KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

STAGE BASED PATHWAY

**COMMUNICATION AND SOCIAL SKILLS CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS**

INTERMEDIATE LEVEL

First Published 2024

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The Intermediate Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS

CABINET SECRETARY,

MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Intermediate is the second level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Intermediate level curriculum furthers implementation of the CBC from Foundation level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential.**

Therefore, the Intermediate Level curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for the Intermediate Level and prepare them for smooth transition to the Prevocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR BASIC EDUCATION

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Intermediate Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Intermediate Level and preparation of learners for transition to Prevocational Level.

PROF. CHARLES O. ONG'ONDO, PhD, MBS

DIRECTOR/CHIEF EXECUTIVE OFFICER

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**
   Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must beable to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. **Promote the social, economic, technological and industrial needs for national development.**
   Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

   a) **Social Needs**
   Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake ofrapid modernisation. Education should assist our youth to adapt to this change.

   b) **Economic Needs**
   Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are requiredto support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequateand relevant domestic workforce.

   c) **Technological and Industrial Needs**
   Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help childrento develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which providesequal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. Itshould lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Pre-vocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Intermediate Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Intermediate Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Daily Living Skills and Religious Education
3. Sensory Motor Integration
4. Numeracy Activities
5. Creative Activities
6. Movement Activities

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Intermediate Level MUST have at least TWO School Based Assessment (SBA) scores at Intermediate Level uploaded to the KNEC CBA portal to be registered to undertake Kenya Intermediate Level Education Assessment (KILEA) and progress to prevocational Level.

LESSON ALLOCATION AT INTERMEDIATE LEVEL

For learners with special needs learning is individualised and therefore time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

S/No	Learning Area		Lessons Per Week (30 minutes per lesson)
1	Communication and Social Skills		5
2	Daily Living Skills and Religious Education	Daily Living Skills	4
		Religious education	2
3	Sensory Motor Integration		4
4	Numeracy Activities		3
5	Creative Activities	Art and Craft	4
		Music	2
6	Movement Activities		5
	Pastoral Programme Instruction		1
	Total Lessons Per Week		30

LEVEL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to:

a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts,
b) demonstrate appropriate etiquette in social relationships,
c) explore the immediate environment for learning and enjoyment,
d) demonstrate literacy and numeracy skills for learning,
e) apply creativity and critical thinking skills in problem solving,
f) practise hygiene, nutrition, sanitation, safety skills to promote health and wellbeing,
g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living,
h) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Communication is the process of passing information from one person to another. Communication can be verbal (speech) and nonverbal (gestures, body language, and written language). Communication skills play an integral role in socialising as well as in the acquisition of knowledge, skills and attitudes in all learning areas. Learners with special needs who follow the stage based pathway show a wide range of deficits in both receptive and expressive use of language to communicate effectively. Consequently, these learners may require augmentative and alternative modes of communication to supplement or take the place of verbal communication, which is may be absent or underdeveloped.

The communication and social skills curriculum design aims to equip the learner with both receptive and expressive skills, social skills and basic functional literacy skills. These skills will be acquired in the context of specific themes and a variety of experiences in the learner's daily life. Acquisition of these skills is envisaged to have far reaching implications on the learner's functional ability for independent living, learning and social interaction.

GENERAL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to:

1. use verbal and/or non-verbal communication skills for social interaction,
2. use augmentative and alternative communication skills to enhance learning and social interaction,
3. apply basic literacy skills for self-expression and effective communication,
4. demonstrate inter and intra personal skills for effective social interaction.

SUMMARY OF STRANDS AND SUB STRANDS

S/NO	STRANDS	SUB STRANDS
1.0	**Greetings and Courtesy words**	1.1 Greetings
		1.2 Courtesy words
2.0	**Our Home**	2.1 Members of the family
		2.2 Work Done at Home
3.0	**Our School**	3.1 Our Teachers
		3.2 People in our School
		3.3 Buildings in our school
4.0	**Our Neighbourhood**	4.1 Our Neighbours
		4.2 Things in our Neighbourhood
		4.3 Natural Resources
5.0	**Animals and Plants**	5.1 Animals
		5.2 Plants
6.0	**Literacy Skills**	6.1 Letters of the Alphabet
		6.2 Reading
		6.3 Writing

1.0: GREETINGS AND COURTESY WORDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Greetings and courtesy words	**1.1 Greetings**	By the end of the sub strand, the learner should be able to; a) use appropriate words to express greetings at different times of the day, b) respond to greetings appropriately for social interaction, c) enjoy using appropriate words to express greetings.	The learner is guided to; • observe or listen to verbal or tactual description of pictures or video clips of people greeting each other at different times of the day and identify the words/signs/tactual signs used (good morning, good afternoon, good evening, good night). *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to identify the words used in expressing greetings,* • participate in a demonstration by the teacher on how to express and respond to greetings, in the morning, in the afternoon, in the evening and at night, • role play expressing and responding to greetings using appropriate words or signs or tactual signs according to the time of the day (morning, afternoon, evening, night), *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to express and respond to greetings.* • practice expressing and responding to greetings using appropriate words, signs or tactual signs or other augmentative and alternative modes of communication for different times of the day, • participate in singing or sign singing or tactual sign singing songs on greetings.	1. How do you express greetings in the morning/ afternoon/ evening / night? 2. How do you respond to greetings in the morning/ afternoon/ evening / night?

Core Competencies to be developed:
- **Communication and collaboration** as learners role play expressing and responding to greetings using appropriate words signs/tactual signs according to the time of the day (morning, afternoon, evening, night).
- **Self-efficacy:** as the learner uses the appropriate greeting words, signs or tactual signs with others.

Values:
Respect: is nurtured as the learner expresses greetings appropriately at different times of the day.

Pertinent and Contemporary Issues:
Living together in harmony as the learner uses appropriate words to convey or respond to greetings.

Link to other learning areas:
Singing or sign singing or tactual sign singing songs on greetings is linked to singing familiar songs in Creative Activities.

Suggested Learning Resources:
Video clips, pictures, Learner Support Assistants, Augmentative and Alternative Communication (AAC) resources, Learner support assistants

Suggested Assessment Guides

1. Assessment Checklist
   Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to use appropriate words to express and respond to greetings at different times of the day.	i. Using the words good morning to express and respond to greetings.			
		ii. Using the words good afternoon to express and respond to greetings.			
		iii. Using the words good evening to express and respond to greetings.			
		iv. Using the words good night to express and respond to greetings.			

Teacher's general comment on the learner's performance:
_____
Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide.

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use appropriate words to express and respond to greetings at different times of the day.	The learner uses appropriate words to express and respond to greetings at 4 different times of the day.	The learner uses appropriate words to express and respond to greetings at 3 different times of the day.	The learner uses appropriate words to express and respond to greetings at 2 different times of the day.	The learner uses appropriate words to express and respond to greetings at 1 of the times of the day or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Greetings and courtesy words	1.2 Courtesy words *(Please, excuse me)*	By the end of the sub strand, the learner should be able to; a) identify different situations when the courtesy words 'please' and 'excuse me' are used in daily life, b) use the courtesy words 'please' and 'excuse me' appropriately in different situations for social interaction, c) appreciate the use of courtesy words for harmonious co-existence.	The learner is guided to; • observe or listen to verbal or tactual descriptions of video clips or animations of people using the courtesy words, 'please' and 'excuse me' and identify the different situations when the words are used. *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to identify different situations when the courtesy words are used,* • participate in demonstrations by the teacher on how to use the courtesy words 'please' in situations such as requesting for something and when asking for permission, • say, sign or tactual sign, the courtesy word 'please', • participate in demonstrations on how to use the courtesy words 'excuse me' in situations such as asking for pardon and when asking for help, • say, sign or tactual sign, the courtesy words 'excuse me', • role play how to use the courtesy words, 'please' and 'excuse me in different situation, • use the courtesy words 'please' and 'excuse me' in short simple sentences,	When do we use the courtesy words 'please' and 'excuse me'?

			- practise using the courtesy words, 'please' and 'excuse me' in different situations as guided by the teacher. *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to practice using the courtesy words in different situations.* - participate in singing or sign singing or tactual sign singing songs on the use of the courtesy words 'please' and 'excuse me'.	

Core Competencies to be developed:
- **Communication and collaboration:** as the learner expresses needs in an acceptable manner by use of courtesy words.

Values:
- **Respect:** as the learner uses courtesy words while interacting with other people.

Pertinent and Contemporary Issues:
- **Living together in harmony** as the learner use courtesy words in different situations during social interactions.

Link to other learning areas:
Use of courtesy words is linked to expressing self when unwell using polite words in Daily Living Skills and Religious Education.

Suggested Learning Resources:
Video clips, animations, Learner Support Assistants, digital devices with assistive technology, AAC resources.

Suggested Assessment Guides

1. **Assessment Checklist**

   Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to use courtesy words 'please' and 'excuse me' in different situations.	i. Using the courtesy word 'please' to request for something.			
		ii. Using courtesy word 'please' when asking for permission.			
		iii. Using the courtesy words 'excuse me' when asking for pardon.			
		iv. Using the courtesy words 'excuse me' when asking for help.			

Teacher's general comment on the learner's performance:
_____

Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use the courtesy words 'please' and 'excuse me' in different situations	The learner uses the courtesy words 'please' and 'excuse me' in 4 different situations	The learner uses the courtesy words 'please' and 'excuse me' in 3 different situations	The learner uses the courtesy words 'please' and 'excuse me' in 2 different situations	The learner uses the courtesy words 'please' and 'excuse me' in 1 situation or none.

2.0: OUR HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Our home	**2.1 Members of the family** *(Familiar members of the extended family)*	By the end of the sub strand, the learner should be able to; a) identify familiar members of the extended family for self-identity, b) tell the names or sign names of familiar members of the extended family for identification, c) develop interest in identifying familiar members of the extended family.	The learner is guided to; • talk about the people who live with them in the same house at home such as father, mother, brothers and sisters as applicable. *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC),* • talk about other familiar members of the extended family who live in different places and identify them by name or sign name, unique identifiers, gender, where they live and the work they do, • say or sign or tactual sign the familiar names of members of the extended family, • respond to simple questions about familiar members of the extended family. For example, questions on their names, where they live and the work they do. *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to respond to the questions,* • draw or create models of familiar members of the extended family. • Participate in singing or sign singing or	Who are your family members?

			tactual sign singing a song about family members.

Core Competencies to be developed:
- **Learning to learn** as the learner says, signs or tactual signs the names of familiar members of the extended family.
- **Creativity and imagination** as the learner draws or creates models of familiar members of the extended family.

Values:
- **Unity** is enhanced as learners talk about members of the family.

Pertinent and Contemporary Issues:
- **Citizenship** as the learner identifies members of the extended family.

Link to other learning areas:
Singing, sign singing, tactual sign singing a song about family members is linked to singing familiar songs in Creative Activities.

Suggested Learning Resources:
AAC resources, Learner Support Assistants, plasticine or modelling clay.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify familiar members of the extended	i. Identifying familiar members of extended family by name or sign name			
		ii. Identifying familiar members of the extended family by unique identifiers			
		iii. Identifying familiar members of the extended family by gender.			
		iv. Identifying familiar members of the extended family by where they live.			
		v. Identifying familiar members of the extended family by the work they do.			

Teacher's general comment on the learner's performance:
_____
Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify familiar members of the extended	The learner identifies familiar members of the extended family by all the five attributes.	The learner identifies familiar members of the extended family by four attributes.	The learner identifies familiar members of the extended family by two or three attributes.	The learner identifies familiar members of the extended family by one attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our Home	**2.2 Work Done at Home**	By the end of the sub strand, the learner should be able to; a) identify the work done at home by different family members, b) respond to questions on work done by family members at home, c) appreciate the work done at home by different family members.	The learner is guided to; • observe or listen to verbal or tactual descriptions of video clips or pictures on people doing different things at home such as cooking, washing utensils, washing clothes, grazing cows, feeding chickens, milking, (or any other work done at home) and talk about these activities and identify family member who perform them. *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to express their views.* • talk about the work done at home and the members of the family who do it using verbal communication or signs or tactual signs or AAC, • observe or tactually explore pictures showing different family members doing various things at home which include cooking, washing utensils, washing clothes, grazing cows, feeding chickens, and milking, (or any other work done at home) and say or sign or tactual sign simple sentences on the family members who perform the work, • participate in a demonstration on	What work is done at home by different family members?

			matching pictures of work done at home with the pictures of people who do it,
			• play a matching game of family members and the work they do at home,
			• listen to or observe signed or tactually signed questions on the work family members do at home and respond to the questions *using verbal communication, signs, tactual sign or AAC*,
			• ask and answer simple questions about work done by members of the family, *using verbal communication or signs or tactual sign or AAC,*

Core Competencies to be developed:
- **Learning to learn** as the learner identifies the work done at home by different family members.
- **Communication and Collaboration** as learners talk about the work done at home and the people who do it.

Values:
- **Respect**: is inculcated as the learners take turns to play a matching game of pictures of family members and the work they do at home.

Pertinent and Contemporary Issues:
- **Social cohesion** as the learner appreciates the work done by different family members.

Link to other learning areas:
Playing a matching game of pictures of family members and the work they do at home is linked to matching numbers in Numeracy Activities.

Suggested Learning Resources:
AAC resources, video clips, pictures, Digital devices with assistive technologies, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1.0	Ability to identify the work done by different family members at home.	i. Saying or signing or tactual signing the work done by different family members.			
		ii. Matching pictures of work done at home with the pictures of family members who do it.			
		iii. Responding to questions on work done by different family members at home.			
		iv. Asking simple questions about work done by family members at home.			
		v. Answering simple questions about work done by members of the family at home.			

Teacher's general comment on the learner's performance:
_____
Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide.

Level ⟍ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the work done by different family members at home.	The learner identifies the work done by different family members by performing all the five stated activities	The learner identifies the work done by different family members by performing four activities	The learner identifies the work done by different family members by performing two or three activities	The learner identifies the work done by different family members by performing one activity or none

3.0: OUR SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our School	**3.1 Our Teacher(s)**	By the end of the sub strand, the learner should be able to: a) identify teachers in the school for awareness, b) use simple sentences to talk about teachers in the school to enhance expressive communication, c) develop interest in identifying teachers in the school.	The learner is guided to; • talk about people in the school and identify the teachers using *verbal communication or signs or tactual signs or AAC*. • interact with teachers in the school and observe or listen to verbal or tactual descriptions the unique features that identify each one of them, • say or sign or tactual sign the familiar names of the teachers in the school, • say or sign or tactual sign simple sentences about the teachers in the school. For example, their physical appearance and gender, 'my teacher is good/ smart/ tall.' *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC) to make simple sentences about the teachers,* • respond to simple questions about teachers in the school. *Learners to respond verbally or use signs or tactual signs or AAC* • draw pictures or model the teachers in the school.	1. Who are your teachers? 2. What are the names of your teachers?
Core Competencies to be developed: • **Learning to learn** as the learner gives the unique features that identifies individual teachers correctly.			
Values:			

• **Respect is nurtured** as the learner recognizes the uniqueness of every teacher in the school.	
Pertinent and Contemporary Issues: Social cohesion as learners interact with teachers in the school and talk about unique features that identifies them.	
Link to other learning areas: Drawing pictures or modelling the teachers in the school is linked to drawing or modelling human forms Creative Activities.	
Suggested Learning Resources: AAC resources, modelling clay, plasticine, paper, pencils, crayons, coloured pencils, Learner Support Assistants.	

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify teachers in the school	i. Identifying teachers by name or sign names			
		ii. Identifying teachers in the school by their unique features			
		iii. Identifying teachers by physical appearance			
		iv. Identifying teachers by gender			

Teacher's general comment on the learner's performance:

_____
Teacher's Name _____
*Signature*_____
*Date of assessment*_____

Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify teachers in the school	The learner identifies teachers in the school by all the four attributes	The learner identifies teachers in the school by three attributes	The learner identifies teachers in the school by two attributes	The learner identifies teachers in the school by one attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our School	**3.2 People in Our School**	By the end of the sub-strand, the learner should be able to; a) identify significant people in the school for awareness, b) tell the names of significant people in the school for identification, c) use simple sentences to tell the work done by significant people at school, d) appreciate the significant people in the school for social wellbeing.	The learner is guided to; • talk about the significant people in the school such as teacher aides, house parents, watchmen, cooks, cleaners, office workers and talk about them *using verbal communication or signs or tactual signs or AAC,* • take a guided tour within the school compound and identify significant people such as watchman, cooks, cleaners, officer workers, teacher aides, house parents by name, unique identifies, the work they do, their work station and gender, • talk about and participate in some of the work done by significant people in the school such as assisting the teacher in class, assisting learners in dormitories, guarding the school, cooking, assisting with the office work *Learners with severe communication difficulties could use Augmentative and Alternative Communication (AAC),* • use simple sentences to talk about the work done by significant people in the school *using verbal communication or signs or tactual signs or AAC,* • match pictures of significant people in the school with the work they do, • identify significant people in the school during social interactions.	1. Which people are found in our school? 2. What do the people in the school do?
Core Competencies to be developed:				

• **Critical thinking** as the learner identifies unique features that distinguishes different people in the school.
Values:
• **Unity** is enhanced as the learner participate in different activities with members of the school community.
Pertinent and Contemporary Issues:
• **Respect for diversity** as the learner identifies the uniqueness of members of the school community both physically and in the work they do.
Link to other learning areas: Matching pictures of significant people in the school with the work they do is linked with matching numbers and shapes in numeracy activities.
Suggested Learning Resources: AAC resources, pictures, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1.	Ability to identify significant people in the school.	i. Identifying significant people in the school by name			
		ii. Identifying significant people in the school by unique features			
		iii. Identifying significant people in the school by the work they do			
		iv. Identifying significant people in the school by their work station			
		v. Identifying significant people in the school by gender			

Teacher's general comment on the learner's performance:

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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide:

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify significant people in the school.	The learner identifies significant people in the school by all the 5 attributes.	The learner identifies significant people in the school by 4 attributes.	The learner identifies significant people in the school by 2 to 3 attributes.	The learner identifies significant people in the school by 1 attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our School	3.3 Buildings in our School	By the end of the sub strand, the learner should be able to; a) identify the different buildings found in the school, b) recognize symbols and/or signs used at different buildings for identification, c) use simple sentences to tell the uses of different buildings found in the school, d) appreciate the need to identify various buildings in the school for orientation.	The learner is guided to; • take a guided tour around the school and identify the various buildings such as classrooms, toilets, office, staffroom, kitchen, dining room, hall, dormitories, bathrooms. *Learners with mobility difficulties could be assisted by peers or learner support assistants,* • name the different buildings found in the school *using verbal communication or signs or tactual signs or AAC,* • say or sign or tactual sign or use AAC to tell how the various buildings in the school are used, • take a guided tour in the school compound and identify symbols or signs used to identify various buildings. *The symbols or signs could be described verbally or using tactual signs for learners with visual impairment and those with deafblindness,* • match symbols or signs with the specific buildings in the school, • make simple sentences about the uses of different buildings in the school. For example;' 'we learn in the classroom'. 'I go to the toilet during break', 'we sleep in the dormitory' *using verbal communication or signs or tactual signs or AAC,* • move to various buildings in the school, take	1. Which buildings are found in the school? 2. What is the use of the different buildings in the school?

			photos of the buildings and display them in class. Safety to be observed when moving to different buildings.	

Core Competencies to be developed:
- **Communication** as the learners talk about the buildings found in the school.

Values:
- **Love** is nurtured as learners assist those with mobility difficulties as they take a guided tour in the school.

Pertinent and Contemporary Issues:
- **Personal safety** as learners take a guided tour in the school compound and move to different buildings.

Link to other learning areas:
Matching symbols or signs with the specific buildings in the school is linked with matching mathematical symbols in Numeracy Activities.

Suggested Learning Resources:
Video clips, pictures, buildings within the school, modelling clay, plasticine, papers, pencils, crayons, coloured pencils, AAC resources, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify the buildings in the school	i. Identifying classrooms			
		ii. Identifying the toilets			
		iii. Identifying the office			
		iv. Identifying staffroom			
		v. Identifying other buildings			
2	Ability to use simple sentences to tell the uses of specific buildings in the school	i. Saying or signing or tactual signing sentences on the use of classrooms.			
		ii. Saying or signing or tactual signing sentences on the use of offices.			
		iii. Saying or signing or tactual signing sentences on the use of toilets.			
		iv. Saying or signing or tactual signing sentences on the office.			

Teacher's general comment on the learner's performance:

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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the buildings in the school.	The learner identifies all the buildings in the school.	The learner identifies four buildings in the school.	The learner identifies two to three buildings in the school.	The learner identifies one building in the school or none.
Ability to use simple sentences to tell the uses of specific buildings in the school.	The learner uses simple sentences to tell the uses of four buildings in the school.	The learner uses simple sentences to tell the uses of three buildings in the school	The learner uses simple sentences to tell the uses of two buildings in the school.	The learner uses simple sentences to tell the uses of one building in the school or none.

4.0: OUR NEIGHBOURHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Our Neighbourhood	**4.1 Our Neighbours**	By the end of the sub strand, the learner should be able to: a) identify people who live in the neighbourhood for social interaction, b) use simple sentences to tell the activities they participate in with their neighbours, c) show interest in identifying people who live in the neighbourhood for socialisation.	The learner is guided to: • talk about people who live near their home and identify them by name, gender, unique features, where they live and what they do, *using verbal communication or signs or tactual signs or AAC,* • say or sign or tactual sign simple sentences about the neighbours. For example, their physical appearance, "My neighbour is tall/smart, • use short sentences to talk about the activities they participate in with their neighbours for example birthdays, leisure activities, religious ceremonies, visitations, going to school together, • answer simple questions about their neighbours. For example, 'What is the name of your neighbour?' 'What do you do with your neighbour?' • in turns, ask and answer simple questions about their neighbours, • draw pictures or model people living in the neighbourhood, • recite a simple poem about people in the neighbourhood.	Who are your neighbours?
Core Competencies to be developed:				
• **Communication and collaboration** as learners talk about the activities they participate in with their neighbours.				
Values:				
• **Social justice** is inculcated as learners ask and answer simple questions about their neighbours in turns.				

Pertinent and Contemporary Issues: • **Living together in harmony** as the learner identifies neighbours and the work they do with them.
Link to other learning areas: Drawing pictures or modelling people living in the neighbourhood is linked to drawing and modelling human and animal forms in Creative Activities.
Suggested Learning Resources: AAC resources, modelling clay, plasticine, pencil, drawing book, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**
   Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's Comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify people who live in the neighbourhood	i. Identifying neighbours by name or sign name			
		ii. Identifying neighbours by gender			
		iii. Identifying neighbours by unique features			
		iv. Identifying neighbours by the work they do			
		v. Identifying neighbours by where they live.			
		vi. Identifying neighbours by physical appearance			

Teacher's general comment on the learner's performance:
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Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2.   Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify people who live in the neighbourhood.	The learner identifies people who live in the neighbourhood by all the 6 attributes.	The learner identifies people who live in the neighbourhood by 4 to 5 attributes.	The learner identifies people who live in the neighbourhood by 2 to 3 attributes.	The learner identifies people who live in the neighbourhood by 1 attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Our Neighbourhood	**4.2 Common Facilities in our Neighbourhood** *(Shops, Markets, supermarkets, Roads)*	By the end of the sub strand, the learner should be able to: a) identify the common facilities found in the neighbourhood for awareness, b) use simple sentences to talk about the services received from common facilities in the neighbourhood, c) show interest in identifying the common facilities the neighbourhood for social wellbeing.	The learner is guided to: • talk about the facilities found in the neighbourhood such as shops, markets, roads and supermarkets and identify the ones that are found in the school surroundings using verbal communication or signs or tactual signs or AAC, • take a guided tour to the school surroundings and identify and take photos of shops, markets, roads and supermarkets. *Learners with mobility difficulties could be supported by peers or learner support assistants. Safety should be observed when moving to the various facilities,* • make simple sentences about the services received at the shops, market, supermarket and road such,' we buy tomatoes from the market', 'we buy toys from the supermarkets', 'I buy my books from the shop', 'buses use the road'', using verbal communication or signing or tactual sign or use AAC, • in turns, respond to simple questions on facilities found in our neighbourhood and their uses for example 'where do you buy vegetables? • make an album of common facilities such as kiosks, markets, shops, roads and supermarket from old newspaper cuttings. • Sing or sign sing or tactual sign sing simple songs on the facilities in the neighbourhood and their uses.	What facilities are found in the neighbourhood?

Core Competencies to be developed:	
• **Self-efficacy** as the learner identifies the services received at the different places such as markets, shops and roads in the neighbourhood.	
• **Digital Literacy** as the learner takes photos of shops, kiosks, markets and roads in the neighbourhood.	

Values:
- **Unity** is nurtured as the learner works with peers to build albums from old newspapers and take photos of the market, shops and roads.

Pertinent and Contemporary Issues:
- **Social cohesion** is realised as the learner interacts with others in the society while visiting the market, shops and roads in the day-to-day operations.

Link to other learning areas:
Visiting the kiosks, markets, shops and roads in the neighbourhood can be linked to shopping in markets and shops in Numeracy Activities.

Suggested Learning Resources:
Video clips, pictures, photos, newspaper cuttings, AAC resources, digital devices, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify common facilities found in the neighbourhood.	i. Identifying the shop			
		ii. Identifying the market			
		iii. Identifying the supermarket			
		iv. Identifying the road			
2	Ability to use simple sentences to talk about services received from the facilities found in the neighbourhood.	i. Saying or signing or tactual signing simple sentences about the services received from the shop.			
		ii. Saying or signing or tactual signing simple sentences about the services received from the market.			
		iii. Saying or signing or tactual signing simple sentences about the services received from the supermarket.			
		iv. Saying or signing or tactual signing simple sentences about the services received from the road.			

Teacher's general comment on the learner's performance:

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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2.   Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide.

Level ⟍ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the common facilities found in the neighbourhood.	The learner identifies 4 common facilities found in the neighbourhood.	The learner identifies 3 common facilities found in the neighbourhood.	The learner identifies 2 common facilities found in the neighbourhood.	The learner identifies 1 common facility found in the neighbourhood or none.
Ability to use simple sentences to talk about services received from the facilities found in the neighbourhood.	The learner uses simple sentences to talk about services received from 4 facilities found in the neighbourhood.	The learner uses simple sentences to talk about services received from 3 facilities found in the neighbourhood.	The learner uses simple sentences to talk about services received from 2 facilities found in the neighbourhood.	The learner uses simple sentences to talk about services received from 1 facility found in the neighbourhood or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Our Neighbourhood	**4.3 Natural Resources** (*water, soil*)	By the end of the sub strand, the learner should be able to: a) identify natural resources found in the immediate environment, b) use simple sentences to tell the uses of natural resources in the immediate environment, c) enjoy exploring the natural resources in the immediate environment.	The learner is guided to: • manipulate digital devices to observe or listen to verbal or tactual description of video clips or animations on natural resources in the environment such as soil and water sources (river, lake, ocean, well, tap, borehole or any other available sources of water), • talk about the sources of water used in the school and in the surrounding *using verbal communication, signs, tactual signs or AAC.* • observe or listen to verbal or tactual description of pictures or video clips showing different ways of using water for example, drinking, cleaning classrooms, washing hands, washing clothes, cooking, watering plants, • make short sentences on uses of water. For example: 'we drink water.' 'We wash clothes with water.' 'My mother uses water to cook food.' 'We use water to grow plants,' using verbal communication or signs or tactual signs or AAC, • take a guided tour in the school surroundings to observe or manipulate and talk about different types of soil. *Learners with mobility difficulties could*	1. Where do you get water? 2. What is the use soil?

				be supported by peers or learner support assistants. Safety precaution to be adhered to during the tour,	
				• pick samples of different types of soil and display it in class,	
				• talk about the uses of soils such as growing crops, building, modelling, making bricks, moulding,	
				• answer simple questions on uses of water such as, 'what do we use to clean our hands/ cook food/ wash clothes/ clean the classroom?,	
				• make simple sentences on the uses of soil. For example, 'We use soil to grow plants', 'We use soil to model things.' *Learners could use verbal communication or signs or tactual signs or AAC to make the sentences.*	
				• talk about how to care for water and soil in the immediate environment,	
				• sing or sign sing or tactual sign sing songs on conservation of water and soil.	

Core Competencies to be developed:
- **Self-efficacy** as the learner answers simple questions on uses of water and soils.
- **Digital Literacy** as the learner manipulates digital devices to observe or listen to verbal or tactual description of video clips or animations on natural things in the environment such as water and soil.

Values:
- **Patriotism** is nurtured as learners sing or sign sing or tactual sign sing songs on conservation of natural resources in the immediate environment.

Pertinent and Contemporary Issues:
- **Environmental conservation** as learners talk about how to care for natural resources in the immediate environment such as water and soil.

Link to other learning areas: Singing or sign singing or tactual sign singing songs on conservation of natural resources in the immediate environment is linked to singing patriotic songs in Creative Activities.
Suggested Learning Resources: Digital devices with assistive technologies, video clips or animations, communication boards, calendar system, Learner Support Assistants, available water sources in the immediate environment, different types of soil.

Suggested Assessment Guides

1.   Assessment Checklist
Learner's Name_____

S.N	Indicator	Skills Assessed		Tick as appropriate	Teacher's comment
				Demonstrated	**Not Demonstrated**	
1	Ability to identify natural resources found in the immediate environment.	i.	Identifying water as a natural resource in the immediate environment			
		ii.	Identifying soil as a natural resource in the immediate environment			
		iii.	Telling sources of water in the surroundings.			
		iv.	Talking about different types of soils.			
2	Ability to use simple sentences and answer simple questions on the uses of natural resources in the immediate environment.	i.	Making simple sentences on the uses water			
		ii.	Answering simple questions on the uses of water			
		iii.	Making simple sentences on the uses of soil			
		iv.	Answering simple questions on the uses of soil			

Teacher's general comment on the learner's performance:
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Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2. **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide:

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify natural resources found in the immediate environment.	The learner identifies water and soils as natural resources by demonstrating 4 skills.	The learner identifies water and soils as natural resources by demonstrating 3 skills.	The learner identifies water and soils as natural resources by demonstrating 2 skills.	The learner identifies water and soils as natural resources by demonstrating 1 skills or none.
Ability to use simple sentences and answer simple questions on the uses of water and soils.	The learner uses simple sentences and answer simple questions by demonstrating 4 skills.	The learner uses simple sentences and answer simple questions by demonstrating 3 skills.	The learner uses simple sentences and answer simple questions by demonstrating 2 skills.	The learner uses simple sentences and answer simple questions by demonstrating 1 skill or none.

5.0: ANIMALS AND PLANTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Animals and plants	**5.1 Animals** *(animals in the surrounding)*	By the end of the sub strand, the learner should be able to; a) identify animals found in the surrounding, b) make simple sentences about animals found in the surrounding, c) enjoy talking about animals in the surrounding for awareness and communication.	The learner is guided to; • observe or listen to verbal or tactual descriptions of pictures or video clips of animals and identify them using verbal communication or signs or tactual signs or AAC, • take a guided tour to the school surroundings and observe or listen to verbal or tactual descriptions of animals found in the neighbourhood and identify them by name, physical appearance, where they live, the sound they make, and what they eat, • take photos of the animals observed, *Learners with visual impairment and those with manipulation difficulties could be assisted by peers or learner support assistants to take the photos,* • make simple sentences about the animals found in the surrounding, (their physical appearance, where they live, the sound they make, and what they eat) *using verbal communication or signs or tactual signs,* • ask and answer simple questions about animals found in the surroundings, • model animals found in the surroundings, • talk about how to care for animals in the	Which animals are found in the surrounding?

			surroundings, • say or sign or tactual sign or use AAC to recite simple poems on animals in the surroundings, • sing or sign sing or tactual sign sing simple songs about animals found in the surrounding.	

Core Competencies to be developed:
• **Communication and Collaboration** as the learner work with peers to identify the animals in the surroundings.

Values:
• **Unity** is enhanced as learners talk about how to care for animals in the surroundings.

Pertinent and Contemporary Issues:
• **Personal safety** as learners take a guided tour to the school surroundings to observe animals.

Link to other learning areas:
Singing songs about the care of animals can be linked to singing familiar songs in Creative Activities.

Suggested Learning Resources:
Video clips, animal models, pictures and real animals in the surroundings, AAC resources, digital devices with assistive technology, Learner Support Assistants.

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify animals found in the surrounding.	i. Identifying animals found in the surrounding by name.			
		ii. Identifying animals found in the surrounding by physical appearance.			
		iii. Identifying animals found in the surrounding by where they live.			
		iv. Identifying animals found in the surrounding by the sound they make.			
		v. Identifying animals found in the surrounding by what they eat.			
2	Ability to make simple sentences about animals found in the surrounding.	i. Make simple sentences about the physical appearance of animals in the surroundings.			
		ii. Make simple sentences about where the animals in the surroundings live.			
		iii. Make simple sentences about the sounds made by animals			

		in the surroundings.			
		iv. Make simple sentences about what animals in the surroundings eat.			

Teacher's general comment on the learner's performance:
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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify animals found in the surroundings.	The learner identifies animals by all the five attributes.	The learner identifies animals by 4 attributes.	The learner identifies animals by two to three attributes.	The learner identifies animals by 1 attribute or none.
Ability to make simple sentences about animals found in the surrounding.	The learner makes four sentences about animals found in the surroundings	The learner makes three sentences about animals found in the surroundings	The learner makes two sentences about animals found in the surroundings	The learner makes one sentence about animals found in the surroundings or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Animals and plants	**5.2 Plants** *(plants in the surrounding)*	By the end of the sub strand, the learner should be able to: a) identify different plants found in the surrounding, b) make simple sentences about plants found in the surrounding to enhance expressive communication, c) develop interest in identifying plants in the surrounding for effective communication.	The learner is guided to: • observe or listen to verbal or tactual descriptions of video clips of different plants and identify the ones found in the surrounding *using verbal communication or signs or tactual sigs or AAC,* • take a guided tour in the school compound to identify plants found in the surroundings such as trees, grass, fruits, vegetables, maize, beans or any other available plants by name, size, colour, texture. Take photos of the plants. *Learners with mobility difficulties could be supported by peers or learner support assistants. Safety precaution to be observed during the tour,* • explore and talk about the edible and non-edible plants in the surrounding, • make simple sentences about the plants in the environment using verbal communication or signs or tactual signs or ACC, • observe or tactually explore a plant found in the surroundings and draw or stick the plant on manilla paper.	1. Which plants are found in the surrounding areas? 2. How do we use the plants found in the surrounding areas?

Core Competencies to be developed:
• **Self-efficacy** as the learner is able to explore the environment and identify the plants found in the surrounding areas.
Values:
• **Responsibility** is nurtured as the learner takes care of plants in the environment during the tour
Pertinent and Contemporary Issues:
• **Environment conservation** as the learner uses the designated paths during the guided tour.
Link to other learning areas: Drawing of plants can be linked to picture making in Creative Activities.
Suggested Learning Resources: Video clips, pictures, manilla paper, real plants in the surroundings, AAC resources, digital devices with assistive technologies, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

   Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to identify plants found in the surroundings.	i. Identifying plants found in the surroundings by name.			
		ii. Identifying plants found in the surroundings by size.			
		iii. Identifying plants found in the surroundings by colour.			
		iv. Identifying plants found in the surrounding by texture.			

Teacher's general comment on the learner's performance:
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Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the following scoring guide:

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify plants found in the surroundings.	The learner identifies plants found in the surroundings by all the four attributes.	The learner identifies plants found in the surroundings by three attributes.	The learner identifies plants found in the surroundings by two attributes.	The learner identifies plants found in the surroundings by one attribute or none.

6.0: LITERACY SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Literacy Skills	**6.1 Letters of the Alphabet**	By the end of the sub strand, the learner should be able to: a) recite the letters of the alphabet sequentially, b) read the letters of the alphabet for identification, c) write the letters of the alphabet to enhance literacy skills, d) develop interest in using the letters of the alphabet in reading and writing.	The learner is guided to: • observe or listen to verbal or tactual description of a recorded audio or video clip of learners reciting the letters of the alphabet and join in, • recite the letters of the alphabet along with the teacher. *Learners with deafblindness could manipulate modelled letters of the alphabet and use signs or tactual signs to recite the letters,* • practise reciting the letters of the alphabet, • observe or listen to verbal or tactual description of modelled or letter cut-outs and manipulate the letters to recognise the shape of the uppercase and lowercase letters, • observe or listen to signed or tactual description of animated letters of the alphabet both the upper and lowercase and read the letters, • read letters on flash cards and charts, • practise matching upper and lower case letters, • complete letter jigsaw puzzles of both upper and lowercase letters,	Which are the letters of the alphabet?

			• trace the shape of the modelled, cut-outs or written uppercase and lowercase letters of the alphabet, • model the upper and lowercase letters of the alphabet, • participate in demonstrations by the teacher on shaping the letters of the alphabet or print on palm for learners with deafblindness, • practise copying or printing on palm the letters of the alphabet, • practise writing or modelling or printing on palm the letters of the alphabet both in lower and uppercase, • write or print on palm the letters of the alphabet appropriately in different contexts.	

Core Competencies to be developed:
- **Creativity and imagination** as the learner models the letters of the alphabet both in lower and uppercase.

Values:
- **Unity** is enhanced as learners work in groups to complete letter jigsaw puzzles of both upper and lowercase letters.

Pertinent and Contemporary Issues:
- **Safety** as the learner handles learning resources with care.

Link to other learning areas:
Tracing and modelling letters of the alphabet is linked to tracing and modelling number shapes in Numeracy Activities.

Suggested Learning Resources:
Letter cards, letter models and cut-outs, letter charts, letter puzzles, AAC resources, Learner Support Assistant.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed		Tick as appropriate	Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to read the letters of the alphabet.	i. Reciting the letters of the alphabet sequentially.			
		ii. Recognising the shapes of the upper case letter.			
		iii. Recognising the shapes of the lower case letters.			
		iv. Reading upper case letters.			
		v. Reading lower case letters.			
2.	Ability to write the letters of the alphabet.	i. Tracing letters of the alphabet.			
		ii. Completing dotted letters of the alphabet.			
		iii. Copying the letters of the alphabet			
		iv. Writing or modelling or printing on palm uppercase letters.			
		v. Writing or modelling or printing on palm lower case letters of the alphabet.			

Teacher's general comment on the learner's performance:

_____
Teacher's Name _____
*Signature*_____
*Date of assessment*_____

2.   **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read the letters of the alphabet.	The learner reads the letters of the alphabet by demonstrating all the 5 skills outlined.	The learner reads the letters of the alphabet by demonstrating 4 of the skills outlined.	The learner reads the letters of the alphabet by demonstrating 2 to 3 skills outlined.	The learner reads the letters of the alphabet by demonstrating 1 of the skills outlined or none.
Ability to write the letters of the alphabet.	The learner writes the letters of the alphabet by demonstrating all the 5 skills outlined.	The learner writes the letters of the alphabet by demonstrating 5 of the skills outlined.	The learner writes the letters of the alphabet by demonstrating 2 to 3 of the skills outlined.	The learner writes the letters of the alphabet by demonstrating 1 of the skills outlined or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Literacy Skills	**6.2 Reading (simple words and names)**	By the end of the sub strand, the learner should be able to; a) read simple words related to familiar themes and activities, b) read simple names of people places and objects based on specific themes, c) enjoy reading words and names in different settings for effective communication.	The learner is guided to; • observe or listen to verbal or tactual description of pictures of familiar objects and people and picture read, • observe or manipulate flash cards with simple words related to familiar themes such as school, class, book, home, trees, food or any other theme-based familiar words, • spell out or finger spell or spell on palm the letters that form the words in the flash cards, • imitate reading the words as read by the teacher from a chart or screen, • sight read, palm read or fingerspell the words, • observe or manipulate flash cards with names of familiar people, places and objects such as own name, teacher's name, names of family members, name of the school, names of objects in the classroom, • spell out or finger spell or spell on palm the letters that form the names in the flash cards, • imitate reading the names as read by the teacher from a chart or screen, • read the names along the teacher *using*	Which names/words can you read?

			verbal, signs, tactual signs or AAC, • practise reading the names in groups, in pairs and individually, • sight read, palm read or fingerspell names of common things, places and people, • match pictures of familiar objects and people with the correct words or names written on flash cards, • play word and name reading games, • practise reading common words and names in different settings.	

Core Competencies to be developed:
• **Self-efficacy** as the learner is able to read the names or words correctly.

Values:
• **Respect** is nurtured as the learner uses the correct names for people.

Pertinent and Contemporary Issues:
• **Social cohesion** as the learner uses the correct name and words to communicate with different people in different social settings.

Link to other learning areas:
Naming of things in the immediate environment can be linked to names of the various things used in the kitchen in Daily Living Skills.

Suggested Learning Resources:
Video clips, pictures, models, AAC, Learner Support Assistants.

Suggested Assessment Guides

1. **Assessment Checklist**

Learner's Name_____

S.N	Indicator	Skills Assessed		Tick as appropriate		Teacher's comment
				Demonstrated	**Not Demonstrated**	
1	Ability to read simple words.	i.	Recognising the letters that form the words.			
		ii.	Spelling out or finger spelling the words.			
		iii.	Imitating reading the words after the teacher.			
		iv.	Reading the words.			
2	Ability to read simple names.	i.	Recognising the letters that form the names			
		ii.	Spelling out or finger spelling the names.			
		iii.	Imitating reading the names after the teacher.			
		iv.	Reading the names.			

Teacher's general comment on the learner's performance:
_____

Teacher's Name _____

*Signature*_____

*Date of assessment*_____

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2.   **Rating Guide for the Learner's Performance**

The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to read simple words.	The learner reads simple words by demonstrating all the four skills.	The learner reads simple words by demonstrating three skills.	The learner reads simple words by demonstrating two skills.	The learner reads simple words by demonstrating one skill or none.
Ability to read simple names.	The learner reads simple names by demonstrating all the four skills.	The learner reads simple names by demonstrating three skills.	The learner reads simple names by demonstrating two skills.	The learner reads simple names by demonstrating one skill or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Literacy Skills	**6.3 Writing** (*Words and names*)	By the end of the sub strand, the learner should be able to: a) handle the writing materials appropriately in readiness for writing, b) copy simple words and names related to specific themes and activities in daily life, c) write simple words and names for self-expression, d) develop interest in writing words and names to express needs and communicate.	The learner is guided to: • manipulate digital devices to observe or listen to verbal or tactual description of a video clip or animation on proper handling of writing materials which include; positioning the book appropriately on the writing surface, opening the book, turning the pages, holding the pencil appropriately or *orientation to writing on palm for learners who are deafblind*, • practise handling the writing materials appropriately by positioning the book, turning the pages and holding the pencils firmly between the fingers. *Learners who are deafblind could be oriented to writing on palm,* • participate in a core demonstration with the teacher on completing dotted letters or tracking embossed letters to form simple words and names based on the themes previously learnt such as the name of self /teacher / parent / sister / brother, and familiar words such as school, class, book, home, trees, food or any other theme-based familiar words or names of familiar objects, • arrange modelled or letter cut-outs to form simple words and names, • observe words and names written on flash cards or tactually explore modelled words	Which words/ names can you write?

| | | | and copy them or *print on the palm*,
• practise copying or *printing on palm* their own name on name cards,
• write simple words and names on different surfaces such as sand, chalkboard, templates and paper. *Learners with deafblindness to practise printing the names and words on the teacher's palm,*
• practice writing or *modelling or printing on palm* simple words and names based on specific themes and activities already learnt,
• write or *model or print on palm* simple words and names to communicate needs and ideas in different settings. | |

Core Competencies to be developed:
- **Digital Literacy** as the learner manipulates digital devices to observe or listen to verbal description of a video clip or animation on proper handling of writing materials.
- **Communication and collaboration** as the learner writes or models or prints on palm simple words and names to communicate needs and ideas in different settings.

Values:
- **Responsibility** is enhanced as the learner handles the writing materials appropriately.

Pertinent and Contemporary Issues:
- **Living in harmony** as the learner expresses needs and ideas through writing.

Link to other learning areas:
Writing or modelling letters is linked to writing or modelling numbers in Numeracy Activities.

Suggested Learning Resources:
Word and name cards, books, pencils, adjustable writing surfaces, AAC resources, Learner Support Assistants, digital devices with assistive technology.

Suggested Assessment Guides

1. **Assessment Checklist**
   Learner's Name_____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	**Not Demonstrated**	
1	Ability to handle the writing materials appropriately.	i. Positioning the body appropriately in readiness for writing			
		ii. Positioning the book appropriately on the writing surface			
		iii. Turning the pages of the book			
		iv. Holding the pencils/crayon/pen appropriately			
2	Ability to write simple words.	i. Completing dotted letters to form simple words			
		ii. Arranging modelled letters to form simple words.			
		iii. Copying or printing on palm simple words.			
		iv. Writing or printing on palm simple words			
	Ability to write simple names.	i. Completing dotted letters to form simple names.			
		ii. Arranging modelled letters to form simple names			
		iii. Copying or printing on palm			

		own name			
		iv. Writing or printing on palm own name			
		v. Copying or printing on palm simple names			
		vi. Writing or printing on palm simple names			

Teacher's general comment on the learner's performance:

_____

Teacher's Name _____

*Signature*_____

*Date of assessment*_____

2. Rating Guide for the Learner's Performance
The learner's competencies will be rated using the following scoring guide.

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to handle the writing materials appropriately.	The learner handles the writing materials by performing all the 4 activities.	The learner handles the writing materials by performing 3 activities.	The learner handles the writing materials by performing 2 activities.	The learner handles the writing materials by performing 1 activity or none.
Ability to write simple words.	The learner writes simple words by performing all the 4 activities.	The learner writes simple words by performing 3 activities.	The learner writes simple words by performing 2 activities.	The learner writes simple words by performing 1 activity or none.
Ability to write simple names.	The learner writes simple names by performing all the 6 activities.	The learner writes simple names by performing 4 to 5 activities.	The learner writes simple names by performing 2 to 3 activities.	The learner writes simple names by performing 1 activity or none.