



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

STAGE BASED PATHWAY

COMMUNICATION AND SOCIAL SKILLS CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

FOUNDATION LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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FOREWARD

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 Foundation 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, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources, assessment checklist and rubric for rating the learner's 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. Foundation is the first 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 Foundation Level 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 Foundation Level curriculum designs are intended to enhance the learner's 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 the learner to attain the expected learning outcomes for the Foundation Level and prepare them for smooth transition to the Intermediate 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

A 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 Foundation 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 Foundation 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 Foundation Level and preparation of learners for transition to Intermediate Level.

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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 be able 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 of rapid 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 required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and 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 children to 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 provides equal 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. It should 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 Foundation 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 Foundation Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Activities of Daily Living Skills and Religious Education
3. Sensory Motor and Creative Activities
4. Orientation and Mobility
5. Pre- Numeracy Activities

Learners will stay for a period of 6 years at Foundation Level to enable them acquire competencies for progression to the Intermediate Level. Progression to the Intermediate Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Foundation Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to undertake Kenya Foundation Level Educational Assessment (KFLEA) and progress to Intermediate Level.

LESSON ALLOCATION AT FOUNDATION LEVEL

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

	Learning Area	Lessons Per Week (30 minutes per lesson)	
1	Communication and Social Skills	4	
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills	4
		Religious Education	2
3	Sensory Motor and Creative Activities	Sensory Perception	1
		Psychomotor Activities	2
		Creative Activities	1
		Music and Movement	1
4	Orientation and Mobility	2	
5	Pre-numeracy Activities	2	
	Pastoral Programme Instruction	1	
	Total Lessons Per Week	20	

LEVEL LEARNING OUTCOMES

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

- a) communicate appropriately using verbal and or non-verbal models in varied contexts,
- b) practice hygiene and sanitation to promote health and wellbeing,
- c) demonstrate appropriate etiquette in social relations,
- d) explore the immediate environment for learning and enjoyment,
- e) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living,
- f) acquire basic pre-literacy and pre-numeracy skills for learning,
- g) 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 non-verbal (gestures, body language, and written language). Communication skills play an integral role in socialising as well as in the acquisition of knowledge, skills, attitudes and values 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 may be absent or underdeveloped.

The Communication and Social Skills curriculum design aims to equip the learner with receptive and expressive skills, social skills and pre-literacy skills. These skills will be developed 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 functioning ability for independent living, learning and social interaction.

GENERAL LEARNING OUTCOMES

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

1. use verbal and or nonverbal skills in communication during social interaction,
2. demonstrate appropriate use of augmentative and alternative communication in supplementing speech to enhance interaction,
3. use appropriate social skills for effective social interaction,
4. acquire pre-literacy skills in preparation for reading and writing.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Greetings and courtesy words	1.1 Greetings and bidding farewell
		1.2. Courtesy words
2.0	Myself	2.1 My name
		2.2 My body
		2.3 My clothes
3.0	My family	3.1 Members of my family
		3.2 Food
4.0	Classroom	4.1 People in my class
		4.2 Things in my class
5.0	Plants and animals	5.1 Plants
		5.2 Animals
6.0	Weather	6.1 Weather conditions
		6.2 Clothes worn in different weather conditions
7.0	Time	7.1 Times of the day
		7.2 Daily routine

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 and bidding farewell <ul style="list-style-type: none"> • <i>Good morning</i> • <i>Hello</i> • <i>Bye</i> • <i>Goodbye</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) respond to greetings for social interaction, b) perform pre-verbal activities in readiness for expressive communication, c) use appropriate words to express greetings, d) use appropriate words in bidding farewell, e) desire to use appropriate words to express greetings and bid farewell. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore or listen to description of pictures, or video clips of people exchanging greetings and identify various ways of responding to greetings. <i>Learners could use verbal or signs or tactual signs or Augmentative and Alternative Communication (AAC) to identify various ways of responding to greetings,</i> • pay attention in readiness for express greeting by establishing contact, maintaining eye contact or positioning the body appropriately, • perform expressive communication readiness activities such as pre-verbal activities (blowing, whistling, movement of oral muscles, chewing, imitating lip movement) or pre manual skills (visual memory, left-to-right movement and vice versa, top-bottom-up movement) or pre-tactual signing activities (stretching hands, positioning the hands, attending to tactual cues) or orientation to AAC resources in readiness for responding to greetings, 	<ol style="list-style-type: none"> 1. How do you express greetings? 2. How do you bid farewell?

			<ul style="list-style-type: none"> ● respond to greetings by answering verbally, use of gestures, body movements, vocalisations, use of facial expressions or other Augmentative and Alternative Communication modes (AAC), ● name or sign or tactual sign the words used to express greetings (good morning, hello). <i>Learners with severe communication difficulties to express the words using the AAC resources,</i> ● in pairs or groups use the words ‘hello’ and, ‘good morning’ to express greetings using verbal communication, signs, tactual signs or AAC, ● in pairs, practice expressing and responding to greetings using the words ‘hello’ and, ‘good morning’, ● pay attention in readiness for bidding farewell, ● identify the gesture used in bidding farewell such as waving or tactual waving, ● name, sign, tactual sign, the words used in bidding farewell such as bye and goodbye. <i>Learners with severe communication difficulties to express the words using the AAC resources,</i> ● in pairs, practise bidding farewell to each other using the words ‘bye’ and ‘goodbye’, 	
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			<ul style="list-style-type: none"> participate in singing, sign singing or tactual sign singing songs on greetings and bidding farewell. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: as the learner practise expressing and responding to greetings using the words ‘hello’ and, ‘good morning’. Self-efficacy: as the learner uses appropriate words to express greetings and bid farewell. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: is enhanced as the learners take turns in expressing greetings and bidding farewell. Love: is nurtured as learners practise expressing greetings and bidding farewell in pairs. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Effective communication: as the learner uses appropriate words to express greetings and bid farewell. Social cohesion: as learners express greetings and bid farewell in different settings. 				
<p>Link to other Learning Areas: Paying attention in readiness for greeting and bidding farewell is linked to sensory perception in Sensory Motor and Creative Activities.</p>				
<p>Suggested Learning Resources: Pictures, video clips of people greeting each other, digital devices with assistive technologies, AAC resources, Learner Support Assistant.</p>				

Suggested Assessment Guides

1. Assessment Checklist

Learner's Name _____

S.N	Level Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to respond to greetings	i. Establishing contact in readiness to respond to greetings.			
		ii. Maintaining eye contact or orienting the body in readiness to respond to greetings.			
		iii. Positioning the body appropriately in readiness to respond to greetings.			
		iv. Responding to greetings by either answering verbally, use of gestures, body movements, vocalisations, use of facial expressions or AAC.			
2	Ability to use appropriate words to express greetings	i. Naming or signing, tactual signing, the words used to express greeting, 'good morning'.			
		ii. Naming, signing, tactual signing, the words used to express greeting, 'hello'.			
		iii. Using the word 'hello' to express greetings.			
		iv. Using the words 'good morning' to express greetings.			
3.	Ability to apply appropriate	i. Paying attention in readiness for bidding farewell.			

	words in bidding farewell	ii. Identifying the gesture used in bidding farewell such as waving or tactual waving.			
		iii. Naming, signing, tactual signing, the word 'bye' used in bidding farewell.			
		iv. Naming, signing, tactual signing, the word 'goodbye' used in bidding farewell.			

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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to greetings	The learner responds to greetings in 4 different ways.	The learner responds to greetings in 3 different ways.	The learner responds to greetings in 2 different ways.	The learner responds to greetings in 1 of the ways or none.
Ability to use appropriate words to express greetings	The learner uses appropriate words to express greetings in 4 different ways.	The learner uses appropriate words to express greetings in 3 different ways.	The learner uses appropriate words to express greetings in 2 different ways.	The learner uses appropriate words to express greetings in 1 of the ways or none.
Ability to use appropriate words in bidding farewell	The learner uses appropriate words in bidding farewell in 4 different ways.	The learner uses appropriate words in bidding farewell in 3 different ways.	The learner uses appropriate words in bidding farewell in 2 different ways.	The learner uses appropriate words in bidding farewell in 1 of the ways or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p>1.2. Courtesy words</p> <ul style="list-style-type: none"> • <i>Thank you</i> • <i>Sorry</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different situations when courtesy words are used in daily life, b) perform pre-verbal activities in readiness for expressive communication, c) use courtesy words appropriately in different situations for social interaction, d) enjoy using courtesy words for harmonious co-existence. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or tactually explore or listen to verbal or tactual description of pictures or video clips of people using the courtesy words, ‘thank you’ and ‘sorry’ and identify situations when the words are used. <i>Learners could use verbal or signs or tactual signs or AAC to express when the words are used.</i> • participate in demonstrations on how to use the courtesy words ‘thank you’ and ‘sorry’ in different social settings, • perform expressive communication readiness activities such as pre-verbal activities (blowing, whistling, movement of oral muscles, chewing, imitating lip movement) or pre manual skills (visual memory, left-to-right movement and vice versa, top-bottom-up movement) or pre-tactual signing activities (stretching hands, positioning the hands, attending to tactual cues) or orientation to AAC resources in readiness for using courtesy words, • name, sign or tactual sign the courtesy words ‘thank you’ and ‘sorry’. <i>Learners with severe communication difficulties could use AAC to express the courtesy words,</i> • in groups, role play how to apply the courtesy words, ‘thank you’ and ‘sorry’ in different situations, 	<p>When do we use courtesy words?</p>

			<ul style="list-style-type: none"> • in pairs, practise using the courtesy words, ‘thank you’ and ‘sorry’ in different situations as guided by the teacher, • participate in singing, sign singing or tactual sign singing songs on the use of courtesy words. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: as learners role play how to use the courtesy words, ‘thank you’ and ‘sorry’ in different situations. • Self-efficacy: as the learner uses courtesy words ‘thank you’ and ‘sorry’ in different situations. 				
Values <ul style="list-style-type: none"> • Respect: is upheld as the learner uses the courtesy words ‘thank you’ and ‘sorry’ when interacting with others. • Peace: is nurtured as the learner uses the courtesy word, ‘sorry’ to avoid hurting others. 				
Pertinent and Contemporary Issues (PCIs): Social cohesion: is demonstrated as learners role play how to use the courtesy words, ‘thank you’ and ‘sorry’ in different situations.				
Link to other Learning Areas: Use of the courtesy words “thank you” and “sorry” is linked to feeding etiquette in Activities of Daily Living Skills and Religious Education.				
Suggested Learning Resources: Pictures or video clips of people using the courtesy words, ‘thank you’ and ‘sorry’, digital devices with assistive technologies, 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 use courtesy words appropriately in different situations	i. Role playing how to use the courtesy words, 'thank you' in different situations.			
		ii. Role playing how to use the courtesy word, 'sorry' in different situations.			
		iii. Using the courtesy words, 'thank you' in different situations.			
		iv. Using the courtesy words, 'sorry' in different situations.			

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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use courtesy words appropriately in different situations	The learner uses courtesy words in 4 different situations.	The learner uses courtesy words in 3 different situations.	The learner uses courtesy words in 2 different situations.	The learner uses courtesy words in 1 situation or none.

2.0 MYSELF

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Myself	2.1 My name	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) respond to own name when called, b) tell own name for identification, c) appreciate own name for self-identity. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● attend to the teacher in readiness for communication by positioning self appropriately on the seat, facing the teacher or establishing contact and orienting the body to face the teacher, ● maintain eye or tactual contact to listen to the teacher call or tactual sign the name, ● respond to his or her own name by answering verbally, use of gestures, body movements, vocalisations, use of facial expressions or AAC, ● perform pre-verbal activities (blowing, whistling, movement of oral muscles, chewing, imitating lip movement) or pre manual skills (keeping rhythm in group activities, tracking movements from left to right, sequencing objects from left to right, discriminating shapes.) or pre tactual signing activities (stretching hands, positioning the hands, attending to tactual cues) or orienting self to the AAC resource, ● verbally say or sign or tactual sign or mime own name. <i>Learners with severe communication difficulties could use AAC such as communication passport for self-identity,</i> ● make simple sentences about own name for example, “my name is” <i>using verbal</i> 	<p>What is your name?</p>

			<i>communication or signs or tactual signs or AAC,</i> <ul style="list-style-type: none"> participate in singing or sign singing or tactual sign singing a recorded song about own name. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: as the learner successfully tell own name and responds when called by own name. Communication and collaboration: as the learner tells own name using appropriate modes of communication and participates in singing or tactual sign singing a recorded song about own name. 				
Values: <ul style="list-style-type: none"> Unity: is enhanced as the learners take turns in carrying out pre-verbal, pre manual signing activities and pre tactual activities. Respect: is nurtured as the learner pays attention to the teacher in readiness for communication and responds appropriately. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Self-awareness: as the learner tells own name. Self-confidence: as the learner tells and responds to own name for identification. 				
Link to other Learning Areas: Responding to their own name is linked to recognizing self as Gods creation in Activities of Daily Living and Religious Education				
Suggested Learning Resources: Whistle, feathers, candle, balloon, straws, chewing items, recorded songs about my name, flute, digital devices, digital devices with assistive technologies, 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 respond to own name	i. Positioning self appropriately on the seat.			
		ii. Facing the teacher or establishing contact.			
		iii. Orienting the body to face the teacher.			
		iv. Maintaining eye or tactual contact to listen to the teacher.			
		v. Answering verbally or use gestures or body movements or vocalisations or facial expressions or AAC to respond to own name.			
2	Ability to tell own name	i. Responding to own name.			
		ii. Verbally say or sign or tactual sign or mime own name.			
		iii. Making a simple sentence about own name			
		iv. Participating in singing, tactual sign singing or responding to a recorded song about own name.			

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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond to own name	The learner responds to own name by demonstrating 5 skills	The learner responds to own name by demonstrating 3 to 4 skills	The learner responds to own name by demonstrating 2 skills	The learner responds to own name by demonstrating 1 skill or none
Ability to tell own name	The learner tells own name by performing 4 activities	The learner tells own name by performing 3 activities	The learner tells own name by performing 2 activities	The learner tells own name by performing 1 activity or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Myself	2.2 My body <ul style="list-style-type: none"> • <i>Head</i> • <i>Arms</i> • <i>Legs</i> • <i>Eyes</i> • <i>Ears</i> • <i>Mouth</i> • <i>Nose</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body for self-expression, b) model parts of the body to enhance creativity and fine motor skills, c) show interest in identifying parts of the body for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore or listen to description of realia or pictures or video clips of parts of the body (head, arms, legs, eyes, ears, mouth and nose) and identify parts of the <i>body using verbal communication or sign or tactual signs or AAC</i>. • name, sign, tactual sign, point, touch own parts of the body presented, • match pictures or models of parts of the body, • in pairs, complete a jigsaw puzzle of parts of the body, • in pairs, identify parts of the body of their peers using verbal communication, signs, tactual signs or AAC, • model parts of the body using locally available materials by obtaining modelling materials, getting the right amount of the materials to use, kneading the material, shaping the material, modelling the parts of the body, displaying the modelled parts of the body and clearing the working area, • participate in singing or sign singing or tactual sign singing a song about parts of the body. 	What are the different parts of your body?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner completes the jigsaw puzzle of parts of the body. 				

- Creativity and imagination: as the learner models parts of the body.

Values:

- Integrity: is enhanced as the learner utilises the modelling materials sparingly.
- Responsibility: is nurtured as the learner clears the working area after modelling parts of the body.

Pertinent and Contemporary Issues (PCIs):

Education for Sustainable Development: as the learner utilises locally available materials in modelling parts of the body.

Link to other Learning Areas:

Modelling parts of the body is linked to modelling in Sensory Motor and Creative Activities.

Suggested Learning Resources:

Pictures, models, video clips of parts of the body, plasticine, modelling clay, jigsaw puzzles of parts of the body, recorded songs of parts of the body, digital devices with assistive technologies, 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 parts of the body (<i>head, arms, legs, eyes, ears, mouth and nose</i>)	i. Identifying the head.			
		ii. Identifying the arms.			
		iii. Identifying the legs.			
		iv. Identifying the eyes.			
		v. Identifying the ears.			
		vi. Identifying the mouth.			
		vii. Identifying the nose.			
2	Ability to model parts of the body	i. Obtaining materials for modelling parts of the body.			
		ii. Naming or signing or tactual signing or pointing materials for modelling parts of the body.			
		iii. Getting the right amount of the modelling materials to use.			
		iv. Kneading the modelling material.			
		v. Shaping the modelling material into the required shapes of the body part to be modelled.			
		vi. Displaying the modelled parts of the body.			
		vii. Clearing the working area.			

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 a rubric as indicated below:

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify parts of the body	The learner identifies 7 parts of the body	The learner identifies 5 to 6 parts of the body	The learner identifies 3 to 4 parts of the body	The learner identifies 2 parts of the body or less
Ability to model parts of the body	The learner models parts of the body by completing all the 7 outlined activities	The learner models parts of the body by completing 5 to 6 outlined activities	The learner models parts of the body by completing 3 to 4 outlined activities	The learner models parts of the body by completing 2 of the outlined activities or below

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Myself	2.3 My clothes <ul style="list-style-type: none"> • <i>Shirt,</i> • <i>Blouse,</i> • <i>Dress,</i> • <i>Short/Trousers</i> • <i>Socks</i> • <i>Sweater</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify own clothes for appropriate use, b) sort own clothes according to various attributes, c) desire to identify different types of clothes for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore or listen to verbal or tactual descriptions of real clothes or pictures, or video clips of clothes and identify different types of <i>clothes using verbal communication or signs, tactual signs or AAC,</i> • name or sign or tactual sign or point or touch different types of own clothes (shirt, blouse, dress, short/trousers, socks, sweater), • select a particular clothe from a pile of own clothes as requested by pointing or picking or smelling or touching or observing, • handle the clothes safely when sorting to avoid tearing, • sort clothes according to type or colour or where they are worn by either picking or pointing or smelling or tactually exploring or observing, • display the sorted clothes and talk about them using the most appropriate mode of communication. 	Which clothes do you wear?
Core Competencies to be developed: Critical thinking and problem solving: as learners select a particular clothe from a pile of own clothes as instructed by either pointing or picking or touching or looking.				
Values to be nurtured: Unity: is enhanced as learners sort clothes and talk about them using the most appropriate mode of communication.				

Pertinent and Contemporary Issues (PCIs):

- Safety: as the learners handle clothes with care when carrying out the sorting activity.
- Self-esteem: as the learners successfully identifies their own clothes.

Link to other Learning Areas:

The learners relate identifying of different types of clothes to dressing skills in Activities of Daily Living and Religious Education. Sorting clothes according to colour is linked to colour and texture discrimination in Sensory Motor and Creative Activities.

Suggested Learning Resources:

Pictures, models, video clips of different types of clothes, learners' clothes, digital devices with assistive technologies, sorting containers or surfaces, 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 identify own clothes	i. Identifying a shirt or blouse.			
		ii. Identifying a short/trousers or dress.			
		iii. Identifying socks.			
		iv. Identifying a sweater.			
2	Ability to sort clothes according to various attributes	i. Sorting clothes according to type.			
		ii. Sorting clothes according to colour or texture or smell.			
		iii. Sorting clothes according to where they are worn.			
		iv. Sorting own clothes from those of others.			

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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify own clothes	The learner identifies 4 different types of own clothes	The learner identifies 3 different types of own clothes	The learner identifies 2 different types of own clothes	The learner identifies 1 type of own clothes or none
Ability to sort own clothes according to various attributes	The learner sorts own clothes according to 4 attributes	The learner sorts own clothes according to 3 attributes	The learner sorts own clothes according to 2 attributes	The learner sorts own clothes according to 1 attribute or none.

3.0 FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Family	3.1 Members of the family	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify familiar members of the nuclear family for communication and socialisation, use simple sentences to talk about familiar members of the nuclear family, desire to identify familiar members of the nuclear family to enhance communication and social interaction. 	The learner is guided to: <ul style="list-style-type: none"> observe or tactually explore or listen to verbal or tactual descriptions of pictures, or video clips of family members and identify the members of the nuclear family such as father, mother, sister and brother (depending on individual learner) by name, unique identifiers, gender, the work they do. <i>Learners could use verbal communication, signs, tactual signs or AAC to identify the family members,</i> answer simple questions about familiar members of the nuclear family, complete simple jigsaw puzzles with whole shapes of human form (man, woman, girl, boy), practise using simple sentences to talk about familiar members of the nuclear family, participate in singing, sign singing, tactual sign singing a song about family members. 	Who are your family members?
Core Competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving: as the learner matches pictures of family members to the cut outs presented. Citizenship: as the learner names, signs and tactual sign sings songs about father, mother, sister and brother as members of their families. 				
Values to be nurtured: <ul style="list-style-type: none"> Respect: is nurtured as learners take turns while working in pairs to complete a jigsaw of human forms. Unity: is enhanced as learners sing, sign sing, tactual sign sing a song about father, mother, sister and brother as family members 				

Pertinent and Contemporary Issues (PCIs):

Citizenship: as learners name, sign, and tactual sign songs about father, mother, sister and brother as members of their families.

Link to other Learning Areas:

Identifying familiar family members is linked to talking relatives as Gods creation in Activities of Daily Living and religious Education

Suggested Learning Resources:

Pictures, models, video clips of family members, digital devices with assistive technologies, a jigsaw of family members, 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 identify familiar members of the nuclear family <i>(by name, unique identifiers, gender, the work they do)</i>	i. Identifying familiar members of the nuclear family by name or sign name.			
		ii. Identifying familiar members of the nuclear family by unique identifiers.			
		iii. Identifying familiar members of the nuclear family by gender.			
		iv. identifying familiar members of the nuclear 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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying familiar members of the nuclear family (<i>by name, unique identifiers, gender, the work they do</i>)	The learner identifies familiar members of the nuclear family by 4 attributes	The learner identifies familiar members of the nuclear family by 3 attributes	The learner identifies familiar members of the nuclear family by 2 attributes	The learner identifies familiar members of the nuclear family by 1 attribute or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.2 Food	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify different types of familiar foods found in the locality, sort foods eaten in school and home for awareness, show interest in identifying foods eaten in the locality. 	The learner is guided to: <ul style="list-style-type: none"> observe or tactually explore or listen to description of real food items or pictures, or video clips of different types of foods and identify the familiar <i>ones using verbal communication, signs, tactual signs or AAC,</i> name or sign or tactual sign or point or touch familiar foods (ugali, rice, vegetables, beans, fruits) or any other locally available foods, select a particular food as requested by either pointing, picking, smelling, touching or observing, sort foods eaten in school by either picking, pointing, smelling or observing. Handle the foods safely when sorting, display the sorted foods and talk about them, match real food stuff to pictures or cut outs of familiar foods, participate in singing or sign singing or tactual sign singing songs on familiar foods eaten. 	Which foods are eaten in school or at home?
Core Competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving: as learners select a particular food as requested by either pointing, picking or looking. Self-Efficacy: as the learner successfully sorts foods, displays them and talk about them. 				
Values: <ul style="list-style-type: none"> Responsibility: is nurtured as learners handle food safely. Unity: is enhanced as learners sing or sign sing or tactual sign sing a song about familiar foods in groups. 				
Pertinent and Contemporary Issues (PCIs): Safety: as the learner handles food safely when sorting different types of foods.				

Link to other Learning Areas:

The different types of familiar foods eaten is linked to identifying edible and non-edible items in Activities of Daily Living and Religious Education.

Suggested Learning Resources:

Real food items, pictures, or video clips of different types of foods, Learner Support Assistant, digital devices with assistive technologies, 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 identify different types of food found in the locality	i. Identifying locally available fruits			
		ii. Identifying locally available vegetables.			
		iii. Identifying ugali.			
		iv. Identifying rice.			
		v. Identifying beans.			
2	Ability to sort foods eaten in school or at home	i. Handling food safely when sorting.			
		ii. Sorting foods eaten in school or at home by either picking, pointing, smelling or observing.			
		iii. Displaying the sorted foods for peer review and feedback.			
		iv. Matching real food items to pictures or models of familiar foods.			

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 a rubric as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different types of foods found in the locality.	The learner identifies 5 different types of foods found in the locality	The learner identifies 4 different types of foods found in the locality	The learner identifies 2 to 3 different types of foods found in the locality	The learner identifies 1 type of food found in the locality or none.
Ability to sort foods eaten in school or at home	The learner sorts food eaten in school or at home by performing the 4 outlined activities	The learner sorts food eaten in school or at home by performing 3 activities	The learner sorts food eaten in school or at home by performing 2 activities	The learner sorts food eaten in school or at home by performing 1 activity or none.

4.0 THE CLASSROOM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Classroom	4.1 People in my class <ul style="list-style-type: none"> • <i>Friends</i> • <i>Teacher</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify friends in the class for socialisation, b) identify the class teacher for effective communication, c) use simple sentences to talk about the teacher and friends to enhance expressive communication, d) show interest in identifying people in class for effective communication and socialization. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore or listen to description of friends and identify them by name, unique identifiers, gender, and physical <i>appearance using verbal communication or signs or tactual signs or AAC</i>, • take turns to talk about the friends <i>using verbal communication or signs or tactual signs or AAC</i>, • observe or tactually explore or listen to description of the class teacher and identify him/her by name, unique identifiers, gender, and physical appearance <i>using verbal communication or signs or tactual signs or AAC</i>, • take turns in making simple sentences about the class teacher such as ‘My teacher’s name is.....’, ‘My teacher is smart/tall/short/good, • participate in singing or sign singing or tactual sign singing songs about friends in the class and the class teacher. 	Who are the people in my class?
Core Competencies to be developed: Communication and collaboration: as learners take turns to talk about friends.				

<p>Values: Respect: is enhanced as learners take turns in making simple sentences about the class teacher.</p>
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: is enhanced as learners identify friends.</p>
<p>Link to other Learning Areas: Singing songs about friends in the class is linked to singing familiar songs in Sensory Motor and Creative Activities</p>
<p>Suggested Learning Resources: AAC resources, Learner Support Assistant, digital devices with assistive technologies,</p>

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 friends in the class	i. Identifying friends by names.			
		ii. Identifying friends by unique identifiers.			
		iii. Identifying friends by gender.			
		iv. Identifying friends by physical appearance.			
2	Ability to identify the teacher	i. Identifying the class teacher by name.			
		ii. Identifying the class teacher by unique identifiers.			
		iii. Identifying the class teacher by gender.			
		iv. Identifying the class teacher by physical appearance.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify friends in the class	The learner identifies friends by all the 4 specified attributes	The learner identifies friends by 3 of the specified attributes	The learner identifies friends by 2 of the specified attributes	The learner identifies friends by 1 of the specified attributes or none.
Ability to identify the class teacher	The learner identifies the class teacher by all the 4 specified attributes	The learner identifies the class teacher by 3 of the specified attributes	The learner identifies the class teacher by 2 of the specified attributes	The learner identifies the class teacher by 1 of the specified attributes or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Classroom	4.2 Things in the classroom	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify things found in the classroom to enhance communication, b) use simple sentences to talk about things in the classroom for acquisition of expressive communication, c) colour or model things found in the classroom to enhance fine motor skills, d) show interest in identifying things found in the classroom for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore or listen description of real items such as chair or desk, table, chalkboard or any other familiar item in the classroom and identify them by name, shape, size, unique identifiers and use. <i>Learners could use verbal communication or signs or tactual signs or AAC to identify the items,</i> ● take turns to answer simple questions about things found in the classroom, for example, 'where do you sit? or where do you put your book?' ● practise making simple sentences about things in the classroom, for example, 'the table is big', ● participate in a demonstration on how to colour or model things found in the classroom which involves, identifying the appropriate materials, preparing the materials, colouring or modelling the items, ● practise colouring or modelling things found in the classroom, displaying their work, talking about it and clearing the working area. 	<p>What are the things found in our classroom?</p>
<p>Core Competencies to be developed: Communication and collaboration: as learners use simple sentences to talk about things found in the classroom.</p>				

<p>Values: Respect: is enhanced as learners take turns to answer simple questions on things found in the classroom.</p>
<p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: as learners identify things around them.</p>
<p>Link to other Learning Areas: Colouring or modelling things found in the classroom is linked to colouring and modelling in Sensory Motor and Creative Activities.</p>
<p>Suggested Learning Resources: Table, chair, desk, pictures, print and unique identifiers and labels on the furniture, digital devices with assistive technologies, AAC resources, Learner Support Assistant</p>

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 things found in the classroom (<i>by name, shape, size, unique identifiers and use</i>)	i. Identifying things found in the classroom by name.			
		ii. Identifying things found in the classroom by shape.			
		iii. Identifying things found in the classroom by size.			
		iv. Identifying things found in the classroom by unique identifier.			
		v. Ability to identify things found in the classroom by use.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify things found in the classroom	The learner identifies things found in the classroom by the 5 specified attributes.	The learner identifies things found in the classroom by 4 attributes.	The learner identifies things found in the classroom by 2 to 3 attributes.	The learner identifies things found in the classroom by 1 attribute or none.

5.0 PLANTS AND ANIMALS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Plants and Animals	5.1 Plants <ul style="list-style-type: none"> • <i>Trees</i> • <i>Grass</i> • <i>Flowers</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify plants in the immediate environment, b) use simple sentences to talk about plants in the immediate environment, c) colour pictures of plants found in the immediate environment for finger dexterity, d) show interest in naming plants in the immediate environment for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore or listen to description of real or pictures of plants in the immediate environment and identify the plants <i>using verbal communication or signs or tactual signs or AAC</i>, • take a guided tour in the immediate environment to observe or explore plants and identify trees, grass, and flowers while preserving the plants. Safety of learners to be observed during the guided tour. • say verbally or point or sign or tactual sign the names of plants (tree, grass, and flower), • explore the story box to identify the items in the box (trees, flowers, grass), • make simple sentences to talk about plants (trees, flowers, grass) using a story box, • observe or tactually explore plants (tree, grass, and flower) to identify the features, • colour pictures of plants (tree and flower) using locally available materials, • participate in singing or sign singing or tactual sign singing songs about plants in the immediate environment. 	Which plants are found in the surrounding?

Core Competencies to be developed:

- Communication and collaboration: as learners talk about plants (trees, flowers, grass) using a story box.
- Critical thinking and problem solving: as the learner identifies particular plants in the surrounding.

Values:

Unity: as learners work in groups to observe or tactually explore plants (tree, grass, and flowers) to identify the features.

Pertinent and Contemporary Issues (PCIs):

- Environmental education: as learners care for plants in the immediate environment.
- Education for sustainable development (ESD): as the learner uses locally available materials when colouring pictures of plants.

Link to other Learning Areas:

Colouring of pictures of plants is linked to colouring of shapes and numbers in Pre-Numeracy Activities.

Suggested Learning Resources:

Flowers, trees, grass, pictures of plants, story box, 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 identify plants in the immediate environment	i. Identifying trees in the immediate environment.			
		ii. Identifying grass in the immediate environment.			
		iii. Identifying flowers from the immediate environment.			
		iv. Naming, signing, tactual signing the word tree.			
		v. Naming, signing, tactual signing the word grass.			
		vi. Naming, signing, tactual signing the word flower.			
2	Ability to use simple sentences to talk about plants in the immediate environment	i. Exploring the story box to identify the items in the story box (trees, flowers, grass).			
		ii. Talking about trees using a story box.			
		iii. Talking about flowers using a story box.			
		iv. Talking about grass using a story box.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	- Approaches Expectations	Below Expectations
Ability to identify plants in the immediate environment	The learner identifies plants in the immediate environment in 6 different ways.	The learner identifies plants in the immediate environment in 4 to 5 different ways.	The learner identifies plants in the immediate environment in 2 to 3 different ways.	The learner identifies plants in the immediate environment in 1 of the ways or none.
Ability to use simple sentences to talk about plants in the immediate environment	The learner talks about plants in the immediate environment in 4 different ways.	The learner talks about plants in the immediate environment in 3 different ways.	The learner talks about plants in the immediate environment in 2 different ways.	The learner talks about plants in the immediate environment in 1 of the ways or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Plants and animals	5.2 Animals	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify familiar animals found in the immediate environment, b) use simple sentences to talk about animals found in the immediate environment, c) colour or model familiar animals in the immediate environment to enhance fine motor skills. d) Enjoy talking about animals in the immediate environment for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore or listen to verbal or tactual descriptions of models, pictures, or video clips or animations of familiar animals and identify them by name, unique features, size, physical appearance, the sound they make and what they eat using verbal communication or signs or tactual signs or AAC, ● take a guided tour in the immediate environment to observe or listen to verbal or tactual descriptions of real animals in the environment and identify them by name, unique features, size, physical appearance, the sound they make and what they eat using verbal communication, signs, tactual signs or AAC. Safety should be observed during the tour and when interacting with animals, ● observe pictures or explore models of familiar animals to identify the features, ● match pictures or models of familiar animals such as chicken, dog, cat, cow, goat, camel and sheep to the cut outs or models presented, ● complete simple jigsaw puzzle of familiar animals, ● answer simple questions about animals found in the immediate environment for example, ‘what sound does a cat/dog/cow/goat/.... make?’, ● take turns to make simple sentences about animals found in the immediate environment 	<p>Which are found in the surrounding?</p>

			<p>(sentences about the name, what they eat, where they live, the sound they make). For example, ‘a cow/dog/cat/goat/... eats (grass, meat,..),</p> <ul style="list-style-type: none"> • participate in singing or sign singing or tactual sign singing about familiar animals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as learners complete a jigsaw puzzle of familiar animals. • Self-efficacy: as the learner identifies animals in the immediate environment. 				
<p>Values: Respect: is nurtured as learners take turns to make simple sentences about animals found in the immediate environment.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: is enhanced as learners take a guided tour in the immediate environment to observe or listen to verbal or tactual descriptions of animals in the environment.</p>				
<p>Link to other Learning Areas: Matching of pictures or models of animals is linked to matching objects in Pre-Numeracy activities.</p>				
<p>Suggested Learning Resources: Animal in the immediate environment, pictures, or video clips of animals, animal jigsaw puzzles and models, digital devices with assistive technologies, AAC resources, Learner Support Assistant.</p>				

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 in the immediate environment.	i. Identifying animals in the immediate environment by name.			
		ii. Identifying animals in the immediate environment by unique features.			
		iii. Identifying animals in the immediate environment by size.			
		iv. Identifying animals in the immediate environment by physical appearance.			
		v. Identifying animals in the immediate environment by the sound they make.			
		vi. Identifying animals in the immediate environment by what they eat.			
2	Ability to use simple sentences to talk about animals found in the immediate environment	i. Making simple sentences about the names of animals found in the immediate environment.			
		ii. Making simple sentences about what animals found in the immediate environment eat.			

		iii. Making simple sentences about where animals found in the immediate environment live.			
		iv. Making simple sentences about the sounds animals found in the immediate environment make.			

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 a rubric as indicated below.

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to identify animals in the immediate environment.	The learner identifies animals found in the immediate environment by all the 6 stated attributes.	The learner identifies animals found in the immediate environment by 4 to 5 attributes.	The learner identifies animals found in the immediate environment by 2 to 3 attributes.	The learner identifies animals found in the immediate environment by 1 attribute or none.
Ability to use simple sentences to talk about animals found in the immediate environment.	The learner uses simple sentences to talk about 4 attributes of the animals found in the immediate environment	The learner uses simple sentences to talk about 3 attributes of the animals found in the immediate environment	The learner uses simple sentences to talk about 2 attributes of the animals found in the immediate environment	The learner uses simple sentences to talk about 1 attribute of the animals found in the immediate environment or none.

6.0 WEATHER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Weather	6.1 Weather conditions <ul style="list-style-type: none"> • <i>Hot</i> • <i>Cold</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different weather conditions for appropriate action, b) use simple sentences to talk about hot and cold weather for expressive language development, c) desire to talk about different weather conditions for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of video clips of people dressed warmly in cold weather and others lightly dressed in hot weather and talk about them <i>using verbal communication or signs or tactual signs or AAC</i>, • take a guided tour outside the classroom to experience the weather condition of the day and tell whether it is hot or cold, • answer simple questions about hot and cold weather, • take turns to make simple sentences about hot and cold weather conditions such as “the weather today is hot/cold”, “I wear ----- when it is cold”, • explore the story box to identify the items or pictures that represent hot or cold weather, • in groups, talk about what they do when the weather is hot or cold using the story box, • name or sign or tactual sign the word that represents hot weather conditions. Learners with severe communication difficulties could use AAC, • name or sign or tactual sign or the word that represents cold weather conditions, • explore the environment at different times of the day to identify cold and hot weather conditions while observing safety, 	How is the weather today?

			<ul style="list-style-type: none"> • perform activities such as dressing warmly or removing warm clothes, safely open or close classroom doors and windows according to the prevailing weather condition, • participate in various activities in different weather conditions for enjoyment. 	
Core Competencies to be developed:				
Communication and collaboration: as learners work in pairs to explore the environment to identify cold and hot weather conditions.				
Values:				
Responsibility: is nurtured as learners perform activities according to the prevailing weather condition.				
Pertinent and Contemporary Issues (PCIs):				
Safety: is enhanced as learners explore the environment at different times of the day to identify cold and hot weather conditions				
Link to other Learning Areas:				
Discrimination of hot and cold weather conditions is linked to tactile perception in Sensory Motor and Creative Activities				
Suggested Learning Resources:				
Realia, video clips, digital devices with assistive technologies, 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 identify different weather conditions.	i. Telling whether the day's weather is hot.			
		ii. Telling whether the day's weather is cold.			
		iii. Naming, signing, tactual signing, the word that represents hot weather conditions.			
		iv. Naming, signing, tactual signing, the word that represents cold weather conditions.			
2.	Ability to use simple sentences to talk about different weather conditions,	i. Making simple sentences about the weather today.			
		ii. Making simple sentences about what they do when the weather is hot.			
		iii. Making simple sentences about what they do when the weather is cold.			
		iv. Making simple sentences about what they wear when the weather is hot.			
		v. Making simple sentences about what they wear when the weather is cold.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different weather conditions.	The learner identifies weather conditions by performing 4 different ways	The learner identifies weather conditions by performing 3 different ways	The learner identifies weather conditions by performing 2 different ways	The learner identifies weather conditions by performing 1 of the activities or none
Ability to make simple sentences about different weather conditions	The learner makes simple sentences about 5 aspects of weather	The learner makes simple sentences about 4 aspects of weather	The learner makes simple sentences about 2 to 3 aspects of weather	The learner makes simple sentences about 1 aspect of weather or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Weather	6.2 Clothes worn in different weather conditions <i>(Hot and Cold)</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify clothes worn during different weather conditions, b) use simple sentences to talk about clothes worn during different weather conditions, c) enjoy talking about clothes worn in different weather conditions. 	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore or listen to description of pictures, or video clips of heavy and light clothes worn during different weather conditions and identify them using verbal communication or signs or tactual signs or AAC ● talk about clothes worn during hot weather conditions, ● talk about clothes worn during cold weather conditions, ● name or sign or tactual sign or point at clothes worn in hot weather conditions, ● name or sign or tactual sign or point at clothes worn in cold weather conditions, ● explore clothes presented and sort those that are worn during hot weather, ● explore clothes presented and sort those that are worn during cold weather, ● participate in singing or sign singing or tactual sign singing songs on clothes worn during cold and hot weather conditions. 	<ol style="list-style-type: none"> 1. Which cloth do you wear when the weather is cold? 2. Which cloth do you wear when the weather is hot?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving as learners sort clothes worn during different weather conditions. ● Self-efficacy as learners name or sign or tactual sign or point at clothes worn in cold and hot weather conditions. 				

Values to be nurtured:

- Social justice: is enhanced as learners share resources equitably when sorting clothes worn during hot and cold weather conditions
- Respect: is nurtured as learners take turns to explore different clothes and differentiate clothes worn during different weather conditions.

Pertinent and Contemporary Issues (PCIs):

Health issues: as learners select the appropriate clothes to put on during hot and cold weather conditions.

Link to other Learning Areas:

Identifying clothes worn during hot and cold weather conditions is linked to dressing self in Activities of Daily Living and Religious Education.

Suggested Learning Resources:

Clothes worn during different weather conditions, pictures or video clips of clothes worn during different weather conditions, digital devices with assistive technologies, 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 identify clothes worn during different weather conditions.	i. Identifying clothes worn in hot weather.			
		ii. Identifying clothes worn in cold weather.			
		iii. Sorting clothes worn in hot weather.			
		iv. Sorting clothes worn in cold weather.			

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 scoring guide as indicated below.

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify clothes worn during different weather conditions	The learner identifies clothes worn in different weather conditions by performing 4 activities	The learner identifies clothes worn in different weather conditions by performing 3 activities	The learner identifies clothes worn in different weather conditions by performing 2 activities	The learner identifies clothes worn in different weather conditions by performing 1 activity or none

7.0 TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Time	7.1 Times of the day <ul style="list-style-type: none"> • <i>Morning</i> • <i>Afternoon</i> • <i>Night</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify times or parts of the day for effective communication, b) use simple sentences to tell times or parts of the day for self-expression, c) appreciate planning daily activities according to different times of the day. 	The learner is guided to: <ul style="list-style-type: none"> • talk about different times/parts of the day such as morning, afternoon and night, <i>using verbal communication or signs or tactual signs or AAC,</i> • say verbally or point or sign or tactual sign different times/ parts of the day (morning, afternoon and night), • talk about activities associated with morning, afternoon and night <i>using verbal communication or signs or tactual signs or AAC,</i> • role play activities carried out in different parts of the day (morning, afternoon and night), • sort activity cards or cut outs or picture cards or photographs into 3 separate boxes/ containers according to the time of the day (morning, afternoon and night) each activity is performed, • respond with simple sentences when asked what part of the day (morning, afternoon and night) it is using verbal communication or sign or tactual sign or AAC, • participate in singing or sign singing or tactual sign singing songs on times/ parts of the day (morning, afternoon and night). 	What do we do at different times of the day?
Core Competencies to be developed: Learning to learn: as the learner associates different times or parts of the day with the activities performed.				

Values:

Social justice: is promoted as learners share resources equitably when carrying out the sorting activity.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: as learners role play activities carried out at different times of the day.

Link to other Learning Areas:

Talking about activities associated with morning, afternoon and night is linked to activities carried out during different times of the day such as brushing teeth learnt in Activities of Daily Living and Religious Education.

Suggested Learning Resources:

Pictures, activity cards or cut outs or picture cards, 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 identify times or parts of the day	i. Identifying 'morning' as part of the day.			
		ii. Identifying 'afternoon' as part of the day.			
		iii. Identifying 'night' as part of the day.			
		iv. Identifying morning by associating it with activities performed.			
		v. Identifying afternoon by associating it with activities performed.			
		vi. Identifying night by associating it with activities performed.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify times or parts of the day	The learner identifies times or parts of the day in 6 different ways	The learner identifies times or parts of the day in 4 to 5 different ways	The learner identifies times or parts of the day in 2 to 3 different ways	The learner identifies times or parts of the day in one of the ways or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Time	7.2 Daily routine	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) tell time based on activities routinely done in a day for effective communication, b) order activities in a day sequentially using daily routine schedules, c) appreciate using daily routines to tell time to enhance expressive communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● talk about different activities that are done routinely at different times of the day such as waking up, putting on clothes, taking breakfast, brushing teeth, going to school, playing in the field, sleeping. <i>Learners could use verbal communication or signs or tactual signs or AAC to talk about daily routine,</i> ● name or sign or tactual sign the activities that they do routinely during the day, ● name or sign or tactual sign the activities that they do routinely during the night, ● name or sign or tactual sign whether activities such as waking up, wearing school clothes, playing with friends, wearing sleeping clothes, getting to bed, are done either during the day or at night, ● participate in selecting and making a calendar using appropriate symbols to represent activities routinely done in a day, ● participate in a demonstration on the use of time schedules representing activities routinely done in a day, ● use daily time schedules such as calendar systems, or objects of reference to sequence activities of the day in the order in which they are routinely done, 	<p>What activities do you carry during different times of the day?</p>

			<ul style="list-style-type: none"> participate in singing or sign singing or tactual sign singing songs on daily routine. 	
<p>Core Competencies to be developed: Critical thinking and problem solving: as the learner sequences activities of the day in the order in which they are routinely done.</p>				
<p>Values: Unity: is enhanced as learners participate in making the calendar using appropriate symbols to represent activities routinely done in a day.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: as learners appreciate diversity in communicating using different modalities.</p>				
<p>Link to other Learning Areas: Telling time using daily routine is linked to routine activities in Activities of Daily Living and Religious Education</p>				
<p>Suggested Learning Resources: Objects of reference, AAC resources, digital devices with assistive technologies, Learner Support Assistant</p>				

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 activities routinely done at different times of the day	i. Identifying the activities done routinely during the day.			
		ii. Identifying the activities done routinely during the night.			
		iii. Associating routine activities with the time they are done.			
		iv. Performing routine activities at the right time of the day.			
3	Ability to order activities in a day sequentially using daily routine schedules	i. Selecting symbols to represent the routine activities/ daily calendars.			
		ii. Participating in making the calendar using the appropriate symbols to represent activities routinely done in a day.			
		iii. Using daily calendar systems, to sequence activities of the day in the order in which they are routinely done.			
		iv. Using objects of reference to sequence activities of the day in the order in which they are routinely done.			

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 scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify activities done routinely at different times of the day	The learner identifies activities done routinely at different times of the day in 4 different ways	The learner identifies activities done routinely at different times of the day in 3 different ways	The learner identifies activities done routinely at different times of the day in 2 different ways	The learner identifies activities done routinely at different times of the day in 1 of the ways or none
Ability to order activities in a day sequentially using daily routine schedules	The learner orders activities in a day sequentially using daily routine schedules by performing all the 4 given activities	The learner orders activities in a day sequentially using daily routine schedules by performing 3 activities	The learner orders activities in a day sequentially using daily routine schedules by performing 2 activities	The learner orders activities in a day sequentially using daily routine schedules by performing 1 activity or none