



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRE PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

PRE PRIMARY 2

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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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 Pre-Primary, Primary and Junior School 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 reviewed Pre-Primary Two curriculum designs for learners with Visual Impairment build on competencies attained by learners at Pre-Primary one emphasis at this level is the development of Pre literacy. Pre numeracy and Social skills.

The curriculum design presents National Goals of Education, essence statement, general and specific expected learning outcomes for the learning area as well as strands and sub strands. The design also outlines suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Pre-Primary Two is the second class of pre- primary level in the reformed education structure.

The reviewed Pre-Primary Two curriculum for learners with Visual Impairment furthers implementation of the CBC from Pre-Primary One. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education at higher grades. 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 Realising 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 Pre-Primary Two curriculum designs for learners with Visual impairment 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 and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Pre-Primary Two and prepare them for smooth transition to primary level. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. 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 Pre-Primary Two curriculum designs for learners with Visual Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary Two curriculum designs for learners with Visual Impairment. 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 and adapting the 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 Pre-Primary Two and preparation of learners for transition to primary 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-fulfillment

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 equality 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 instil 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.

LESSON ALLOCATION FOR PRE-PRIMARY

s/no	activity learning area	number of lessons
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
6.	Pastoral/Religious Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

By end of Pre Primary Education, the learner should be able to:

- a) demonstrate basic literacy and numeracy skills for learning
- b) apply creative and critical thinking skills in problem solving
- c) practice appropriate etiquette for interpersonal relationships
- d) explore the immediate environment for learning and enjoyment
- e) demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore experiment and interact with the immediate environment. This resonates with Vygotsky's social cultural development theory, which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for learner to acquire skills and knowledge to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity. The pedagogies for pre-primary environmental activities are play-based and nature walk, where children naturally learn through play by engaging in and making sense of environment.

Further, this design has been adapted to support learners who are Deaf and those who are Hard of Hearing. The adaptations include suggestions for provision of sign interpretation, use of digital devices with assistive technology, use of visual aids such as charts, maps, sign picture cards and diagrams, use of hands-on activities, guided demonstrations, purposeful pairing, use of adapted learning resources and adapted assessment methods. For these learners to learn effectively, it is important that learning be experiential. Learning should also be linked to real life situation so as to demystify the abstract concepts and to make learning authentic. The teacher is further advised to guide the learners to acquire sufficient sign vocabularies related to Environmental Activities, pair learners who are Deaf with learners who are hard of hearing during group activities which involve sound, for peer support and mentorship and give clear signed instructions before the learners engage in the activities such as practical activities and field excursions.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) observe proper hygiene and sanitation to promote good health,
- b) explore the immediate environment for learning, conservation and enjoyment,
- c) apply technological skills for learning and enjoyment within their local environment,
- d) demonstrate acquisition of social skills for interpersonal relationship,
- e) make appropriate choices for safe interaction with the immediate environment,
- f) appreciate the rich and diverse cultural heritage in the local environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	Suggested Number of Lessons
1.0 MYSELF	1.1 External body parts	10
	1.2 Uses of Body Parts	12
	1.3 Cleaning Nose	5
	1.4 Dressing	12
2.0 MY FAMILY	2.1 Foods	10
	2.2 Importance of Eating Food	6
3.0 MY HOME	3.1 Houses Found at Home	10
	3.2 Work done at Home	10
	3.3 Domestic Animals	10
4.0 MY NEIGHBOURHOOD	4.1 Families in Our Neighbourhood	5
	4.2 Buildings in Our Neighbourhood	10
	4.3 Plants	10
5.0 MY SCHOOL	5.1 People in Our School	10
	5.2 Things in Our School	10
	5.3 Care for School Environment	10
	5.4 Safety in the Environment	10
	5.5 Weather	10

THEME: MYSELF				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
1.0 MYSELF	1.1 External body parts <ul style="list-style-type: none"> • <i>Head</i> • <i>Mouth</i> • <i>Nose</i> • <i>Eyes</i> • <i>Legs</i> • <i>Hands</i> • <i>Ears</i> (10 lessons)	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) sign terms related to external body part, b) name external body parts for self-awareness, c) identify external body parts for self-awareness, d) Appreciate one's body part for self-esteem. 	<ul style="list-style-type: none"> • Learners are guided in groups to identify, fingerspell and sign terms related external body part(head, mouth ,nose ,eyes, legs, hands ,ears), • In pairs or groups learner is guided to use visual aids such as pictures, flashcards, or real objects to associate signs with real body parts.. • Learner is guided to mention external body parts (head, mouth and nose) through signing. • Learner is guided to sign poems on body parts. • Learner is guided to model external body parts to promote fine motor skills in readiness for signing. • Learner is guided to sign a poem on the external body parts for reinforcement of learning using signs • In pairs or groups, learner is guided to sing songs about body parts with corresponding signs. • In pairs or groups, learner is guided to story tell about external body parts with corresponding signs. 	Why do we have body parts?

			<ul style="list-style-type: none"> ● Learner is guided to picture read the external body parts with corresponding signs. ● Learner is guided to draw the external body parts. ● In groups or in pairs, play games on body parts with dolls to identify the body parts. ● In pairs or groups, learner is guided to model the external body parts to promote fine motor skills in readiness for signing. ● Learner is guided to tear along the pictures of external body parts. ● Learner is guided to paste cut out pictures of external body parts with corresponding signs providing a constant visual reference for learners. ● Learner is guided to mantle parts of dismantled doll. ● In pairs or groups, learner is guided to watch signed videos of external body parts. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and Collaboration - signing skills are developed when learner <i>signs</i> poems on body parts. ● Learning to learn - learning independently is developed as learner draws the external body parts. ● Creativity and Imagination: Exploration is developed when learner models external body parts. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: fairness as learner utilises resources prudently pasting cut out pictures of external body parts. ● Peace: Love as learner displays tolerance when playing games on body parts with the others. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health promotional issues: parts of the body as learner names external body parts. ● Citizenship: understanding self as learner identifies body parts they acknowledge selves. 				
<p>Link to other learning area: The learner is able to relate the skills used in signing parts of the body in Environmental activities and Creative activities.</p>				

Suggested Learning Resources

Charts, posters, picture cards, flash cards, crayons, coloured pencils, photos, diagrams of external body parts, children themselves, Signed video clips, relevant digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>1.2 Uses of body parts</p> <ul style="list-style-type: none"> • <i>Mouth</i> • <i>Eyes</i> • <i>Legs</i> • <i>Hands</i> • <i>Ears</i> <p>(12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) sign terms related uses of body parts, b) identify uses of body parts for familiarization, c) match body parts with their uses for self- awareness, d) appreciate one’s body parts for self-esteem. 	<ul style="list-style-type: none"> • Learners are guided in groups to identify fingerspell and sign terms related uses of body parts part (mouth, eyes, legs, hands head, ears). • Learner is guided to recognize the signs for external body parts (mouth, eyes, and ears). • Learner is guided to touch as they name body parts. • Learner is guided to watch signed videos of external body parts. • Learner is guided to observe different pictures depicting people performing various actions and which body parts are in use. • Learner is guided to sign the uses of body parts (mouth, eyes, and ears). • Learner is guided to sign poems about uses of the body parts • Learner is guided to sign sing songs on uses of body parts. • Learner is guided to play games as they mention in signs uses of body parts • In groups, learner is guided to discuss using signs, the uses of body parts. • Learner is guided to tell news using signs on the uses of body parts. 	<p>How do we use body parts?</p>

			<ul style="list-style-type: none"> ● Learner is guided to role play using signs on the uses of body parts. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> ● self- efficacy: learner knows who they are as they role play on uses of body parts ● Digital literacy: interaction with digital technology is developed as learner watch signed video clips of external body parts. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: sharing as learner plays signed games mentioning uses of body parts ● Peace: compassion as learner news tells <i>using signs</i> on the uses of body parts. 				
<p>Pertinent and Contemporary Issues: Human sexuality: Basic parts of the body- learners recognize the signs for external body parts.</p>				
<p>Link to other learning areas: The learner is able to relate the signs for external body parts as they learn about creation in religious activities.</p>				
<p>Suggested Learning Resources charts, picture cards, flashcards, drawn pictures, crayons, children themselves, coloured pencils, photos, video clips, and relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>1.3 Cleaning nose (5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) sign terms related cleaning nose, b) name items used to clean the nose in and out of school, c) wipe the nose appropriately, d) Acknowledge the need to clean the nose appropriately. 	<ul style="list-style-type: none"> ● Learner is guided to sign the names of the items used to clean the nose. ● Learner is guided to sign sing songs on cleaning nose. ● In pairs or groups, learner is guided to recite <i>in signs</i> poems about cleaning the nose. ● Learner is guided to use a clean handkerchief to clean the nose. ● Learner is guided to practice wiping their nose. ● Learner is guided to cover their nose while sneezing. ● In pairs or groups, learner is guided to discuss using signs the importance of cleaning the nose using a clean handkerchief. ● In pairs or groups, learner is guided to observe signed videos clips on cleaning the nose. ● Learner is guided to improvise a handkerchief. 	<ul style="list-style-type: none"> 1. How do we clean our nose? 2. Why do we clean the nose?

Core Competence: <ul style="list-style-type: none"> ● Communication and collaboration: observation skills are developed as learner watch signed videos clips on cleaning the nose. ● Creativity and imagination: originality is developed as learner improvise a handkerchief. ● Learning to learn: learning independently skill is developed as learner practice wiping their nose. 				
Values: <ul style="list-style-type: none"> ● Responsibility: self-drive as learner improvises a handkerchief. ● Respect: etiquette as learner discusses using signs the importance of cleaning the nose using a clean handkerchief 				
Pertinent and contemporary issues: Human Sexuality: Health and wellness - Learners observe personal hygiene as they clean their nose.				
Link to other learning areas: The learner is able to relate the use of a clean handkerchief to clean the nose as a way of taking care of self in Religious activities.				
Suggested Assessment Methods Observation, Oral- aural and signed questions,peer assessment, self assessment, written assessment.				
Suggested Resources water, handkerchief, pictures depicting cleaning of the nose, pieces of clean old clothes, video clips, relevant digital devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>1.4 Dressing (12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) sign terms related dressing, b) name clothes worn in and out of school, c) dress and undress according to different weather conditions, d) put on shoes properly in and out of school, e) value one's clothes for self-esteem.. 	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related dressing. ● Learner is guided to identify ,fingerspell and signs for clothes worn in and out of school. ● In groups or pairs, learner is guided to sign about clothes worn in and out of school. ● Learner is guided to sort and group clothes worn in and out of school. ● Learner is guided to watch signed videos on clothes worn in and out of school. ● Learner is guided to sign read pictures of clothes worn in and out of school. ● Learner is guided to dress and undress dolls. ● Learner is guided to practice putting on clothes (sweaters, jackets, shirts, shorts, skirts, blouses). 	<p>How do we dress on clothes?</p>

			<ul style="list-style-type: none"> ● Learner is guided to button and unbutton shirts and blouses. ● Learner is guided to zip and unzip clothes. ● Learners is guided to practice putting on shoes and socks. ● Learners is guided to tie shoe laces. ● In groups or pairs, learner is guided to sign sing songs about clothes worn in and out of school. ● Learner is guided to <i>sign</i> poems about clothes worn in and out of school. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> ● Learning to learn – learner develops relationship skills as they engage in groups or pairs, to sign about clothes worn in and out of school. ● Communication and collaboration: signing skills are developed as learner practice signing names for clothes worn in and out of school. 				
<p>Values: Unity: cooperate as learner <i>signs</i> about clothes worn in and out of school.</p>				
<p>Pertinent and contemporary issues: Human Sexuality: Health and wellness - Learners observe good grooming as they practise putting on socks, shoes and tying the shoelaces.</p>				
<p>Link to other learning area:</p>				

The learner is able to relate to good grooming by putting on socks, shoes and tying the shoelaces as a way of taking care of oneself in Religious Activities.

Suggested Learning Resources

Charts, flash cards, drawn pictures of clothes, photos, dolls, shirt, shorts, blouses, shoes, socks, dress, relevant digital devices, signed video clips.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meet expectations	Approaches expectations	Below expectations
Ability to sign names of the external body parts	Accurately signs a wide range of external body parts beyond the basic ones covered in class and points to each external body part on themselves and others, while using the correct signs for each external body part.	Accurately signs and points most of the external body parts on themselves and others while using correct signs for the external body parts.	signs and points some of the external body parts on themselves and others, use a few of the correct signs for the external body parts.	Points but struggles to recall and articulate the names of external body parts with minimal signs for the body parts.
Ability to tell using signs the uses of eyes, ears, and mouth.	Tells in detail the specific purposes of each sensory organ, by communicating in sign language with confidence, clarity, and fluency using appropriate vocabulary.	Tells the specific purposes of each sensory organ by communicating in sign language with confidence, and fluency using appropriate vocabulary.	Tells the purposes of some sensory organs by communicating in sign language with clarity.	Tells the purposes of some sensory organs by communicating in sign language without clarity
Ability to demonstrate how to wipe the nose	Provides a clear and precise demonstration of nose-wiping technique, including proper hand placement and materials used.	Successfully demonstrates the nose-wiping technique with clarity and correctness.	Demonstrates the nose-wiping technique with some clarity, but there may be minor inconsistencies.	Attempts to demonstrate the nose-wiping technique clearly; lacks proper hand placement and technique.

<p>Ability to dress and undress.</p>	<p>Dresses and undresses independently, showcasing a high degree of confidence and competence, and follows the correct sequence and order flawlessly, with highly developed fine motor skills enabling them to handle fastenings like buttons, zippers, and ties with precision and completes dressing and undressing tasks efficiently and on time.</p>	<p>Dresses and undresses independently, showcasing confidence and following the correct sequence and order, displaying well developed fine motor skills enabling them to handle fastenings like buttons, zippers, and ties and completes dressing and undressing tasks within a generally acceptable time frame.</p>	<p>Dresses and undresses while demonstrating some independence with inconsistency of the general sequence and order with developing fine motor skills and the process of dressing and undressing may take longer than expected.</p>	<p>Dresses and undresses while struggling with noticeable difficulty in grasping the correct sequence and order, with underdeveloped fine motor skills making fastenings a challenge and the process of dressing and undressing time-consuming.</p>
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THEME: 2.0 OUR FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
<p>2.0 OUR FAMILY</p>	<p>2.1 Food (10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) sign terms related foods, b) identify different types of foods for healthy living, c) observe table manners when eating food for good etiquette, d) appreciate different types of food eaten by the family members. 	<ul style="list-style-type: none"> • Learners are guided in groups to identify fingerspell and sign terms related foods. • Learner is guided to sign the different types of food eaten by the family members. • Learner is guided to watch signed stories of different types of food eaten by the family members. • Learner is guided to sign sing songs on different types of food eaten by the family members. • Learner is guided to sign poems on different types of food eaten by the family members. • In pairs or groups, learners is guided to wash different fruits. • Learner is guided to sign about dos and don'ts while eating in groups. • Learner is guided to draw different types of food eaten by the family members. • Learners are guided to colour different types of food eaten by the family members. • In groups or pairs, learner is guided match and pair pictures of fruits eaten by the family members. 	<ol style="list-style-type: none"> 1. Why do we eat food? 2. Why do we wash fruits before eating?

			<ul style="list-style-type: none"> • In pairs or groups, learner is guided to watch signed videos on table manners (dos and don'ts). • Learner is guided to role play eating food. 	
<p>Core competence:</p> <ul style="list-style-type: none"> • Creativity and imagination: communication and self expression is developed as learner recite poem on different types of food eaten by the family members. • Communication and collaboration: writing skills are developed as learner draws different types of food eaten by the family members. • Learning to learn: learner develops reflecting on own skill as they sign about different types of food eaten by the family members. 				
<p>Values :</p> <ul style="list-style-type: none"> • Unity: cooperation as learner matches and pairs pictures of fruits eaten by the family members in groups. • Respect: etiquette as learner <i>signs</i> about dos and don'ts while eating. 				
<p>Pertinent and contemporary issues:</p> <p>Preventive health – learners enhance eating a healthy balanced diet as they identify different types of food eaten by the family members,</p> <p>Learner support programmes – learners appreciate cultural diversity as they sing songs on different types of food eaten by the family members.</p>				
<p>Link to other learning areas: Food eaten can be used when learning about God's creation in Religious Activities.</p>				
<p>Suggested Learning Resources</p> <p>water, basins, spoon, plates, dishes, fruits, cups, variety of foods, pictures of food, crayons, video clips, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>2.2 Importance of eating food (6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) sign terms related importance of eating food, b) tell the importance of eating food for healthy living, c) talk about the importance of eating clean food, d) wash fruits before eating for healthy living, e) appreciate the importance of eating food.</p>	<ul style="list-style-type: none"> • Learners are guided in groups to identify fingerspell and sign terms related importance of eating food for healthy living. • In groups, guide learners to sign the importance of eating clean food. • Learners are guided in groups to watch signed videos on the importance of eating food. • Learners are guided in groups to sign a story on the importance of eating food. • Learners are guided in groups to sign poems on the importance of eating food • Learners are guided in pairs to wash fruits before eating. • In groups guide learners to role play on importance of clean food. • The learner is guided to eat snacks and fruits. • Learners are guided in groups to sign sing songs on the importance of eating food. • Learners are guided in groups to dramatize on the importance of eating food. • Learner is guided to observe and sign read pictures on the importance of food. 	<ol style="list-style-type: none"> 1. Why do we eat food? 2. How do we clean fruits before eating?

<p>Core Competence:</p> <ul style="list-style-type: none"> ● Communication and collaboration: teamwork skills are developed as learner participates in group work to role-play on the importance of clean food. ● Learning to learn: self-discipline is developed as learner work collaboratively to dramatize on the importance of eating food. ● Creativity and imagination: originality is developed as learner signs a story on the importance of eating food. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: diligence as learner washes fruits before eating. ● Love: sharing as learners eat snacks and fruits together. 				
<p>Pertinent and Contemporary Issues:</p> <p>Communicable and non-communicable diseases -learners are able to prevent diseases by eating a balanced diet. Learner support programmes – learners enhance hygiene as they wash fruits before eating.</p>				
<p>Link to other learning area:</p> <p>The learner relates the importance of eating clean food as a way of caring for God’s creation as learnt in Religious Activities.</p>				
<p>Suggested Learning Resources</p> <p>Water, basins, spoon, plates, dishes, fruits, cups, variety of foods, pictures of food, video clips, relevant digital devices.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds expectation	Meet expectation	Approaches expectation	Below expectation
Signing the types of food at home.	Signs the types of food and describes their basic attributes using a broad vocabulary of food-related signs commonly found in the home environment with fluent signing and expressions.	Signs the types of food and describes their basic attributes using vocabulary of food-related signs commonly found in the home environment with clear signing.	Signs the types of food and describes their basic attributes using vocabulary of food-related signs commonly found in the home environment with some hesitancy or uncertainty.	Has difficulty recalling or accurately reproducing signs for common food items, and their signing may lack clarity or coherence.
Gathering the necessary materials and washes each piece of fruit with less technique.	Independently gathers the necessary materials and thoroughly washes each piece of fruit attentively using appropriate techniques and proactively seeks guidance or additional steps to ensure the fruits are impeccably clean.	Independently gathers the necessary materials and washes each piece of fruit using appropriate techniques and seeks guidance or additional steps to ensure the fruits are clean.	Gathers the necessary materials and washes each piece of fruit with less technique.	Attempts to demonstrate the washing process with minimal technique display.

THEME: 3.0 OUR HOME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
3.0 OUR HOME	3.1 Houses found at home <ul style="list-style-type: none"> • Toilet • Latrine • Kitchen • Poultry house • Granary 10 lessons)	By the end of sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms related houses found at home, b) name houses at home for familiarity, c) identify different houses at home, d) tell uses of houses found at home, e) recognise various types of houses at home. 	<ul style="list-style-type: none"> • Learners are guided in groups to identify fingerspell and sign terms related houses found at home. • Learner is guided to sign different houses at home (toilet, latrine, kitchen). • In pairs or groups, a learner is guided to identify using signs, houses found at home. • Learner is guided to watch signed videos of houses at home. • Learner is guided to observe charts of houses at home. • Learner is guided to draw houses at home. • Learner is guided to colour images of houses at home. • Learner is guided to model houses at home. • Learners is guided to paint houses at home. • Learner is guided to sign sing songs on the uses of houses at home in groups. • Learner is guided to talk by signing about the uses of houses at home in groups. • In groups or pairs, a learner is guided to sign poems on the uses of houses at the home. 	<ol style="list-style-type: none"> 1. Which different houses do we have at our home? 2. What are the uses of different houses at home?

			<ul style="list-style-type: none"> • Learner is guided to use clay or plasticine to model a simple house found at home in groups. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> • Self-efficacy: learners know their home by identifying different houses at home. • Digital literacy connecting using technology skills are developed as learner watch signed videos of houses at home. • Creativity and imagination: exploration is developed as learner model a simple house found at home in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: citizenship as learners appreciate houses at home. • Unity: cooperation as learner models simple structures of houses found at home in groups. 				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental education -learner enhance environmental awareness as they identify houses found at home. social cohesion, nationalism - as they construct houses at home in groups</p>				
<p>Link to other learning area : Drawn pictures of houses found at home can be used to make pictures.</p>				
<p>Suggested Learning Resources</p> <p>Charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, video clips, clay, relevant digital devices, <i>signed video clips</i>.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
	3.2 Work done at home (10 lessons)	By the end of the sub-strand, the learner should be able to; a) sign terms related to work done at home b) name work done at home for familiarization, c) talk about the importance of work done at home, d) practice work done at home, e) appreciate work done at home for self-enjoyment.	<ul style="list-style-type: none"> • Learners are guided in groups to identify fingerspell and sign terms related work done at home. • The Learner is guided to sign types of work done at home. • In groups, learners are guided to talk using signs about work done at home. • In pairs, learner are guided to signs about different work done at home. • In groups, learners are guided to role-play work done by people at home. • Learners are guided in groups to sign sing songs about work done at home. • Learner is guided in groups to sign poems on work done at home. • In pairs, learners are guided to imitate work done at 	<ol style="list-style-type: none"> 1. Why do people work? 2. How do people work at home?

			<p>home as they observe safety.</p> <ul style="list-style-type: none"> • Learners are guided in groups to watch signed videos on work done at home. • Learner is guided in pairs to picture read on different work done at home. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> • Creativity and imagination- fluency is developed as learner imitates work done at home. • Communication and collaboration: signing skills are developed as learner sign types of work done at home. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: non-discrimination as learner appreciates work done at home. • Responsibility: hard work as learner imitates work done at home. 				
<p>Pertinent and Contemporary Issues:</p> <p>Developmental perspective– learners enhance ability to make the right choices as they role-play work done at home.</p>				
<p>Link to other learning area:</p> <p>Learners learn audience awareness as they role play work done at home.</p>				
<p>Suggested Learning Resources</p> <p>charts, picture cards, flashcards, photos, brooms, video clips, signed video clips, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
	3.3 Domestic animals (10 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms related domestic animals, b) sign domestic animals at home, c) Care for the domestic animals at home, d) value domestic animals at home. 	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related domestic animals. ● In groups, learners are guided to identify using signs domestic animals found at home. ● In groups, learners are guided to watch signed videos on domestic animals. ● The learner is guided to model domestic animals and display in class for peer assessment. ● The learner is guided to draw domestic animals and display in class. ● The learner is guided to paint pictures of domestic animals. ● The learner is guided to trace domestic animals. ● Learner is guided to cut and paste pictures of domestic animals. ● Learner is guided to colour pictures of animals. ● In groups, learners are guided to go for a nature walk to observe domestic animals. ● In groups, learners are guided to feed the domestic animals, water and shelter them. ● In groups, learners are guided to engage in role-play about domestic animals in groups. ● The learner is guided to match and pair pictures of domestic animals. ● In pairs, learners are guided to sort and group pictures of domestic animals found at home. ● In groups, learners are guided to sign poems on domestic animals. 	<ol style="list-style-type: none"> 1. Why do we have animals at home? 2. How do we take care of domestic animals?

			<ul style="list-style-type: none"> ● In groups, learner guided to sign sing songs about domestic animals. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> ● Digital literacy: interacting with digital technology skills are developed as learner manipulate and watch signed videos on domestic animals. ● Learning to learn: learning independently skills are enhanced as learner cuts and paste pictures of domestic animals. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: caring as learner feeds the domestic animals. ● Peace: compassion as learner cares and feeds domestic animals. 				
<p>Pertinent and Contemporary Issues: Animal welfare education – learners enhance environmental awareness as they go for a nature walk to observe domestic animals,</p>				
<p>Link to other learning area: Learners learn to imitate the sounds made by domestic animals.</p>				
<p>Suggested Resources Charts, picture cards, flashcards, glue, crayons, coloured pencil, <i>signed</i> video clips, clay, plasticine, photos, relevant digital devices</p>				

Suggested Assessment Rubric

Indicator	Exceeds expectation	Meet expectation	Approaching expectation	Below expectation
Identifying using <i>signs</i> the houses at home,	Identifies independently using <i>signs</i> concrete details about the houses at home,	Identifies using <i>signs</i> the houses at home,	Identifies using <i>signs</i> some houses at home but requires prompts though misses some details.	Struggles to identify using <i>signs</i> some houses at home even with prompts but misses majority of the details.
<i>signing</i> the uses of houses found at home	<i>Signs comprehensively and independently</i> the uses of houses found at home and even in the neighbourhood.	<i>Signs independently</i> the uses of houses found at home.	<i>Signs some of</i> the uses of houses found at home but misses some of the details.	<i>Signs with struggle some of</i> the uses of houses found at home even with prompts.
Demonstrating various work done at home for self-awareness.	Demonstrates with precision and accuracy various work done at home for self-awareness giving concrete details	Demonstrates various work done at home for self-awareness.	Demonstrates with prompts various work done at home for self-awareness but misses some details.	Demonstrates with challenges and prompts various work done at home for self-awareness but misses major details.
Caring for the domestic animals at home.	Cares with a lot of passion, kindness and dedication for the domestic animals at home and shows empathy and concern for the needs of domestic animals.	Cares for the domestic animals at home.	Cares only with reminders for the domestic animals at home sometimes lacks interests and dedication	Struggles to care for the domestic animals at home even with reminders and shows lack of interest and dedication.

THEME: 4.0 OUR NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
4.0 MY NEIGHBOURHOOD	4.1 Families in our neighbourhood (5 lessons)	By the end of the sub-strand, the learner should be to; a) sign terms related families in our neighbourhood, b) name families in the neighbourhood for harmonious living, c) talk about the importance of families in our neighbourhood, d) appreciate the families in the neighbourhood for harmonious living.	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related families in our neighbourhood. ● The learner is guided to mention using signs families in the neighbourhood. ● In groups, the learner is guided to sign about families in the neighbourhood. ● In groups, guide learners to dramatize families in the neighbourhood. ● In groups, guide learners to sign sing songs about family members in the neighbourhood. 	<ol style="list-style-type: none"> 1. Who is our neighbours? 2. How do neighbours help us?

			<ul style="list-style-type: none"> In pairs, learners are guided to sign poems of the families in the neighbourhood 	
<p>Core Competence:</p> <ul style="list-style-type: none"> Communication and collaboration: signing skills are developed as learner signs about families in the neighbourhood in groups. Creativity and imagination: communication and self-expression skills are developed as learner signs about families in the neighbourhood. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: empathy as learner dramatizes families in the neighbourhood. social justice: unity as learner sings and sign sing songs together. 				
<p>Pertinent and Contemporary Issues: Ethnic and racial relations- as they appreciate the families in the neighbourhood</p>				
<p>Link to other learning areas: Families in the neighbourhood when learner learn about loving one another in Religious Activities.</p>				
<p>Suggested Resources photos, Charts, picture cards, flash cards, glue, crayons, coloured pencil, video and signed clips, clay, plasticine, relevant digital devices.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	4.2 Buildings in the neighbourhood (10 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms related buildings in the neighbourhood, b) name different buildings in the neighbourhood, c) talk about the uses of buildings in neighbourhood, d) appreciate buildings in the neighbourhood. 	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related buildings in the neighbourhood. ● The learner is guided to identify buildings in the neighbourhood. ● The learner is guided to sign-read pictures of buildings (market, shop, hospital, school, church, mosque, temple) found in our neighbourhood. ● The learner is guided to sign about uses of buildings in our neighbourhood. ● The learner is guided to watch signed videos of buildings in our neighbourhood. ● The learner is guided to observe charts of buildings at our neighbourhood. ● The learner is guided to draw buildings in our neighbourhood. ● The learner is guided to colour building in our neighbourhood. ● The learner is guided to construct simple structures of buildings found in school in groups. ● The learner is guided to buy and sell in the shop corner. 	<ol style="list-style-type: none"> 1. Which buildings are in our neighbourhood? 2. Why do we have buildings in the neighbourhood?

			<ul style="list-style-type: none"> ● The learner is guided to role play religious leaders in the church, mosque or temple. ● In groups the learner is guided to sign an experience about a visit to hospital. ● The learner is guided to care for the buildings found in the school neighbourhood. ● The learner is guided to match and pair items sold in the market. 	
Core Competencies: <ul style="list-style-type: none"> ● Self-efficacy- learners know their home by identifying the buildings in their neighbourhood and their uses. ● Creativity and imagination: exploration is developed as learner construct simple structures of buildings found in school in groups. 				
Values: <ul style="list-style-type: none"> ● Patriotism: citizenship as learner appreciates buildings at our neighbourhood ● Unity: cooperation as learner constructs simple structures of buildings found in our neighbourhood. 				
Pertinent and Contemporary Issues: Financial literacy - as they buy and sell in the shop corner.				
Link to other learning area: Buildings found in our neighbourhood when learner learn places of worship.				
Suggested Resources charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, <i>signed</i> video clips, relevant digital devices				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>4.3 Parts of a plant (<i>leaves, flower, stem</i>)</p> <p>(10 lessons)</p>	<p>By the end of sub strand the learner should be able to;</p> <p>a) sign terms related parts of a plan,</p> <p>b) name parts of plant in the immediate environment,</p> <p>c) observe plants in the immediate environment,</p> <p>d) talk about the uses of plants in the immediate environment,</p> <p>e) care for the plants in the immediate environment,</p> <p>f) value plants in the immediate environment.</p>	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related Parts of a plant (leaves, flower, stem) ● The learner is guided to sign the external parts of a plant. ● The learner is guided to identify in signs parts of the plant (leaves, flower, stem). ● The learner is guided to touch parts of plant. ● The learner is guided to sign poems about parts of plant in groups. ● The learner is guided to picture read on parts of plant from charts, ● In groups, learners are guided to take nature walk round the school garden to identify various types of plants. ● The learner is guided to colour drawn pictures parts of a plant. ● The learner is guided to perform leaf printing. ● In groups, learners are guided to mount flowers on charts in groups. 	<ol style="list-style-type: none"> 1. Why do we have plants? 2. Which parts of a plant do you know?

			<ul style="list-style-type: none"> ● The learner is guided to display mounted pictures of parts of a plant on the wall. ● The learner is guided to sort and group flowers of different colours. ● The learner is guided to paste picture cut outs of parts of a plant. ● The learner is guided to sign sing songs on parts of plant. ● The learner is guided to watch signed video clips on parts of plant. ● The learner is guided to take care of flowers in the school flower beds by watering, manuring. ● The learner is guided to sign about parts of plant. ● In groups, learners are guided to play games as they sign parts of a plant. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> ● Learning to learn: self discipline is developed as learner work collaboratively in pairs or in groups to play games as they mention parts of a plant. ● Creativity and imagination: making observations skill is developed as learner take nature walk round the school garden to identify various types of plants. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love : sharing as learner uses pasting materials. ● Responsibility : accountability as learner displays and take care of mounted pictures of flowers on the wall. 				
<p>Pertinent and Contemporary Issues: Environmental education - learners enhances environmental awareness as they nature walk round the school garden.</p>				
<p>Link to other learning area: Learners relate the colour of a leaf during the nature walk and relate the same in Creative Arts as they colour a drawn leaf.</p>				

Suggested Learning Resources

Charts on parts of a plant, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manila papers, relevant digital devices

Assessment Rubric

Indicator	Exceeds expectation	Meet expectation	Approaching expectation	Below expectation
Explaining <i>using signs</i> the importance of families in our neighbourhood	Explains <i>using signs in details</i> the importance of families in our neighbourhood and describes how they interrelate for mutual benefit	Explains <i>using signs</i> the importance of families in our neighbourhood.	Explains <i>using signs</i> some of the importance of families in our neighbourhood, sometimes states how they interrelate with one another.	Explains <i>using signs with struggles</i> some of the importance of families in our neighbourhood, sometimes states with inconsistencies how they interrelate with one another with prompts
Signing about the uses of buildings in neighbourhood for harmonious living	Signs describing concrete details about the uses of buildings in neighbourhood, and even beyond for harmonious living.	Signs about the uses of buildings in neighbourhood for harmonious living	Signs about some of the uses of buildings in neighbourhood for harmonious living but with some occasional prompts.	Signs with difficulties about some of the uses of buildings in neighbourhood for harmonious living but must be prompted and assisted.
Visiting the neighbour and help in sweeping the compound for harmonious living.	Visits the neighbour and helps in sweeping and arranging the items in the compound, explains the rationale for maintaining cleanliness and proper arrangement of items in	Visits the neighbour and help in sweeping the compound for harmonious living.	Visits the neighbour and sometimes help when prompted in sweeping the compound for harmonious living.	Visits the neighbour and sometimes struggles to help even when prompted in sweeping the compound for harmonious living

	the compound for harmonious living.			
Taking cares for flowers in the school compound	Independently and excellently cares for flowers in the school compound,	Cares for flowers in the school compound	With prompts cares for some flowers in the school compound	Struggles even with prompts to cares for some flowers in the school compound

THEME: 5.0 OUR SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
5.0 OUR SCHOOL	5.1 People in our school <i>(10 lessons)</i>	By the end of sub strand the learner should be able to; a) sign terms related to people in our school, b) name people working in the school for familiarisation, c) talk about work done by different people in the school, d) appreciate the people working in the school for harmonious living.	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related people in our school. ● The learner is guided to mention sign-name people found at school (teachers, security guard, driver, cook). ● The learner is guided to go round the school identifying the people by the work they do. ● The learner is guided to sign about work done by people in school. 	<ol style="list-style-type: none"> 1. Who are the people working in our school? 2. Why do people work in school?

			<ul style="list-style-type: none"> ● The learner is guided to news sign about work done by people at school in groups. ● The learner is guided to sign the work done by people in school. ● In pairs, learners are guided to role play work done by people at school. ● In groups, guide learners to sign sing songs about work done by people in the school. ● The learner is guided to draw people in school. 	
<p>Core Competence:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: observing skills are developed as learners observe their peers news tell about people found in school. ● Critical thinking and problem solving: active observation and communication skills are developed as the learner follow guidance on how to role play work done by people at school. ● Citizenship: family life skills; social awareness skills are developed as the learner sign about work done by people at school in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: unity as learner news tell and sign about work done by people found in school in groups. ● Peace : responsibility as learner role plays work done by people at school. 				
<p>Pertinent and Contemporary Issues:</p> <p>learner support programme – learners enhance school governance as they role play work done by people at school.</p> <p>Social cohesion, nationalism – learners enhance living together in harmony as they sing and sign-songs about work done by people in the school.</p>				

Link to other learning area:

Learners relate counting as they count people in school with counting in Mathematics Activities.

Suggested Resources

charts, flash cards, photos, working tools, huts, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manilla papers,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
	5.2 Things in my school <i>(10 lessons)</i>	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) sign terms related to things in my school, b) name things found in school for familiarisation, c) talk about uses of things found at school, d) recognise the things found at school. e) appreciate the things found at school. 	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related things in my school. ● The learner is guided to identify things found in our school (flag, water tank, play materials, learning materials). ● The learner is guided to go round the school identifying the things found in school including school van or bus. ● The learner is guided to sign about things found in school including school van or bus. ● The learner is guided to sign the uses of things found in school including school van or bus. ● The learner is guided to sign news about things found in school. 	<ol style="list-style-type: none"> 1. Why do we have schools? 2. Which things are found in our school?

			<ul style="list-style-type: none"> ● The learner is guided to sign the things found in our school. ● The learner is guided to use things found in school properly including school van or bus. ● In groups, the learner is guided to sign sing songs about things found at school. ● The learner is guided to draw things found in school. ● The learner is guided to colour the flag. ● Learners are guided in groups to sign poems on things found in school. ● In pairs, learners are guided to model things found in school including school van or bus. ● The learner is guided to match and pair things found in school. 	
Core Competence:				
<ul style="list-style-type: none"> ● Learning to learn: self-discipline is developed as learners work collaboratively to model things found in school. ● Communication and collaboration: signing skills are developed as the learner signs about things found in school. 				
Values:				
<ul style="list-style-type: none"> ● Patriotism: citizenship as learner colours the flag. ● Responsibility: accountability as learner uses things found in school properly. 				
Pertinent and Contemporary Issues:				
<p>Financial literacy – learners learn to use economic resources properly as they use things found in school.</p> <p>Developmental perspective – learners enhance unity and cooperation as they sing songs about things found in school in groups,</p>				
Link to other learning area:				
Learners learn to colour the school flag.				

Suggested Learning Resources

charts, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>5.3 Care for my school environment</p> <p><i>(10 lessons)</i></p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) sign terms related care for school environment,</p> <p>b) name items used to clean the school environment for health living,</p> <p>c) identify waste materials and items that require disposal in the school environment,</p> <p>d) dispose waste materials appropriately from the school environment,</p> <p>e) embrace living in a clean environment.</p>	<ul style="list-style-type: none"> ● Learners are guided in groups to identify fingerspell and sign terms related care for school environment. ● The learner is guided to sign cleaning materials. ● The learner is guided to sign about the importance of living in a clean environment. ● The learner is guided to identify areas that require cleaning in the school compound. ● The learner is guided to clean different areas in the school compound by picking litter. ● The learner is guided to the to dispose litter properly. ● The learner is guided to draw materials used for cleaning the environment. ● The learner is guided to improvise cleaning materials(dust bin, sweeping brooms). ● The learner is guided to clean working areas after every activity. ● In groups, learners are guided to sign sing songs as they collect litter. ● In groups, learner are guided to sign poems as they clean working areas. 	<p>Why do we need a clean environment?</p>

<p>Core Competence:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: learners explore problems by creating different possible solution as they improvise cleaning materials. ● Creativity and imagination: open mindedness and creativity is developed as the learner create solution by improvising cleaning materials. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: cooperation as learner shares cleaning materials ● Responsibility: self-drive as learner cleans working areas after every activity. 				
<p>Pertinent and Contemporary Issues: personal hygiene- as they pick litter and maintain a clean environment.</p>				
<p>Link to other learning areas: Learners clean working area after painting</p>				
<p>Suggested Learning Resources: brooms, old carton boxes, litter, photos, coloured pencils, relevant digital devices</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key inquiry question(s)
	5.4 Safety in the environment <i>(10 lessons)</i>	By the end of sub strand the learner should be able to; <ul style="list-style-type: none"> a) sign terms related safety in the environment, b) identify dangerous objects in the school environment for safety, c) identify strangers in the school environment for safety, d) explain using <i>signs</i> what to do when dealing with strangers for safety, e) acknowledge the need for safety in the school environment. 	<ul style="list-style-type: none"> ● The learner is guided to identify signs of dangerous objects in the school environment. ● The learner is guided to identify dangerous activities. ● The learner is guided to talk about using signs strangers. ● The learner is guided to tell using signs what to do when they meet strangers. ● The learner is guided to handle different materials for safety. ● The learner is guided to clean working areas after an activity. ● The learner is guided to watch signed videos showing dangerous people, places, objects, activities and games. ● The learner is guided to use facilities properly in the school environment. ● The learner is guided to sign sing songs on identification of dangerous activities in the school environment. ● In groups, learners are guided to sign poems related to safety. 	Why do you observe safety?

			<ul style="list-style-type: none"> • In groups, learners are guided to dramatize on dealing with strangers. 	
Core Competence: <ul style="list-style-type: none"> • Digital literacy: interacting with digital technology skills are enhanced as the learner watch signed videos showing dangerous people, places, objects, activities and games. • Communication and collaboration: observation skills are developed as the learner watch their peers dramatise on dealing with strangers. 				
Values: <ul style="list-style-type: none"> • Responsibility: Diligence as learner tells what to do when they meet strangers. • Integrity: discipline as learner cleans the working areas after an activity. 				
Pertinent and Contemporary Issues: Safety and security – learners enhance safety and security as they learn how to identify strangers and what to do when they meet them Disaster and risk reduction- as learners identify safe places and activities in the school.				
Link to other learning area: Learners learn safety precautions as they sign poems related to safety.				
Suggested Learning Resources Local environment, environmental natural and man-made structures, relevant digital devices, <i>signed video clips</i> .				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	suggested key inquiry question(s)
	<p>5.5 weather (sunny, rainy)</p> <p>(10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) sign terms related safety in the environment, b) identify dangerous objects in the school environment, c) talk about dangerous activities and places in school, d) identify strangers in the school environment, e) tell what to do when dealing with strangers for safety, f) acknowledge the need for safety in the school environment 	<ul style="list-style-type: none"> ● The learner is guided to sign about weather conditions. ● The learner is guided to observe weather conditions. ● The learner is guided to identify in signs weather symbols on the weather chart. ● The learner is guided to sign-sing songs about weather conditions. ● The learner is guided to sign poems on weather conditions. ● The learner is guided to sign about the activities associated with different weather conditions. ● The learner is guided to colour pictures different weather conditions. ● The learner is guided to watch signed videos of different weather conditions. ● The learner is guided to wear clothes depending with the weather conditions. 	<ol style="list-style-type: none"> 1. Why do we need rain? 2. How should we avoid bad weather affecting us?

<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills are developed learner as sign about activities associated with different weather conditions. ● Creativity and imagination: originality is developed as learner colour pictures different weather conditions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love :compassion as learner shares colouring materials. ● Unity :cooperation as learner sings together in groups. 				
<p>Pertinent and Contemporary Issues: Environmental education and climate change as they talk about different weather conditions.</p>				
<p>Link to other learning area: Learn weather conditions as they match and pair weather symbols and relate it to God’s creation in religious Activities</p>				
<p>Suggested Learning Resources charts, picture cards , flash cards, crayons, coloured pencil, photos, relevant digital devices, signed video clips</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds expectation	Meet expectation	Approaching expectation	Below expectation
Ability to sign names of people working in the school	Signs names of people working in the school with ease and accurately with correct hand movements with high enthusiasm and engagement.	Signs most names of people working in the school demonstrating engagement and clarity in sign and sign movement with regard to signing space	Signs same names of people working in the school with accuracy and noticeable errors in hand movements	Signs mostly names of people working in the school with difficulty the hand movement and sign structure is misplaced weak sign articulation causing lack of clarity failing to bring out the intended signed name
Ability to sign about uses of things found at school	Signs accurately about uses of things found at school demonstrating a rich and varied vocabulary providing a detailed and thorough information	signs about uses of things found at school using diverse vocabulary offers sufficient information with clear details	signs about uses of things found at school with basic understanding lacks depth in explaining uses, and demonstrates limited engagement, requiring frequent redirection and reminders	signs about uses of things found at school but struggles to express vocabulary related to uses, fails to articulate information and appears disinterested in any activity happening
Ability to dispose waste materials appropriately from the school environment,	disposes waste materials appropriately from the school environment, demonstrating keen observation skills, consistently identifying a wide range of waste	disposes waste materials appropriately from the school environment, shows good observation skills, able to identify most common waste materials can sort	disposes waste materials appropriately from the school environment, demonstrating basic observation skills able to identify some waste materials has limited understanding of waste categories	disposes waste materials appropriately from the school environment, struggles to observe and identify waste materials has challenges to grasp the concept of waste categories and consistently

	material and actively engages peers in discussion about waste disposal	items into broad groups and communicates effectively, using some relevant vocabulary		misidentifies waste material to be disposed
Ability to identify dangers within the school environment.	identifies dangers within the school environment and consistently demonstrates a high level of awareness, identifying potential dangers across various areas of the school environment and understands the severity	identifies dangers within the school environment and shows good awareness in identifying most potential dangers in common areas of the school environment and communicates identified dangers with clarity	identifies dangers within the school environment demonstrating basic awareness in identifying some potential dangers but may overlook others	identifies dangers within the school environment and struggles to be aware of surroundings, consistently misses potential dangers in the school environment
Ability to dress appropriately due to variations in weather conditions for comfort,	dresses appropriately due to variations in weather conditions for comfort and understands various weather conditions sunny, rainy, and uses appropriate vocabulary when discussing clothing choices (e.g., jacket, umbrella, sunscreen)	dresses appropriately due to variations in weather conditions for comfort and demonstrates understanding of most weather conditions uses suitable vocabulary but may occasionally use incorrect terms.	dress appropriately due to variations in weather conditions for comfort and demonstrates limited recognition of weather conditions, uses limited vocabulary, requiring assistance to express weather-related concepts. demonstrates inconsistency in choosing season-appropriate clothing,	dress appropriately due to variations in weather conditions for comfort and struggles to identify and understand basic weather conditions. frequently uses incorrect terms or lacks vocabulary related to weather conditions

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APPENDIX I: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE CSL ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> • Approved curriculum support materials • Resources from local Environment (home and school) • Stationery • Digital devices • Manilla Papers • Drawing materials • Clay soil/ plasticine • Water • Plastic bottles • Pictures or picture cut outs /Newspaper cuttings/Photographs • Flash Cards • Charts • Crayons • Realia 	<ul style="list-style-type: none"> • Observation • Aural questions • Oral/signed question • Written tests • Self-assessment • Peer assessment • Projects
<p>Assessment Tools</p> <ul style="list-style-type: none"> • Observation schedule • Checklists • Rating scales • Rubrics • Questionnaires • Project • Journals • Portfolio • Oral/signed or Aural Questions • Learner’s profile • Anecdotal Records • Written Assessment 	

Non formal Activities that support learning

- Games and sports
- Clubs and societies
- Other school events