment with water. Demonstrate the ability to conserve water. Appreciate the importance of water in the environment.	Learners are able to: Identify sources of water within their environment but with the help of the teacher.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.5 SOIL (5lessons) 35minutes	Learners to: a) Mention the safety measures when playing with soil(k) b) Manipulate different soil textures(s) c) Enjoy feeling different soil textures (a)	<ul style="list-style-type: none"> • Learners to discuss safety measures when handling soil • Learners manipulate different soil textures-to make bridges, build houses • Learners discuss different soil textures • Sing signed songs, on safety when handling soil 	<ol style="list-style-type: none"> 1) What are safety measures when handling soils? 2) How do you feel when manipulating different soil textures? 3) How do we handle soil without hurting ourselves?
Core competence to be developed: Creativity and imagination- building sand bridges, learning to learn-learn safety measures, self-efficacy- when they learn how to handle soil safely				
Link to PCIs: ESD-environmental education-manipulation of different soil textures, health education-personal hygiene- handle soil safely, citizenship-child care and			Link to Values: responsibility, unity, respect	

protection-safety measures while playing with soil, parental engagement- parents' guide children when playing with soil	
Links to other Subjects: Music and movement, language (KSL), creative activities	Suggested Community Learning Activity: Visit the nearest tree garden, visit the nearest construction site
Suggested Non-Formal Activity to Support Learning: Growing flowers at home	Suggested Assessment: Observation, question and answer
Suggested Resources: Sandpits (Sandy, loam and clay soils), containers, charts, picture books,	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Mention the safety measures when playing with soil. Explore the different soil textures. Enjoy feeling different soil textures, Demonstrate different uses of soil.	Learners are able to: Mention the safety measures when playing with soil. Explore the different soil textures. Enjoy feeling different soil textures.	Learners are able to: Mention the safety measures when playing with soil and explore the different soil textures.	Learners are able to: Mention a few safety measures when playing with soil.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.6 SOUND (Demonstration of sounds by teacher) (6 lessons)	Learners to: a) Identify different sources of sounds in the environment(k)	<ul style="list-style-type: none"> Learners are guided through a discussion to identify different sources of sounds in the environment 	<ol style="list-style-type: none"> 1) What are sources of sound? 2) What are the uses of sounds? 3) How do you feel sound?

	35minutes))	b) Show ability to visualize sounds and words of sounds in the local environment (s) c) Appreciate use of sound by playing different musical instrument	<ul style="list-style-type: none"> • Observe a chart of different sources of sound produced in the environment • Learners to be shown animations (with exact words) of sounds from different sources • Draw and colour sources of sounds e.g. drum, bell, jiggles, radio • Field visits to feel different sounds in the environment • Play different musical instruments to produce sounds 	4) What will you do when you feel a loud voice?
Core competence to be developed: Communication and collaboration, digital literacy-feeling sounds from technological devices, critical thinking and problem solving-responding to sounds				
Link to PCIs: ESD-environmental education –identify different sources of sound in the environment, learner support programmes – clubs and societies-different musical instruments			Link to Values: Unity, love	
Links to other Subjects: Music and movement, language(KSL), creative arts			Suggested Community Learning Activity: Learn from elders’ meanings of different sounds e.g. ululations	
Suggested Non-Formal Activity to Support Learning: Play musical instruments at home and church			Suggested Assessment: Observation, question and answer, oral questions>	
Suggested Resources: musical instruments realia (birds, animals)				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Identify different sources of sounds in the environment. Show ability to visualize sounds and words of sounds in the local environment. Appreciate use of sound by playing different musical instrument and even enjoy dancing.	Learners are able to: Identify different sources of sounds in the environment. Show ability to visualize sounds and words of sounds in the local environment. Appreciate use of sound by playing different musical instrument.	Learners are able to: Identify different sources of sounds in the environment. Show ability to visualize sounds and words of sounds in the local environment.	Learners are able to: Identify a few sources of sounds in the environment but with the help of teachers' demonstration.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.7 SMELL (5lessons) (35minutes)	Learners to: a) Recognize the pleasant and unpleasant smell in the local environment (k) b) Respond appropriately to the pleasant and unpleasant smell in the surrounding (s) c) Appreciate the pleasant smell in the local environment (a)	<ul style="list-style-type: none"> • Walk round the environment and identify different smell • Discuss about good and bad smell • Carry out a project with learners to collect and dispose substances that bring bad smell in the environment • Discuss about why they should not eat food that smells bad • Learners could be guided to use sanitary facilities well so that they don't produce bad smell e.g. toilet paper etc. 	<ol style="list-style-type: none"> 1) What things smell good in our environment? 2) What things smell bad in our environment? 3) Why should you not eat food that smells bad? 4) How can we avoid bad smell in the environment?

			<ul style="list-style-type: none"> Learners to give reasons why they should use toilets well Enjoy the pleasant smell in the environment 	5) Why should we use our toilets well?
Core competence to be developed: Communication and collaboration-discussion on smell, critical thinking and problem solving-avoiding bad smell. learning to learn-not eating food that smells bad				
Link to PCIs: ESD-environmental education- recognize pleasant and unpleasant smell in the local environment, citizenship- child care and protection-guided to use sanitary facilities, Health education – personal hygiene-giving reasons for using toilets well, Parental engagement-learners could be guided to use sanitary facilities well so that they don't produce bad smell e.g. toilet paper etc.			Link to Values: Unity, care, love	
Links to other Subjects: Language (KSL), music and movement, creative activities, psychomotor			Suggested Community Learning Activity: Walk round the environment and collect litters, cleaning the school compound	
Suggested Non-Formal Activity to Support Learning: Make good use of disposal areas			Suggested Assessment: Observation, question and answer, oral questions	
Suggested Resources: Food substances, plants, resource persons (garbage collectors)				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Recognize the pleasant and unpleasant smell in the local environment. Respond	Learners are able to: Recognize the pleasant and unpleasant smell in the local environment. Respond appropriately to the pleasant and unpleasant smell in	Learners are able to: Recognize the pleasant and unpleasant smell in the local environment. Respond appropriately to the	Learners are able to: Recognize some pleasant and unpleasant smell in the local environment.

appropriately to the pleasant and unpleasant smell in the surrounding. Appreciate the pleasant smell in the local environment. Desire to stay in a clean environment.	the surrounding. Appreciate the pleasant smell in the local environment.	pleasant and unpleasant smell in the surrounding.	
---	--	---	--

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
2.0 NATURAL ENVIRONMENT	2.8 LIGHT (6lessos) (35minutes)	Learners to: a) Identify the different sources of light in the environment(k) b) Demonstrate use of light from different sources (s) c) Perform simple experiments using different sources of light (s) d) Appreciate uses of light at home and in school(a)	<ul style="list-style-type: none"> • Learners identifying sources of light from a chart • Draw and colour different sources of light • Cut and paste different sources of light • Learners guided to discuss the uses of light in daily life • Learners guided to perform simple experiments using sources of light e.g. forming shadows, refraction, forming rainbows • Sing signed songs related to uses of light • Enjoy playing with sources of light (to form shadows, rainbows, mirror reflections) 	<ol style="list-style-type: none"> 1) What are the sources of light 2) What are the uses of light?
Core competence to be developed: Critical thinking and problem solving-experiments, learning to learn-experiments, self-efficacy-looking in the mirror, Communication and collaboration-discussion				

Link to PCIs: Life skills- uses of light in daily life, learner support programmes-sports and games-enjoy playing with sources of light, service learning and parental engagement-uses of light, putting light on and off, ESD –Safety and Security-appreciate uses of light.	Link to Values: Love, happiness, unity
Links to other Subjects: Language (KSL), music and movement, creative	Suggested Community Learning Activity: Parental engagement-children empowered not to pay with sources of light e.g. fire
Suggested Non-Formal Activity to Support Learning: Putting on and off light when not in use at home	Suggested Assessment: Observation, question and answer, oral questions
Suggested Resources: Sources of light (torch, lamps etc.),	

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Recognize the different sources of light. Demonstrate use of light from different sources. Perform simple experiments using different sources of light. Appreciate uses of light and learn to switch off light when not in use.	Learners are able to: Recognize the different sources of light. Demonstrate use of light from different sources. Perform simple experiments using different sources of light. Appreciate uses of light.	Learners are able to: Recognize the different sources of light. Demonstrate use of light from different sources. Perform simple experiments using different sources of light.	Learners are able to: Recognize the different sources of light but with the help of the teacher.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 CARE AND SAFETY	3.1 CARE school compound and neighbourhood (9 lessons) (35minutes)	Learners to: a) Identify cleaning materials(k) b) Identify areas in the school compound and immediate environment that require care(k) c) Identify waste material that require disposal (k) d) Appreciate living in a clean environment (a) e) Demonstrate ability to dispose rubbish appropriately (s) f) Demonstrate ability to use play/learning materials appropriately (S) g) Appreciate clearing/tidying up working areas after play (A)	<ul style="list-style-type: none"> • Learners to identify cleaning materials by naming them. • Learners identify areas that require cleaning in the school compound and neighbourhood • Learners to identify waste materials that require disposal • Learners clean different areas in the school compound by picking litter • Learners are guided to the litter disposal areas and how to dispose litter properly • Learners discuss on how to take care of materials and items in the school (teacher can help learners develop and adhere to simple rules guiding learners to care for the school compound, equipment and materials, e.g. don't write on the classroom wall) • Engage children in using a litter bin in class • Guide learners to clean working areas after an activity • Sing signed songs related to cleaning working areas 	<ol style="list-style-type: none"> 1) Which materials do we need for cleaning? 2) Which areas require cleaning in the school compound? 3) What waste materials require disposal? 4) Where do we dispose rubbish? 5) Who should clean our compound? 6) Why should we maintain cleanliness?
Core competence to be developed: Citizenship-caring for our environment, Communication and collaboration-developing rules, Critical thinking and problem solving-using a litter bin, learning to learn-rules				

Link to PCIs: Health education: common communicable diseases - living in a clean environment, ESD-environmental education- guide learners to clean working areas after an activity, service learning and parental engagement-cleaning compound at school.	Link to Values: Responsibility, unity, care
Links to other Subjects: Music and movement, psychomotor, language(KSL)	Suggested Community Learning Activity: Walk in the neighbourhood and collect litters
Suggested Non-formal activity to support learning: Participation in world cleaning day	Suggested Assessment: Observation, question and answer, oral questions
Suggested Resources: Brushes, brushes, wiping cloths, litter bin	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Identify cleaning materials. Identify areas in the school compound and immediate environment that require care. Identify waste material that require disposal. Appreciate living in a clean environment. Demonstrate ability to dispose rubbish appropriately. Demonstrate ability to use play/learning materials appropriately as well as observe personal hygiene. Appreciate clearing/tidying up working areas after play as well as observe personal hygiene.	Learners are able to: Identify cleaning materials. Identify areas in the school compound and immediate environment that require care. Identify waste material that require disposal. Appreciate living in a clean environment. Demonstrate ability to dispose rubbish appropriately. Demonstrate ability to use play/learning materials appropriately.	Learners are able to: Identify cleaning materials. Identify areas in the school compound and immediate environment that require care. Identify waste material that require disposal. Appreciate living in a clean environment. Demonstrate ability to dispose rubbish appropriately.	Learners are able to: Identify cleaning materials. Identify areas in the school compound and immediate environment that require care with the help of others.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
3.0 CARE AND SAFETY	3.2 SAFETY (6 lessons) (35minutes)	Learners to: a) Identify safe and unsafe places, objects and activities in the local environment (K) b) Demonstrate the ability to recognize safe and dangerous places, objects and activities in the local environment(S) c) Appreciate the need to take safety precautions (A) d) Demonstrate ability to take safety precautions (S)	<ul style="list-style-type: none"> • Learners name dangerous places, objects activities and games in their environment • Learner discuss about the dangers of dangerous places, objects, activities and games and fire • Practice crossing roads and rivers safely • Learners to be guided on how to report accidents • Learners to clean working areas after an activity • Learners use digital devices showing dangerous places, objects, activities and games • Sing signed songs related to safety • Share experiences had on accidents • Discuss common accidents • Move around the school compound to collect dangerous objects with the teachers' guidance 	<ol style="list-style-type: none"> 1) What are the dangerous places, objects, activities and games? 2) What would you do if a fire broke out? 3) What are the common accidents in our environment? 4) Why should we ensure safety in our environment?
Core competence to be developed: Digital literacy- use digital devices showing dangerous places, objects, activities and games, Communication and collaboration-naming dangerous places, objects and activities, Critical thinking and problem solving- move around the school compound to collect dangerous objects, learning to learn-identify safe and unsafe places, objects and activities				
Link to PCIs: ESD: Safety and security- name dangerous places, objects, activities and games in their environment, Citizenship: Child care and Protection- share experiences had on accidents, discuss			Link to Values: Care, responsibility, unity	

common accidents, Life skills- demonstrate the ability to recognize safe and dangerous places, objects and activities	
Links to other Subjects: Languages (K S L), psychomotor activities, Religion	Suggested Community Learning Activity: Visit the elders in the community to assist in identifying dangerous places, Visit the nearest bridge
Suggested Non-Formal Activity to Support Learning: Filling trenches near the classes and at home	Suggested Assessment: Observation, question and answer, oral questions, discussions
Suggested Resources: Charts, videos, realia, Resource persons, pictures	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners are able to: Identify safe and unsafe places. Objects and activities in the local environment. Demonstrate the ability to recognize safe and dangerous places. Objects and activities in the local environment. Appreciate the need to take safety precautions. Demonstrate ability to take safety precautions and even observe and practice them.	Learners are able to: Identify safe and unsafe places. Objects and activities in the local environment. Demonstrate the ability to recognize safe and dangerous places. Objects and activities in the local environment. Appreciate the need to take safety precautions. Demonstrate ability to take safety precautions.	Learners are able to: Identify safe and unsafe places. Objects and activities in the local environment. Demonstrate the ability to recognize safe and dangerous places. Objects and activities in the local environment. Appreciate the need to take safety precautions.	Learners are able to: Identify some safe and unsafe places. Objects and activities in the local environment.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.1 MYSELF (7 lessons) (35minutes)	Learners to: a) Identifying body parts- head, shoulders, ears, eyes, mouth, hand, fingers, leg, feet(K) b) Discuss the uses of body parts c) Discuss parts of the head and their uses(K) d) Appreciate their body parts e) Appreciate individual differences	<ul style="list-style-type: none"> • Learners watch pictures of different body parts • Learners sing songs on body parts • In groups the learners’ role play the uses of different parts of the body • Learners identify different parts of the body from a chart • Learners play different games on body parts • Learners discuss the uses parts of head • Learners draw the body parts • learners to model parts of the body • Stories of appreciating one another 	<ol style="list-style-type: none"> 1) What are the parts of the body? 2) What are the uses of parts of the body? 3) What are the uses of hands, fingers, and legs 4) What are the uses of parts of the head?
Core competence to be developed: Citizenship-working in groups, learning to learn-playing and listening to stories, self-efficacy-talking about themselves, collaboration and communication-when discussing				
Link to PCIs: Life skills self-awareness, self-esteem, assertiveness groups the learner’s role play the uses of different parts of the body, citizenship: gender issues- Appreciate individual differences, parental involvement; Stories of appreciating one another, learner support programme: sports and games- Learners play different games on body parts			Link to Values: Love, unity, respect	
Links to other Subjects: Languages (k s l), psychomotor activities, Religion			Suggested Community Learning Activity: Learners to visit a special school, visit the elderly	
Suggested Non-Formal Activity to Support Learning: Assisting learners with disability			Suggested Assessment: Observation, question and answer, oral questions	
Suggested Resources: Charts, Realia, Resource persons, pictures				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Identify body parts-head, shoulders, ears, eyes, mouth, hand, fingers, leg and feet. Discuss the uses of body parts. Discuss parts of the head and their uses. Appreciate their body parts. Appreciate individual differences and even draw their family members	Learners should be able to: Identify body parts-head, shoulders, ears, eyes, mouth, hand, fingers, leg and feet. Discuss the uses of body parts, Discuss parts of the head and their uses. Appreciate their body parts. Appreciate individual differences	Learners should be able to: Identify body parts-head, shoulders, ears, eyes, mouth, hand, fingers, leg and feet. Discuss the uses of body parts. Discuss parts of the head and their uses.	Learners should be able to: Identify some body parts-head, shoulders, ears, eyes, mouth, hand, fingers, leg and feet but with the assistance from the teacher and classmates.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.2 OUR SCHOOL (7 lessons) (35minutes)	a) Identify different buildings and structures in the school. (k) b) Identify people found at school (K) c) State work done by people at school. (s) d) Appreciate people at school(a)	<ul style="list-style-type: none"> • Guide learners to identify buildings and structures in the school through a walk • Learners to use charts to identify different buildings • Learners to draw buildings in the school • Learners to be taken round the school to identify the people within the school • Learners to discuss the work done by people at school 	<ol style="list-style-type: none"> 1) What buildings are found in school? 2) Who are the people found at school? 3) What work is done by people at school?

		<p>e) Follow guidelines or rules(a)</p> <p>f) Appreciate guidelines in the school(a)</p>	<ul style="list-style-type: none"> • Learners can sing signed songs about work done by people in the school and buildings in the school • Learners to role play work done by people at school • Learners to be guided by the teacher to come up with rules and regulations of their class • Learners reinforce the rules and regulations 	<p>4) Which are the school rules and guidelines?</p> <p>5) What are the dos and don'ts in the class</p>
<p>Core competence to be developed: Communication and collaboration-making rules, learning to learn-following the rules, citizenship-reinforcing the rules and following</p>				
<p>Link to PCIs: Life skills- Identify people found at school, citizenship-peace education- following the rules, Learner support programme-career guidance-work done by people</p>			<p>Link to Values: Respect, honesty, love, unity</p>	
<p>Links to other Subjects: Language, (KSL), religion, Psychomotor and creative activities</p>			<p>Suggested Community Learning Activity: Field trips, Resource buildings, parental engagement</p>	
<p>Suggested Non-Formal Activity to Support Learning: Travelling</p>			<p>Suggested Assessment: Observation, question and answer, oral questions</p>	
<p>Suggested Resources: Buildings, Charts, realia</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Identify different buildings and structures in the school. Identify people found at school. State work done by people at school. Appreciate people at school. Follow guidelines or rules. Appreciate guidelines in the school. Able to follow laws within immediate society.	Learners should be able to: Identify different buildings and structures in the school. Identify people found at school. State work done by people at school. Appreciate people at school. Follow guidelines or rules. Appreciate guidelines in the school.	Learners should be able to: Identify different buildings and structures in the school. Identify people found at school. State work done by people at school.	Learners should be able to: Identify some buildings and structures in the school.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.3 OUR HOME (7 lessons) (35minutes)	Learners to: Identify different buildings and structures at home(K) Discuss about the uses of buildings and structures at home (K) Identify work done by people at home (S) Identification of tools found at home and their uses. (s)	<ul style="list-style-type: none"> • Learners to take a guided tour to the nearest home to identify buildings and structures at home • Learners to be shown videos of buildings and structures at home. • Learners to draw buildings and structures at home • Learners discuss about uses of buildings and structures at home 	<ol style="list-style-type: none"> 1) Which buildings and structures are found at home? 2) What are the uses of buildings and structures at home? 3) What work is done by people at home? 4) Which tools are used for work at home?

		Appreciate work done by people at home (A)	<ul style="list-style-type: none"> • Learners to observe charts of peoples working, buildings and structures at home • Learners to identify tools found at home from a chart • Learners to be engaged in dramatic play of using tools at home • Learners to role play work done by people at home • Sing signed songs about buildings, structures and work done by people at home 	
Core competence to be developed: Self-efficacy-role play, dramatize, communication and collaboration-discussion, learning to learn-as they role play, citizenship-discussion, creativity and imagination- drama, role play				
Link to PCIs: Life skills, appreciate work done by people at home, Learner support programmes; clubs and societies; Learners to be engaged in dramatic play of using tools at home, service learning and parental engagement; identify work done by people at home			Link to Values: Love, unity, responsibility	
Links to other Subjects: Psychomotor and creative, language (KSL)			Suggested Community Learning Activity: Invite a resource person, parental engagement	
Suggested Non-Formal Activity to Support Learning: Field trips			Suggested Assessment: Observation, question and answer, oral questions	
Suggested Resources: Real objects, charts, pictures, videos				

Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Identify different buildings and structures at home. Discuss about the uses of buildings and structures at home. Identify work done by people at home. Identifying tools found at home and their uses. Appreciate work done by people at home and use tools appropriately.	Learners should be able to: Identify different buildings and structures at home. Discuss about the uses of buildings and structures at home. Identify work done by people at home. Identifying tools found at home and their uses. Appreciate work done by people at home.	Learners should be able to: Identify different buildings and structures at home. Discuss about the uses of buildings. Structures at home and identify work done by people at home.	Learners should be able to: Identify some buildings and structures at home.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.4 INTERPERSONAL RELATIONSHIP (7 lessons) (35minutes)	Learners to: a) Use courteous words in day to day life(S) b) Use of greetings appropriately(K) c) Appreciate the need to use courteous words. (A) d) Share playing and learning materials(A) e) Show empathy to the needy(A)	<ul style="list-style-type: none"> Learners to practice in groups' use of courteous words Sing signed songs on greetings at different times of the day. Learners to role play and dramatize use of courteous words Learners to be involved in a dramatic play materials and snacks Learners to sign poems on sharing 	<ol style="list-style-type: none"> 1) What are examples of courteous words? 2) How do you greet people? 3) What things do you share and why do you share? 4) What do you do to people in need? <p>-</p>

			<ul style="list-style-type: none"> • watch a video on interpersonal relationship and respond • watch facial animations of different emotions 	
<p>Core competence to be developed: Communication and collaboration-through greetings, citizenship-when practicing greetings and courteous, self-efficacy-greetings, learning to learn-visiting the elderly</p>				
<p>Link to PCIs: Citizenship; integrity and social cohesion- Use courteous words in day to day life, life skills and values, -Use courteous words in day to day life, Learner support programme, learning to leave together Use courteous words in day to day life, service learning and parental engagement. Greetings at different times of the day.</p>		<p>Link to Values: Self-respect, sharing, kindness, social responsibility</p>		
<p>Links to other Subjects: Language (KSL), religion, music and movement</p>		<p>Suggested Community Learning Activity: Participating in different social occasions e.g. parties, weddings-visit the elderly and needy</p>		
<p>Suggested Non-Formal Activity to Support Learning: Learners greeting on the way to and from school</p>		<p>Suggested Assessment: Observation, question and answer, oral questions</p>		
<p>Suggested Resources: Resource person, videos, charts, animations, realia</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Use courteous words in day to day life. Use of greetings appropriately. Appreciate the need to use courteous words. Share playing and learning materials. Show empathy to the needy in the community.	Learners should be able to: Use courteous words in day to day life. Use of greetings appropriately. Appreciate the need to use courteous words. Share playing and learning materials. Show empathy to the needy.	Learners should be able to: Use courteous words in day to day life. Use of greetings appropriately. Appreciate the need to use courteous words.	Learners should be able to: Use courteous words in day to day life with assistance from teachers and classmates.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.5 NEIGHBOURHOOD (6 lessons) (35minutes)	Learners to: a) Identify people in their neighbourhood by names b) (K) c) Discuss work done by people in the neighbourhood(A) d) Appreciate people in the neighbourhood. (A) e) Participate in community service like collecting litter. (S)	<ul style="list-style-type: none"> • Learners sign the names of the immediate neighbours • Learners respond to questions from a story on the neighbourhood • Learners could visit their neighbourhood to observe work done • Learners to discuss common work done in the neighbourhood • Learners to watch a video of people working in their neighbourhood • Learners to collect litter in the neighbourhood • Learners to participate in sweeping the classroom 	<ol style="list-style-type: none"> 1) Who are your neighbours? 2) What work is done in your neighbourhood

Core competence to be developed: Communication and collaboration-cleaning neighbourhood, learning to learn-knowing the neighbours, citizenship-working together			
Link to PCIs: Citizenship-patriotism- participate in community service like collecting litter, life skills and values; to collect litter in the neighbourhood, ESD: Environmental Education: Sweeping the classroom, Learner support programme; career guidance-work done by people		Link to Values: Love, unity, responsibility	
Links to other subjects: Mathematics, Languages, (KSL), psychomotor and creative, Religious,		Suggested Community Learning Activity: Visiting the neighbourhood, cleaning the neighbourhood	
Suggested Non-Formal Activity to Support Learning: Club, collect litter at home		Suggested Assessment: Observation, question and answer, oral questions	
Suggested Resources: Charts, real objects, resource person, videos			
Suggested Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Identify people in their neighbourhood by names. Work done by people in the neighbourhood. Appreciate people in the neighbourhood. Participate in community service like collecting litter. Interact freely with people in the neighbourhood.	Learners should be able to: Identify people in their neighbourhood by names. Work done by people in the neighbourhood. Appreciate people in the neighbourhood and participate in community service like collecting litter.	Learners should be able to: Identify people in their neighbourhood by names. Work done by people in the neighbourhood. Appreciate people in the neighbourhood.	Learners should be able to: Identify people in their neighbourhood by names with help from others.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4,6 DRESSING (8 lessons) (35minutes)	Learners to: a) Identify clothes worn by men and women(K) b) Discuss occasions and ceremonies(K) c) Identify clothes worn at different occasions and ceremonies(k) d) Dressing and undressing(S) e) Demonstrate to button/zip clothes with small buttons(S) f) Ability to dress themselves (shoes, socks) (S)	<ul style="list-style-type: none"> • Learners to sort and group clothes according to sex • Learners to name occasions and ceremonies • Learners to sort and group clothes according to the occasion and ceremony • Learners could watch videos on clothes worn at different occasions and ceremony • Learners to read charts on clothes worn at different occasions and ceremonies • Learners to discuss why they dress • Learners to practice buttoning and zipping of clothes • In the home corner; learner to practice wearing shoes/tying laces and wearing socks • Watch videos on different ceremonies • Sing songs, dramatize and role play people at different ceremonies • Learners to be encouraged to participate in occasions such as weddings and birthdays 	<ol style="list-style-type: none"> 1) What clothes are worn by men and women? 2) Which are some of the occasions and ceremonies? 3) Which clothes do we wear at different occasions and ceremonies? 4) Why do we dress ourselves? 5) Why do we button/ zip our clothes? 6) How do you put on socks and shoes?

Core competences to be developed: Communication and collaboration-assisting one to dress and undress. learning to learn-sorting and grouping clothes, citizenship-appreciating clothes worn at different occasions, self-efficacy dressing and undressing	
Link to PCIs: Citizenship – social cohesion -different occasions, Life skills: ability to dress, human sexuality; appreciating clothes worn at different occasions	Link to Values: Care, social responsibility, patriotism
Links to other Subjects: Psychomotor and Creative Activities, Language (KSL), Mathematics Activities, Religious Education	Suggested Community Learning Activity: Parental engagement, Celebrating in culture activities
Suggested Non-Formal Activity to Support Learning: Celebrating birthdays, Participating in ceremonies	Suggested Assessment: Observation, question and answer, oral questions:
Suggested Resources: Charts, videos, different clothes worn at different occasions and ceremonies	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
Learners should be able to: Identify clothes worn by men and women. Name occasions and ceremonies. Dressing and undressing demonstrate to button/zip clothes with small buttons. Ability to dress themselves (shoes, socks). Appreciate clothes worn at different occasions; celebrations (weddings, initiation, graduation, national days, birthday, special clothes worn by policemen, nurses, chiefs.	Learners should be able to: Identify clothes worn by men and women. Name occasions and ceremonies. Identify clothes worn at different occasions and ceremonies. Dressing and undressing demonstrate to button/zip clothes with small buttons and ability to dress themselves (shoes, socks).	Learners should be able to: Identify clothes worn by men and women. Name occasions and ceremonies and identify clothes worn at different occasions and ceremonies.	Learners should be able to: Identify clothes worn by men and women, with assistance.

Strand	Sub-strand	Specific learning outcome knowledge (K), skills (S) and attitudes (A)	Suggested learning experiences	Key inquiry question(S)
4.0 SOCIAL ENVIRONMENT	4.7 FOOD Food eaten in the local community (5lessons) (35minutes)	Learners to: a) Identify different foods eaten in the communities(K) b) Identify food eaten raw and cooked food c) Appreciate food in the local community	<ul style="list-style-type: none"> • Learners to be guided in identifying different foods eaten by different communities • Learners can sort and group foods eaten by different communities from a chart. • Learners to classify foods eaten raw and cooked • Learners to practice buying and selling local foods in the market corner • Learners to visit a shop/market to learn about culture • Learners to sing signed songs related to cultural foods • Learners could watch videos (KSL) on cultural foods 	<ol style="list-style-type: none"> 1) What type food do you eat at home? 2) Which foods are eaten raw and cooked? 3) What are the cultural foods eaten by different communities? 4) How can we appreciate foods eaten by different community?
Core competence to be developed: Communication and collaboration, learning to learn, citizenship				
Link to PCIs: Citizenship; social cohesion practice buying and selling local foods in the market corner- to visit a shop/market to learn about culture, life skills-identify foods eaten			Link to Values: Social responsibility, honesty, responsible	
Links to other Subjects: Psychomotor and creativity, language (KSL), mathematics, religion			Suggested Community Learning Activity: Parental engagement, celebrating in cultural activities	
Suggested Non-Formal Activity to Support Learning: Celebrating birthdays, participating in celebrations			Suggested Assessment: Observation, question and answer, oral questions	

Suggested Resources: Different foods in the local communities, pictures, illustration, resource person, videos

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below expectation
<p>Learners should be able to: Identify different foods eaten in the communities. Food eaten raw and cooked food. Appreciate food in the local community. Name traditional foods from different communities.</p>	<p>Learners should be able to: Identify different foods eaten in the communities. Food eaten raw and cooked food. Appreciate food in the local community.</p>	<p>Learners should be able to: Identify different foods eaten in the communities. Food eaten raw and cooked food.</p>	<p>Learners should be able to: Identify different foods eaten in the communities but with assistance.</p>

PSYCHOMOTOR AND CREATIVE ACTIVITIES

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
1. PICTURE MAKING	1.1 Drawing	(a) Acquire artistic terminologies.(K) (b) Use appropriate tools to draw simple pictures. (S) (c) Create two and three dimensional works of art while exploring colour, line, shape, form, texture and space. (S) (d) Express emotions and feelings as they display and evaluate their works.(A)	<ul style="list-style-type: none"> • Learners draw from free choice • Learners to be guided on how to use drawing tools. • Learners to trace simple pictures and discuss about them in pairs. • Learners to be encouraged to draw pictures within margin. • Learners to be observe personal safety as they handle and sharpen pencils. 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you use for drawing? 3. How do you think you can improve your picture? 4. Why do you like drawing? 5. What part would you like to start with first? 6. What other kinds of lines can you draw?
Core-Competence to be developed: Creativity and imagination – This will be achieved as the learners trace and draw simple pictures.				
Link to PCIs: EDUCATION FOR SUSTAINABLE DEVELOPMENTS SD-DISASTER RISK REDUCTION: Observe safety precautions while handling drawing tools.		Link to values: Sharing, teamwork, responsibility.	Links to other subject(s): Mathematics, Language and environment activities: draw from stories they have read to improve their reading skills, Environmental	
Suggested Community Service Learning: Building collaborative relationships between school and families as they discuss their completed work with parents				

Non-Formal Activity to support learning through application: Establish cooperation between the school and families as they discuss their completed work with their parents
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, learning laptops
Suggested Assessment: Observation/demonstration, question and answer, portfolio

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPETATIONS	BELOW EXPECTATIONS
<ul style="list-style-type: none"> -Learner is able to use appropriate tools to draw simple pictures. -learner is able to create two and three dimensional works of art while exploring colours, lines, shapes, forms, texture and space. -Learner is able to guide other in drawing simple pictures. 	<ul style="list-style-type: none"> -Learner is able to use appropriate tools to draw simple pictures. -Learner is able to create two and three dimensional works of art while exploring colours, lines, shapes, forms, texture and space. -Learner is able to evaluate own work and that of other learners. 	<ul style="list-style-type: none"> -Learner is able to draw simple pictures with assistance. -Learner is able to create two dimensional works of art with assistance. 	<ul style="list-style-type: none"> -Learner has challenges in drawing simple pictures.

-Learner is able to evaluate own work and that of other learners.			
---	--	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
1. PICTURE MAKING	1.2 Colouring	(a) Recognize common colours in the environment (K) (b) Display ability to use colour media freely (S) (c) Appreciate and discuss own and other peoples' work (A)	<ul style="list-style-type: none"> Learners could be guided to identify colours of different objects around them. Learners to do free colouring individually or in groups as they observe personal safety. Learners clear working area in turns and store the colouring materials. Display and discuss about the work in pairs and in groups. 	1. Which is your favourite colour? 2. What would you like to colour?
Core-Competence to be developed. <ul style="list-style-type: none"> Imagination and creativity skills are enhanced; colouring to stimulate creative thinking, colour recognition and developing a sense of achievement. Development of hand eye coordination as the child learns how to colour within given specified area. Develop proper gripping ability. Sense of pride and achievement: It enables the learners to gain self-confidence and a sense of self-worth because they can create something that is aesthetically pleasing, hence a positive development of their personality. 				

<p>Link to PCIs: Learner support programme: clubs and societies: work in pairs and in groups while colouring items.</p> <p>ESD: Environmental Education: Recognize colours in the environment.</p> <p>Financial literacy: caring and storing of colouring materials for future S use.</p>	<p>Links to values: Respect, responsibility as they work in pairs</p>	<p>Links to other subject(s): Environmental, Religious and Language Activities</p>
<p>Suggested Community Service Learning: Draw pictures and colour objects found in the community</p>		
<p>Non-Formal Activity to support learning through application: Enhance beautification by decorating trees using ribbons of various colours</p>		
<p>Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D Apps, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops.</p>		
<p>Suggested Assessment: Observation / demonstration, question and answer, portfolio.</p>		

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<p>-Learner is able to identify and sign colours of different objects around them.</p> <p>-Learner is able to use colour media freely</p>	<p>-learner is able to identify and sign colours of different objects around them.</p> <p>-Learner is able to use colour media freely</p>	<p>-Learner is able to identify and sign some colours of different objects around them.</p> <p>-Learner is able to colour media with assistance.</p>	<p>-Learner has challenges in identifying and signing colours of objects around them.</p> <p>-Learner is able to use colour media with assistance.</p>

-Learner is able to observe cleanliness as they use different colours in their work.	Learner is able to display and evaluate own and other learners' work		
-Learner is able to display and evaluate own and other learners' work			

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
1. PICTURE MAKING	1.3 Painting	(a) Name or sign painted items(K) (b) Identify different types of paints (K) (c) use painting tools appropriately. (S) (d) paint items according to their natural colour. (S) (e) Use paint to express their own lives and interests.(K) (f) Appreciate own and other peoples work (A)	<ul style="list-style-type: none"> • Naming or signing different colours. • Learner could be guided to mix paints of different colours to produce a new one in groups or pairs. • Learners could be guided to paint different objects according to the colours they like. • Learners to be guided to draw objects according to the theme being used. • Guide learners to display their paintings, take gallery walk and sign items they have painted. 	<ol style="list-style-type: none"> 1. What do we need for mixing paints? 2. How can we take care of ourselves while mixing paints? 3. What else can we paint? 4. Why do we paint? 5. What do we use to paint?

			<ul style="list-style-type: none"> Appreciating own and other peoples' paintings. 	
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> Critical thinking and problem solving: children will use colour expressively to create rich and varied detail, pattern and rhythm in their art work. Imagination and creativity: painting own items Self-efficacy: while they identify materials and tools and use them in painting Life skills- Learning to view and critique another's work while accepting constructive criticism. ESD: Observe personal safety as they use water and paints. 				
<p>Link to PCIs: Learner Support Programme: clubs and societies: work in groups and pairs as they paint items. Learn to view and critique others' work while accepting constructive criticism.</p> <p>Environmental Education: recognize various colours in the environment.</p>		<p>Links to values: sharing, respect, responsibility</p>		<p>Links to other subject(s): Environmental and Religious activities</p>
<p>Suggested Community Service Learning:</p> <ul style="list-style-type: none"> Culture and Diversity; artwork reflects a broad spectrum of cultures. Supported learning at home and within community to enhance painting skills. 				

Non-Formal Activity to support learning: Enhance beautification by painting walls or buildings using water based colours.
Suggested Resources: Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library.
Suggested Assessment: observation / demonstration, question and answer

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<p>Learner is able to name or sign painted items.</p> <p>-Learner is able to use painting tools appropriately.</p> <p>-Learner is able to paint items according to their natural colours.</p> <p>-Learner is able to use painting skills to express his/her interests.</p> <p>-Learner is able to guide other learners to paint various items.</p>	<p>Learner is able to name or sign painted items.</p> <p>-Learner is able to use painting tools appropriately.</p> <p>-Learner is able to paint items according to their natural colours.</p> <p>-Learner is able to use painting skills to express his/her interests.</p>	<p>Learner is able to name or sign painted items</p> <p>-Learner is able to use painting tools with assistance.</p> <p>- Learner is able to paint some items with assistance</p>	<p>-Learner has challenges in naming/signing painted items.</p> <p>-Learner has challenges in using painting tools.</p> <p>-Learner has challenges in using painting techniques.</p>

_Learner is able to display and evaluate own and other learners' work.			
--	--	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
1. PICTURE MAKING	1.4 Mosaic	(a) Identify and sign materials for making mosaic (K) (b) Make mosaic pictures using locally available materials for aesthetic use. (S) (c) Use vocabulary to describe various art forms.(K) (d) Appreciate the use of locally available materials for making mosaic (A)	<ul style="list-style-type: none"> • Collect and assemble the materials for making mosaic. • Teacher to show a finished mosaic picture and let the learners interact with it. • Learners could be guided to creatively make mosaic pictures from the collected materials. • Learners to clean and store materials safely and neatly. • Display completed work and gallery walk while evaluating their work. 	<ol style="list-style-type: none"> 1. What materials do you need to make pictures using mosaic technique? 2. What would you like to produce? 3. Which activity of making mosaic did you like most? 4. Why do we make pictures?
Link to PCIs: <ul style="list-style-type: none"> • Financial literacy- care and storage of materials for next use • Life skill and value education: Self esteem is boosted as they view and evaluate own and other's work while appreciating constructive criticism. 		Link to values: Respect, responsibility, sharing	Links to other subject(s): <ul style="list-style-type: none"> • Environmental, Religion, Language and Mathematical activities 	

<p>Learner Support Programme: clubs and societies: while working on their mosaic pictures individually, in pairs and groups in the clubs.</p> <ul style="list-style-type: none"> • ESD: DRR safety, environmental education. 		
<p>Suggested Community Service Learning:</p> <ul style="list-style-type: none"> • Collect materials from the community for use in school 		
<p>Non-Formal Activity to support learning: Nature walk as they collect materials</p>		
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, wheat flour, cartoons, seeds 		
<p>Suggested assessment: observation / demonstration question and answer.</p>		

<p>EXCEEDING EXPECTATIONS</p>	<p>MEETING EXPECTATIONS</p>	<p>APPROACHING EXPECTATIONS</p>	<p>BELOW EXPECTATIONS</p>
--------------------------------------	------------------------------------	--	----------------------------------

<p>-Learner is able to identify/sign materials for making mosaic.</p> <p>-Learner is able to make mosaic pictures using local available materials for aesthetic.</p> <p>-Learner is able to use vocabulary to describe various art forms.</p> <p>-Learner is able to guide others in making mosaic pictures.</p>	<p>-Learner is able to identify/sign materials for making mosaic.</p> <p>-Learner is able to make mosaic pictures using local available materials for aesthetic.</p> <p>-Learner is able to use vocabulary to describe various art forms.</p>	<p>-Learner is able to identify/sign some materials for making mosaic.</p> <p>-learner is able to make some mosaic pictures with assistance.</p>	<p>-Learner has challenges in making mosaic pictures</p>
--	---	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
1. PICTURE MAKING	1.5 Collage	<p>(a) Identify and sign material for making collage.(K)</p> <p>(b) Apply collage techniques to make pictures using locally available materials (S)</p> <p>(c) Appreciate their own and other pupils work to develop self esteem.</p>	<ul style="list-style-type: none"> • Collect and assemble the materials for making collage. • Teacher could show the learners a finished collage picture and let the learners interact with it. • Learners glue found materials and objects to 	<ol style="list-style-type: none"> 1. Where do we get materials from for making collage? 2. Which materials would you like to use in making collage picture? 3. How do we make collage?

			<p>make collage of their choice.</p> <ul style="list-style-type: none"> • Learners could be guided to make collage picture in group and in pairs. • Learners to clean up the work area. • gallery walk and voice their work 	<p>4. Which part of the activities of making collage did you like most?</p>
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> • Creativity and imagination – learners to acquire eye hand coordination and make their own collage pictures. • Communication and collaboration – as learners share and work together and talk about items during the gallery walk. • Critical thinking and problem solving; This is achieved when the learners cut the papers and juxtapose them correctly, collage finished work 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Life skills and value education: self esteem, Learning to view and critique another's work while accepting constructive criticism • ESD: Environmental Education: taking care of the environment. 		<p>Links to values: Sharing, responsibility, respect. Decision making, endurance, honesty and appreciation</p>		<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Environmental, Mathematical and language activities
<p>Suggested Community Service Learning: Involve the community in collecting and assembling of materials to be used in school.</p> <ul style="list-style-type: none"> • review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about 				
<p>Non-Formal Activity to support learning: Decorate their classroom and homes using collage finished items.</p>				

	Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils and learning laptops.
	Suggested assessment: Observation / demonstration question and answer, checklist.

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<p>-Learner is able to identify and sign materials for making collage.</p> <p>-Learner is able to make collage pictures using local available materials.</p> <p>-Learner is able to display and evaluate own and other learners' work.</p> <p>-Learner is able to guide others in making collage pictures.</p>	<p>-Learner is able to identify and sign materials for making collage.</p> <p>-Learner is able to make collage pictures using local available materials.</p> <p>-Learner is able to display and evaluate own and other learners' work.</p>	<p>-Learner is able to identify and sign a few materials for making collage.</p> <p>-Learner is able to make few collage pictures with assistance.</p>	<p>-Learner has challenges in identifying and signing materials for making collage.</p> <p>-Learner has challenges in making pictures using collage technique.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)

<p>2. MODELLING</p>	<p>1.1 Modelling techniques.</p>	<p>(a) Identify and sign different types of material used in modelling,(K)</p> <p>(b) Develop eye-hand coordination and fine motor muscles. (S)</p> <p>(c) Express their ideas, feelings and emotions through modelling.(A)</p> <p>(d) Appreciate own and other peoples' work.</p>	<ul style="list-style-type: none"> • Collect and interact with the modelling materials and tools. • Make simple materials using coil, ball and slab techniques. • Learners clear working area and wash their hands. • Appreciate different modelling materials such as plasticine, clay and papier mache. • Display and appreciate their own and others work. 	<ol style="list-style-type: none"> 1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials?
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> • Self-efficacy: as they collect materials model and display their work. • Critical thinking and problem solving; This is achieved when the learners cut the papers and juxtapose them correctly, mosaic finished work • Strengthen and develop hand muscles. 				
<p>Link to PCIs: Environmental Education: while collecting clay for modelling from the neighbourhood.</p>	<p>Links in values: Sharing, respect, responsibility, appreciation,Team work.</p>	<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Environmental,Religion,Language and Mathematical activities. 		

Learner Support programmes: clubs and societies: while modelling various items individually, in pairs or groups.		
Suggested Community Service Learning:		
<ul style="list-style-type: none"> To help other children in the school who will help others in the community to learn how to model. 		
Non-Formal Activity to support learning: conserve soil erosion.		
Suggested Resources: clay, plasticine, papier mache, tools relevant to media, glue, water, Craft reference books, internet sites on art, eBooks, Learning laptops.		
Suggested assessment: observation / demonstration, self assessment and question and answer.		

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
-Learner is able to identify and sign different types of materials used in modelling. -Learner is able to make simple items using coil, slab and ball techniques. -Learners are able to express their ideas and creativity through modelling.	-Learner is able to identify and sign different types of materials used in modelling. -Learner is able to make simple items using coil, slab and ball techniques. -Learners are able to express their ideas and creativity through modelling.	-Learner is able to identify and sign some materials used in modelling. -Learner is able to make some items using modelling techniques with assistance.	-Learner has challenges in identifying and materials used signing modelling, -learner has challenges in making items using modelling techniques.

-Learner is able to guide other people in making simple items using modelling techniques.			
---	--	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
3. PERFORMANCE	1.1 Dance	(a) Identify and sign a variety of traditional dances found in the community. (K) (b) Perform traditional dances found in the locality to enhance culture by incorporating different styles.(S) (c) Respond to changes in tempo and a variety of musical rhythms through body movements5.(S) (d) Have fun as they dance in pairs and individual.(A)	<ul style="list-style-type: none"> • Sign name traditional dances found in their community. • Learner could be guided to dance in groups, pairs and individually while in improvised traditional costumes. • Observe a variety of dance and movement activities accompanied by music and/or props from different cultures. • Appreciate own and others' culture. 	<ol style="list-style-type: none"> 1. Which dancing style do you like most? 2. Which dancing style did you like most?

Core-Competence to be developed

- Communication and collaboration- while performing in pairs and in groups.
- Self efficacy- When performing different dances

<p>Link to PCIs: Citizenship: Patriotism, ethnic and racial relations, cohesion: while performing dances in the community and other forums.</p> <p>Learn Support Programme: Clubs and societies: while performing various dances in school and community.</p>	<p>Links to values: team work, responsibility, respect.</p>	<p>Links to other subject(s):</p> <ul style="list-style-type: none"> Religious, Language and Mathematical activities
<p>Suggested Community Service Learning: Visit community and learn from them. Visit museum, cultural centres within the locality, attend national celebrations.</p>		
<p>Non-Formal Activity to support learning: Participate in dancing occasions in the community and school.</p>		
<p>Suggested Resources: Props, Cultural centres and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.</p>		
<p>Suggested Assessment: Observation /demonstration question and answer.</p>		

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<p>-Learner is able to identify or sign a variety of traditional dances found in their communities-Learner is able to perform dances found in their communities.</p>	<p>-Learner is able to identify or sign a variety of traditional dances found in their communities-Learner is able to perform dances found in their communities.</p>	<p>-Learner is able to identify or sign some traditional dances within his or her locality.</p>	<p>-Learner has challenges in identifying or signing traditional dances within his or her locality,</p>

-Learner is able to respond to changes in tempo and a variety of musical rhythms through body movements. -Learner is able to guide or lead others in performing various traditional dances	-Learner is able to respond to changes in tempo and a variety of musical rhythms through body movements.	- Learner is able to perform some traditional dances with guidance.	-Learner has challenges in performing traditional dances.
---	--	---	---

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
3. PERFORMANCE	1.2 Musical rhymes.	<p>(a) Acquire a range of musical rhymes to enhance creativity.(K)</p> <p>(b) Demonstrate ability to recite simple rhymes.(S)</p> <p>(c) Perform simple rhymes for entertainment. (S)</p> <p>(d) Sign rhymes with repetitive phrases for enjoyment.(S)</p>	<ul style="list-style-type: none"> • Watch video recorded rhymes. • Learners interact during play to enhance social play. • In groups recite different rhymes. • Sign along and perform actions as done in the rhymes e.g. Baa baa black sheep 	<ol style="list-style-type: none"> 1. What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most? 4. Who did you recite the rhyme with?

		(e) Express talents as they perform simple rhymes.(A)	<ul style="list-style-type: none"> Individual learners to perform simple rhymes through dramatization such as in Miss Poly 	
Link to PCIs: Learner Support Programme; Mentorship and peer education, learn from higher learners, copy and ape from their peers: while they recite rhymes.		Links to values: respect, responsibility, teamwork.		Links to other subject(s): <ul style="list-style-type: none"> language, environmental and mathematical activities.
Suggested Community Service Learning: Visit the elderly and entertain by signing and dramatising rhymes.				
Non-Formal Activity to support learning: while performing rhymes within the community.				
Suggested Resources: Resource persons, resource centres, library, e-books.				
Suggested Assessment: Observation / demonstration question answer.				

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
-Learner is able to recite or sign simple rhymes.	Learner is able to recite or sign simple rhymes.	- Learner is able to recite or sign simple rhymes with assistance.	-Learner has challenges in reciting or signing simple rhymes.

<p>-Learners is able to interact socially during play.</p> <p>-Learner is able to perform simple rhymes for entertainment.</p> <p>-Learner is able to sign rhymes with repetitive phrases and through rhythmic patterns</p> <p>-Learner is able to create own simple rhyming signs.</p>	<p>-Learner is able to interact socially during play.</p> <p>-Learner is able to perform simple rhymes for entertainment.</p> <p>-Learner is able to sign rhymes with repetitive phrases and through rhythmic patterns.</p>	<p>-Learner is able to perform simple rhymes for entertainment with assistance.</p>	<p>-Learner has challenges in performing simple rhymes</p>
---	---	---	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
3 PERFORMANCE	1.3 Singing games	<p>(a) Identify and sign different cultural singing games for harmonious core existence. (K)</p> <p>(b) Perform varied cultural singing games using props. (S)</p> <p>(c) Express feelings through singing games. (A)</p>	<ul style="list-style-type: none"> • , observe sign and Listen to songs from different cultural backgrounds • Display the ability to use props. • Have fun and enjoy as they 	<ol style="list-style-type: none"> 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. What can we learn from singing games?

		(d) Inculcate in learners the cultures of varied communities. (A)	sing, and sign dance. <ul style="list-style-type: none"> • Sign or Sing cooperatively in pairs and small groups. 	
Core-Competence to be developed <ul style="list-style-type: none"> • Self efficacy; Sign/ sing and have fun together, citizenship; singing/ signing patriotic songs show their loyalty. 				
Link to PCIs: Learner Support Programmes: clubs and societies while they perform in pairs or groups. Citizenship; Our diversity: appreciate each other peoples' culture and learn to coexist.		Links to values: Team work, learn to share;, patriotism, ethnical and racial relations.		Links to other subject(s): <ul style="list-style-type: none"> • Mathematical, Language and environmental activities.
Suggested Community Service Learning: Visit the elderly in community to learn more songs and their meanings.				
Non-Formal Activity to support learning: participate in performances within their communities and school.				
Suggested Resources: <i>Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems</i>				
Suggested Assessment: Observation / demonstration question and answer.				

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to identify or sign different cultural singing games for harmonious core existence.</p> <p>-Learner is able to perform varied cultural singing games using props.</p> <p>-Learner is able to lead other people in performing cultural singing games using props.</p>	<p>-Learner is able to identify or sign different cultural singing games for harmonious core existence.</p> <p>-Learner is able to perform varied cultural singing games using props.</p>	<p>-Learner is able to identify or sign some cultural singing games.</p> <p>-Learner is able to perform varied cultural singing games with assistance.</p>	<p>-Learner has challenges in identifying or signing cultural singing games.</p> <p>-Learner has challenges in performing cultural singing games.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
3. PERFORMANCE	1.4 Play simple music	<p>(a) Identify and sign different electronic gadgets used to play music.(K)</p> <p>(b) Listen to or feel music and make movements for talent enhancement and muscle development. (S)</p>	<ul style="list-style-type: none"> Learners to interact with electronic gadgets. Play music using electronic gadgets. E.g. piano, guitar. Learners will be able to play, listen 	<ol style="list-style-type: none"> What are some of the gadgets used for playing music? Which gadgets do you enjoy playing music from? How do you play music on/from the gadget you love? Which is your favourite music?

		<p>(c) Demonstrate ability to play simple musical electronic gadgets. (S)</p> <p>(d) Enjoy playing simple music. (A)</p>	<p>and observe as they make movements.</p> <ul style="list-style-type: none"> • In groups they will assist one other in operating the gadgets. • Sign or Sing independently and cooperatively in pairs and small groups. • Learners could be guided on safety and care of the gadgets. 	
<p>Core-Competence to be developed</p> <ul style="list-style-type: none"> • Learning to learn; achieved while they interact with the gadget: • Self efficacy; happy with the end result as they listen, observe and respond to music and make movements for development of talents and muscles. • Communication and collaboration: Instructions as they use the gadgets, on the achieved as they play the gadgets together. 				
<p>Link to PCIs and Values:</p> <ul style="list-style-type: none"> • ESD: Disaster Risk Reduction:-Observe safety precautions while using the gadgets; • Financial literacy: Care for the gadgets, 	<p>Links to values: teamwork, responsibility, patriotism,</p>	<p>Links to other subject(s):</p> <ul style="list-style-type: none"> • Mathematical, Language and environmental activities. 		

Suggested Community Service Learning: Resource persons, watch videos/ clips on various performances, avail gadgets at home to enhance the learning, collaboration		
Non-Formal Activity to support learning: take part in competitions at school or in the community.		
Suggested Resources: Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments.		
Suggested Assessment: Observation / demonstration question and answer.		

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> -Learner is able to identify and sign different electronic musical gadgets. -Learner is able to listen or feel music and make movement for talent enhancement and muscle development. -Learner is able to play electronic musical instruments. -Learner is able to assist others in playing simple electronic musical gadgets. 	<ul style="list-style-type: none"> -Learner is able to identify and sign different electronic musical gadgets. -Learner is able to listen or feel music and make movement. -Learner is able to identify or sign different electronic musical gadgets. 	<ul style="list-style-type: none"> -Learner is able to identify and sign some electronic musical gadgets. -Learner is able to play electronic musical gadgets with assistance. 	<ul style="list-style-type: none"> -Learner has challenges in identifying and signing electronic musical gadgets. -Learner has challenges in playing electronic musical gadgets.

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
4. BASIC MOTOR SKILLS	1.1 Locomotive skills	(a) Acquire signs for climbing and sliding, throwing and catching. (K) (b) Develop eye-hand coordination for enhancement of throwing and catching abilities.(S) (c) estimate distances and apply the right strength in throwing.(S) (d) Observe safety during climbing and sliding ((S) (e) Enjoy climbing and sliding.(A)	<ul style="list-style-type: none"> • Learners could be guided to climb and slide and throw and catch balls, Frisbees etc • Learners attempt to throw and catch objects, e.g. balls, Frisbees. • In pairs, groups or individually, play games treated to climbing and sliding; throwing and catching. • Practise simple first aid tips. 	<ol style="list-style-type: none"> 1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?
Core-Competence to be developed Self efficacy; when they do the activities successfully, it raises the self esteem. Learn to learn; learn vocabulary and new skills and signs				
Link to PCIs:. ESD: D R R: Safety to be observed during play time and apply simple first aid skills. ESD: Financial literacy: caring for play items.	Links to value: teamwork, responsibility, sharing	Links to other subject(s): Language, Mathematical and Environment activities		
Suggested Community Service Learning: Climb low ladders to help the elderly hang and unhang things from high level.				

Non-Formal Activity to support learning: participating in games both at school and in the community
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean bags
Suggested Assessment: Observation / demonstration question and answer.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to identify vocabulary or signs used in outdoor, activities such as climbing, sliding, throwing and catching</p> <p>-Learner is able to climb; slide, throw and catch play items.</p> <p>-Learner is able to estimate distances and apply the right force while throwing and catching play items.</p> <p>-Learner is able to assist others to climb; slide, throw and catch play items.</p>	<p>-Learner is able to identify vocabulary or signs used in outdoor, activities such as climbing and sliding, throwing and catching</p> <p>-Learner is able to climb; slide, throw and catch play items.</p> <p>-Learner is able to estimate distances and apply the right force while throwing and catching play items.</p>	<p>-Learner is able to identify some vocabulary or signs used in outdoor activities such as climbing, sliding, throwing and catching</p> <p>-Learner is able to climb; slide, throw and catch play items with assistance.</p>	<p>-Learner has challenges in identifying or signing vocabulary used in outdoor activities.</p> <p>-Learner has challenges in climbing, sliding, throwing and catching play items.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
4. BASIC MOTOR SKILLS	1.2 Non-locomotive skills	(a) Acquire signs and vocabulary related to turning and twisting. (K) (b) Turn and twist for muscle development and enjoyment. (S) (c) Observe safety while playing. (S) (d) Appreciate their abilities to perform some activities. (A)	<ul style="list-style-type: none"> • Learners to be guided in turning and twisting with play • Play games related to turning and twisting. • Role play games related to turning and twisting in groups and pairs. 	<ol style="list-style-type: none"> 1. How do we turn and twist? 2. What are the playing materials and equipment used in twisting and turning? 3. How do you feel when you twist and turn?
Core-Competence to be developed Communication and collaboration as learners play games and share playing equipment.				
Link to PCIs: Life skill and value Education: life skill Citizenship; co-operation as they play in turns.	Links to value: responsibility and teamwork.	Links to other subject(s): Language and Environment activities.		
Suggested Community Service Learning: Participating in games played in the community.				
Non-Formal Activity to support learning: Participating in games played in the community.				
Suggested Resources: Hola hoops, rings, round shaped sticks, whistles				

Suggested assessment: Observation, checklists and question and answers, self assessment.			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to sign vocabulary related to turning and twisting.</p> <p>-Learner is able to turn and twist for muscle development and enjoyment.</p> <p>-Learner is able to guide others in turning and twisting.</p> <p>-Learner is able to observe safety precautions while playing.</p>	<p>-Learner is able to sign vocabulary related to turning and twisting.</p> <p>-Learner is able to turn and twist for muscle development and enjoyment.</p> <p>-Learner is able to observe safety precautions while playing.</p>	<p>-Learner is able to sign some vocabulary related to turning and twisting.</p> <p>-Learner is able to turn and twist for muscle development and enjoyment with assistance.</p>	<p>-Learner has challenges in signing vocabulary related to turning and twisting.</p> <p>-Learner has challenges in turning and twisting.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
4. BASIC MOTOR SKILLS	1.3 Manipulative skills	<p>(a) Acquire different techniques of kicking, dribbling and bouncing.(K)</p> <p>(b) Maintain body balance while kicking and bouncing</p>	<ul style="list-style-type: none"> •Learners play dribbling, kicking and bouncing games freely •Learners could be guided on dribbling, 	<ol style="list-style-type: none"> 1. What materials do you use for dribbling, kicking and bouncing? 2. Which game did you enjoy playing most? 3. How do we bounce a ball?

		<p>techniques for talent development.(S)</p> <p>(c) Develop dribbling, kicking and bouncing skills for enhancement of eye hand and eye leg coordination. (S)</p> <p>(d) Appreciate the technique of bouncing, kicking and dribbling of balls safely. (A)</p>	<p>kicking and bouncing balls.</p> <ul style="list-style-type: none"> • Sign / Sing songs while doing dribbling, bouncing and kicking in groups and pairs. • Practise any activity of their choice among the three. 	
<p>Core-Competence to be developed Self efficacy; as they dribble, bounce and kick balls successfully. Imagination and creativity; as they decide on how to maintain the bouncing and dribbling.</p>				
<p>Link to PCIs: Learner support programme: clubs and societies: while playing with balls</p> <p>ESD-: DRR: observe safety precautions while playing and administer first aid when necessary.</p>	<p>Links to values: responsibility, teamwork, respect, sharing</p>	<p>Links to other subject(s): Language, Mathematical and Environment activities</p>		
<p>Suggested Community Service Learning: They entertain in church, school sports day and cultural celebration day.</p>				
<p>Non-Formal Activity to support learning: Participate in games activities at school and their community</p>				
<p>Suggested Resources: Balls, balloons, tennis balls, resource person, drum, bottles, whistles, jingles</p>				
<p>Suggested Assessment; demonstration / observation question and answer.</p>				

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to kick, dribble and bounce balls.</p> <p>-Learner is able to maintain balance while kicking and dribbling.</p> <p>-Learner is able to maintain eye leg coordination while kicking and dribbling.</p> <p>-Learner is able to estimate distance and apply the right strength while kicking the ball.</p> <p>-Learner is able to guide other people on kicking and dribbling.</p>	<p>-Learner is able to kick, dribble and bounce balls.</p> <p>-Learner is able to maintain balance while kicking and dribbling.</p> <p>-Learner is able to maintain eye leg coordination while kicking and dribbling.</p>	<p>-Learner is able to kick a ball.</p> <p>-Learner is able to maintain balance while kicking.</p>	<p>-Learner has challenges in kicking a ball</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
5. OBSERVING, LISTENING AND RESPONDING	1.1 Musical sounds	(a) Listen to or observe and identify sounds from the environment for familiarisation	<ul style="list-style-type: none"> • Sign/ Name sources of sound from the environment. • Interact with the environment 	1. What were the sources of musical sounds from the environment?

		<p>through feelings (K)</p> <p>(b) Demonstrate sound or Imitate sounds made from the environment. (S)</p> <p>(c) Appreciate sounds from the environment. (A)</p>	<p>through nature walks.</p> <ul style="list-style-type: none"> • Encourage learners to imitate sounds from the environment.(Hard of hearing) • Demonstrate perception of sounds from the environment (Deaf) • Differentiate sounds within the environment.(Hard of hearing) 	<p>2. Which musical sound did you enjoy listening to from the environment?</p> <p>4. What time do you hear some of these musical sounds?</p> <p>5. Why do you need to create musical sounds?</p>
<p>Core-Competence to be developed Communication and collaboration; as they interact with one another as they listen to/ observe and feel musical sounds from the environment</p>				
<p>Link to PCIs: Learner Support Programme: Clubs and societies: while taking nature walk.</p> <p>ESD- safety and security: observe safety precautions when taking nature walk.</p>		<p>Links to values: Teamwork, responsibility, respect</p>		<p>Links to other subject(s): Environmental, language, Mathematical and religious activities.</p>
<p>Suggested Community Service Learning:. Make other community members aware of some environmental sounds.</p>				
<p>Non-Formal Activity to support learning: Nature walk and caring for animals</p>				

Suggested Resources:

Resource persons, e- books, internet; music websites, toys, videos.

Suggested assessment: observation / demonstration/ signed questions and answers.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to identify sounds from the environment.</p> <p>-Learner is able to identify or sign sources of sound from the environment.</p> <p>-Learner is able to demonstrate or imitate sounds made from the environment.</p> <p>-Learner is able to guide others for nature walk.</p>	<p>-Learner is able to identify sounds from the environment.</p> <p>-Learner is able to identify or sign sources of sound from the environment.</p> <p>-Learner is able to demonstrate or imitate sounds made from the environment</p>	<p>-Learner is able to identify some sounds from the environment.</p> <p>-Learner is able to identify or sign sources of sound from the environment with assistance.</p>	<p>-Learner has challenges in identifying or signing from the environment.</p> <p>-Learner has challenges in identifying or signing sources of sounds from the environment.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
6. PAPER CRAFT	1.1 Paper folding	(a) Identify and sign different methods of folding papers for development of fine motor muscles. (K) (b) Identify and sign materials and tools used in paper folding for creativity. (K) (c) Make items using folding techniques for problem solving.(S) (d) Enjoy as they make items using paper folding techniques.(A)	<ul style="list-style-type: none"> • The learner observes different objects made out of folding and cutting techniques e.g. propellers, umbrellas, masks, boats, paper houses, flowers. • Learner fold paper to make items of their choice, e.g. a flower • Learners to practice in groups how to make items using paper folding techniques. 	<ol style="list-style-type: none"> 1. What type of items do we make by folding papers? 2. How do you make boat using paper? Which items do you like making most? 3. Which items do you like making most?
Core-Competence, to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving: creative and challenging learning experience; 				
Link to PCIs: ESD: Safety and security: observe security precautions as they collect materials and as they cut the papers in readiness for paper folding. ESD: Environmental Education: collecting papers from the environment.		Links to values: Responsibility, sharing, respect, teamwork	Links to other subject(s): Environmental, language and Mathematical activities	

Life skills; Creative thinking skills- learners’ use their innovative skills to make paper craft items through folding.		
Suggested Community Service Learning: Collecting papers for recycling paper to enhance cleanliness in the environment.		
Non-Formal Activity to support learning: Collecting papers and show other children how to make art work from them.		
Suggested Resources: Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers		
Suggested Assessment: Observation / demonstration, signed questions and answers.		

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to identify materials and tools used in paper folding for creativity.</p> <p>-Learner is able to identify paper folding techniques.</p> <p>-Learner is able to make items through paper folding.</p>	<p>Learner is able to identify materials and tools used in paper folding for creativity.</p> <p>-Learner is able to identify paper folding techniques.</p> <p>-Learner is able to make items through paper folding.</p>	<p>Learner is able to identify some materials and tools used in paper folding for creativity.</p> <p>-Learner is able to identify paper folding techniques with assistance.</p>	<p>-Learner has challenges in identifying materials and tools used in paper folding.</p> <p>-Learner has challenges in making items using paper folding techniques.</p>

-Learner is able to guide other in making various items using paper folding techniques.			
---	--	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
6.PAPER CRAFT	1.2 Weaving	(a) Identify materials for weaving to develop creativity.(K) (b) Acquire techniques of weaving for daily living.(K) (c) Weave various items using paper for innovation. (S) (d) Appreciate the use of local materials for making woven articles. (A)	<ul style="list-style-type: none"> • Learner assembles assorted materials and tools for weaving. • Resource person could guide learners on how to cut paper strips for weaving • Weave simple item using twining technique. • Use technique of their choice to weave an article. • Display and evaluate their work. 	1. How do we make a twine weave? 2. What are some of the tools used in weaving? 3. What do you like about the weaving process? 4. Where can weave articles be used?

Core-Competence to be developed

Learning to learn; as they use different techniques to weave. The learners will continue to develop fine motor skills and concentration, while building self-confidence with successful experiences

Weaving brings learners together in a collaborative learning activity and provides a unique experience that ignites curiosity and imagination

Link to PCIs: ESD: Safety and security: observe safety precautions as they make woven items. Life skill- creative thinking skills:	Links to values: Sharing, responsibility, respect	Links to other subject(s): Language, Mathematical and Religious activities
Suggested Community Service Learning: Practise and share with others techniques of making woven items.		
Non-Formal Activity to support learning: make woven items both at school home.		
Suggested Resources: Works of paper craft artists like Su Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning		
Suggested assessment: observation / demonstration, signed questions and answers.		

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
-Learner is able to identify appropriate materials for weaving to enhance creativity. -Learner is able to assemble assorted materials and tools for weaving. -Learner is able to establish weaving techniques for daily living.	-Learner is able to identify appropriate materials for weaving to enhance creativity. -Learner is able to assemble assorted materials and tools for weaving. -Learner is able to establish weaving techniques for daily living.	-Learner is able to identify some materials for weaving to enhance creativity. -Learner is able to assemble assorted materials and tools for weaving with assistance	-Learner has challenges in identifying materials for weaving. -Learner has challenges in making items using paper weaving techniques

<p>-Learner is able to make items using paper weaving techniques to enhance innovation.</p> <p>-Learner is able to guide others in paper weaving.</p>	<p>-Learner is able to make items using paper weaving techniques to enhance innovation.</p>		
---	---	--	--

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
7. SWIMMING	1.1 Pool safety	(a) Acquire basic pool safety rules and hygiene for safe swimming.(K) (b) Demonstrate ability to follow the rules.(S) (c) Appreciate importance of rules as they enjoy interacting with water in pool.(A)	<ul style="list-style-type: none"> • Take a shower before entering the pool • Change into correct swimming attire • Enter into the water through the ladder with back to the pool. • Sign/ Sing songs related to pool routines. 	<ol style="list-style-type: none"> 1. Why do we take a shower before entering the pool? 2. How do we enter the pool? 3. Why do we change into correct swimming attire? 4. What is the importance of basic water rules?
Core-Competence to be developed				

<ul style="list-style-type: none"> • Learning to learn: learning basic water rules. • Self efficacy: When demonstrating entering the pool, singing/ signing safety songs 		
<p>Link to PCIs: ESD: Safety and security: observe the basic pool safety rules</p> <p>Health Education: Personal hygiene: Observe hygiene rules before swimming.</p>	<p>Links to values: Responsibility. Sharing, respect.</p>	<p>Links to other subject(s):.</p> <ul style="list-style-type: none"> • Environmental, Mathematical and Language activities.
<p>Suggested Community Service Learning: Sharing experiences with others in the community.</p>		
<p>Non-Formal Activity to support learning: Sharing experiences with others in the community</p>		
<p>Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop</p>		
<p>Suggested assessment: Observation / demonstration signed questions and answers.</p>		

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>- Learner is able to observe basic pool safety rules and hygiene.</p> <p>-Learner is able to demonstrate ability to follow rules for safety in the pool</p> <p>-Learner is able to guide others on basic water safety and hygiene.</p>	<p>- Learner is able to observe basic pool safety rules and hygiene.</p> <p>-Learner is able to demonstrate ability to follow rules for safety in the pool</p>	<p>- Learner is able to observe some basic pool safety rules and hygiene.</p> <p>-Learner is able to demonstrate ability to follow rules for safety in the pool with assistance.</p>	<p>-Learner has challenges in observing basic pool safety rules and hygiene.</p> <p>-Learner has challenges in demonstrating ability to follow rules for in the pool.</p>

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
7 SWIMMING	1.2 Water orientation	(a) Acquire skills and techniques of wading in water in readiness for swimming.(S) (b) Develop confidence in opening eyes in water for safe swimming. (A) (c) Acquire basic floating techniques and thus demonstrate floating and swimming techniques. (S)	<ul style="list-style-type: none"> • Walk freely in water to adapt to the pool environment. • Play games with floating materials in the pool. • Singing/ signing game for hygiene routine before getting into the pool. • Resource person/ Teacher guide the learner on how to float and walk safely in water with or without floaters. 	<ol style="list-style-type: none"> 1. How do you feel when walking in water? 2. What happens when you kick while holding on the rail? 3. How do you feel when you put your head in water with eyes open? 4. What do you like most about being in water?
Core-Competence to be developed <ul style="list-style-type: none"> • Self efficacy; they can confidently walk; float and move around in the pool. 				
Link to PCIs: ESD:DRR: safety and security: Observe safety when training to walk and float in water. Health education; hygiene routine; singing songs on why and how to observe hygiene while in the pool.		Links to values: teamwork, responsibility, respect.	Links to other subject(s):. <ul style="list-style-type: none"> • Environmental, Mathematics, and Religious activities 	

	Suggested Community Service Learning: Cleaning pool area, visit pool attendant from the community to learn more.
	Non-Formal Activity to support learning: share swimming experience with other people at school and in the community
	Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys.
	Suggested assessment: Observation / demonstration signed questions and answers.

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<ul style="list-style-type: none"> -Learner is able to wade in water safely. -Learner is able to open eyes for safe swimming. -Learner is able to apply floating techniques. -Learner is able to guide others wade in water safely. 	<ul style="list-style-type: none"> -Learner is able to wade in water safely. -Learner is able to open eyes for safe swimming -Learner is able to apply floating techniques. 	<ul style="list-style-type: none"> -Learner is able to wade in water safely with assistance. -Learner is able to apply floating techniques with assistance. 	<ul style="list-style-type: none"> -Learner has challenge in wading in water -Learner has challenges in applying floating techniques.

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
<p>8. CREATING SHAPES AND FORMS USING ICT</p>	<p>1.1 Creating shapes and forms.</p>	<p>(a) Identify appropriate electronic drawing tools.(K) (b) Use electronic devices to draw basic shapes.(S) (c) Explore ways in which colours interact with each other. (S) (d) Appreciate the use of ICT in drawing.</p>	<ul style="list-style-type: none"> • Learner access the drawing tools independently • Navigate simple on screen menus • Guided to create shapes and forms • Draw shapes and forms using IT independently. • Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). • Learners create two and three dimensional drawings by exploring the ways in which colours affect each other. 	<ol style="list-style-type: none"> 1. Which are the electronic tools used in drawing? 2. How do you draw using a computer? 3. What is the difference between 2-Dimensional and 3-Dimensional drawings? 4. What is your favourite shape? 5. Which form do you enjoy drawing most?
<p>Core-Competence to be developed Self efficacy; while making of 3D forms, displaying and evaluating.</p>				

Learning to learn , creativity; ability for innovation, critical thinking; struggling to get the shapes correctly.		
Link to PCIs: ESD: Safety and security: while handling and operating electronic gadgets. Life skills; Creative thinking skills- learners' use their innovative skills to make shapes and forms.	Links to value: Sharing, responsibility, respect	Links to other subject(s): Mathematical, language and environmental activities
Suggested Community Service Learning: Work with parents and community to perfect their skills/ visit each other and share their gadgets		
Non-Formal Activity to support learning: work with others at school and in the community to perfect their skills		
Suggested Resources: e books, e learning, resource persons, computers and smart toys and appropriate software		
Suggested Assessment: observation / demonstration, signed questions and answers.		

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
-Learner is able to identify drawing tools. -Learner is able to use electronic devices to draw basic shapes and forms.	-Learner is able to identify drawing tools. -Learner is able to use electronic devices to draw basic shapes and forms.	-Learner is able to identify some drawing tools. -Learner is able to use electronic devices to draw basic shapes and forms with assistance	-Learner has challenges in identifying drawing tools. -Learner has challenges in using electronic devices to draw shapes and forms

-Learner is able to explore ways of using various colours in their drawings. -Learner is able to guide others in creating shapes and forms using electronic devises.	-Learner is able to explore ways of using various colours in their drawings.		
---	--	--	--

Strand	SUBSTRAND	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
9. Construction	1.1 3-Dimensional forms	a. Identify materials and tools for construction.(K) b. Create forms in 3-D using collected materials (S) c. enjoy handling construction materials, for experience and exploration.(A)	<ul style="list-style-type: none"> • Collecting materials from the environment/ community • Familiarise with the found materials for making 3-D forms • The learners dismantle identified materials and invent new uses for them. • Learners could be guided to make 3D forms as they observe personal safety. • Create subtle and varied spatial configurations, using open and closed spaces • Develop and evaluate their works 	<ol style="list-style-type: none"> 1. What materials have you collected? 2. What would you like to make? 3. How do you make 3D forms?

Core-Competence to be developed

- Critical thinking as they dismantle/ manipulate the found objects and make new forms.

Link to PCIs and Values: Life skills-
Effective communication-Constructing using 3D materials for easier communication..

ESD- safety and security, as the learners arrange and rearrange the found objects to create the 3D items.

Health: Hygiene: Cleaning the found objects before putting them into use.

Links to values: Sharing, responsibility, respect, teamwork

Links to other subject(s):
Environmental and mathematical activities

Suggested Community Service Learning: Outsource for the objects within the community and share experiences.

Non-Formal Activity to support learning: Sharing experiences with others.

Suggested Resources:

open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more; videos on 3D making, artifacts of reknown artists, Resource persons

Suggested assessment: Observation / demonstration, signed questions and answers.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>-Learner is able to identify materials and tools for construction of 3 dimensional forms.</p> <p>-Learner is able to collect appropriate materials from the environment or community.</p> <p>-Learner is able to create 3 dimensional forms.</p> <p>-Learner is able to observe safety while using materials and tools.</p> <p>-Learner is able to guide other to create 3 dimensional forms.</p>	<p>-Learner is able to identify materials and tools for construction of 3 dimensional forms.</p> <p>-Learner is able to collect appropriate materials from the environment or community.</p> <p>-Learner is able to create 3 dimensional forms.</p>	<p>-Learner is able to identify some materials and tools for construction of 3 dimensional forms.</p> <p>-Learner is able to collect appropriate materials from the environment or community with assistance.</p>	<p>-Learner has challenges in identifying materials and tools for construction of 3 dimensional forms.</p> <p>-Learner has challenges in creating 3 dimensional forms.</p>

Strand	SUBSTRAND	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
10. ORNAMENTS	1.1 Beading	(a) Identify and Sign the different types of locally available materials and tools for beading. (K) (b) Make articles using coloured beads in sequence for enhancement of creativity.(S) (c) Appreciate the aesthetic essence of the beads. (A)	<ul style="list-style-type: none"> • Learner to make choice of assorted beads to use independently • Guide the learners to Sort and group the beads according to the colour scheme, size and shape. • Thread the beads in sequence to come up with prescribed ornament. • Observe safety as the learner makes the ornaments. 	<ol style="list-style-type: none"> 1. What materials do you need to produce bead items? 2. Which bead colours would you like? 3. Where did you get the beading materials from? 4. What ornaments can you make from the collected beads?
Core-Competence to be developed <ul style="list-style-type: none"> • Imagination and creativity this will come in when as they select materials and bead in sequence. • Self efficacy: during beading, displaying and evaluating their works 				
Link to PCIs: ESD; Safety and security: observe safety while handling beading tools and materials.		Links to values: Sharing, responsibility.	Links to other subject(s): Environmental, mathematical and language activities	
Suggested Community Service Learning: Make ornaments using locally available materials provided by their parents and use them for cultural functions and festivities.				

Non-Formal Activity to support learning through application: Participate in cultural functions and other festivities at school and in the community can observe different bead work materials for enhancement of their skills.
Suggested Resources: open-ended art materials, assorted found materials, videos on 3Dimensional , artifacts of reknown artist <ul style="list-style-type: none"> • Resource persons, e books, internet; art websites, assorted beads, locally available materials.
Suggested assessment: observation / demonstration, signed questions and answers

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
<ul style="list-style-type: none"> -Learner is able to identify or sign different types of locally available materials and tools for beading. -Learner is able to collect appropriate materials for beading. -Learner is able to sort and group beads according to colours. -Learner is able to make items using beads of various colours. -Learner is able to guide others in beading. 	<ul style="list-style-type: none"> -Learner is able to identify or sign different types of locally available materials and tools for beading. -Learner is able to collect appropriate materials for beading. -Learner is able to sort and group beads according to colours. -Learner is able to make items using beads of various colours. 	<ul style="list-style-type: none"> -Learner is able to collect some materials for beading. -Learner is able to sort and group beads according to colours with assistance. -Learner is able to make items using beads of various colours with assistance. 	<ul style="list-style-type: none"> -Learner has challenges in identifying materials for beading. -Learner has challenges in making items using beads.

Strand	SUBSTRAND	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
9. ORNAMENTS	1.2 Bracelets	(a) Identify materials for making bracelets.(K) (b) Make and decorate bracelets to enhance creativity and friendship. (S) (c) Enjoy making bracelets.(A)	<ul style="list-style-type: none"> • Make bracelets to enhance friendship. • Learners decorate bracelets using different techniques of their choice;(paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads , ribbons of choice) • Observe safety as they make the bracelets. 	1. What are the beads threaded on? 2. How are the beads threaded? 3. How do we make bracelets beautiful?
Core-Competence to be developed. <ul style="list-style-type: none"> • Imagination and creativity this will come in when they are selecting materials and beading in sequence. • Self efficacy; Experience pride (making a bracelet that can be worn). • Communication and collaboration: Share and cooperate with others (working together in making a friendship). 				
Link to PCIs: ESD: Safety and security: Observe safety while tools and materials for making bracelets,		Links to values; Sharing, responsibility, respect.	Links to other subject(s): Environmental, language and Mathematics activities	
Suggested Community Service Learning: Make bracelets using locally available materials and share for enhancement of friendship.				

Non-Formal Activity to support learning through application: Visit curio shops to learn more on bracelets.
Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of reknown artist Resource persons internet or design magazines, decorating objects/materials, tools.
Suggested assessment: observation / demonstration, signed questions and answers.

Exceeding Expectations	Meting Expectations	Approaching Expectations	Below Expectations
-Learner is able to identify appropriate materials for making bracelets. -Learner is able to make and decorate bracelets. -learner is able to observe safety while making bracelets. -Learner is able to guide other learners in making and decorate bracelets.	-Learner is able to identify appropriate materials for making bracelets. -Learner is able to make and decorate bracelets. -learner is able to observe safety while making bracelets.	-Learner is able to identify some materials for making bracelets. -Learner is able to make and decorate bracelets with assistance.	-Learner has challenges in identifying materials for making bracelets. -Learner has challenges in making and decorating bracelets.

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
11. FUN GAMES	1.1 Modern/ traditional fun games.	(a) Acquire signs for some of the fun games to arouse their memory.(K) (b) Perform fun games for enjoyment.(S) (c) Appreciate and acknowledge each other	<ul style="list-style-type: none"> Learners name some familiar fun games. In groups learners practice some fun games of their choice. Learners could describe and relate with some of the fun games. 	<ol style="list-style-type: none"> Which fun game do you like most? How do we perform the following fun games; telling time, skittle, killing a rat game

		as they perform the fun games. (A)		3. What are some of the activities done in fun games? 4. Which fun game do you enjoy most?
Core-Competence to be developed: Learning to learn- as learners play games and have fun together they learn from each other (i) Collaboration and communication- as the learners play together, they enhance team work.				
Link to PCIs: ESD: Safety and security: Observe safety precautions as they perform the games. Health Education: Hygiene: Maintain cleanliness while performing the games.		Links to values: Teamwork, respect, responsibility.	Links to other subject(s): Language, Environmental and Mathematical activities.	
Suggested Community Service Learning/Non-Formal Activity to support learning through application Learner to visit own community and source for games.				
Suggested Resources: Music artefacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library				

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
-Learner is able to identify and sign fun games they are familiar with. -Learner is able to perform fun games for enjoyment.	-Learner is able to identify and sign fun games they are familiar with. -Learner is able to perform fun games for enjoyment.	-Learner is able to identify and sign some fun games they are familiar with.	-Learner has challenges in identifying and signing fun games. -Learner has challenges in performing fun games.

-Learner is able to lead others in performing various fun games.		-Learner is able to perform fun games for enjoyment with assistance.	
--	--	--	--