



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN FOR LEARNERS WITH HEARING IMPAIRMENTS

CREATIVE ACTIVITIES

PRE PRIMARY 1



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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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 rationalization and review of the basic education curriculum.

The reviewed Pre-Primary One curriculum designs for learners with hearing impairment focus on competencies that learners are expected to attain at this level. Emphasis is the development of Pre literacy, Pre numeracy and Social skills.

The curriculum design present 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
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

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

The reviewed Pre-Primary one curriculum for learners with hearing impairment lays the foundation for implementation of CBC at Preprimary level. 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 realization 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 Pre-Primary one curriculum designs for learners with hearing 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 one and prepare them for smooth transition to Pre-Primary two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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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 conceptualized 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 one curriculum designs for learners with hearing 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 panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary one curriculum designs for learners with hearing 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 one and preparation of learners for transition to primary level.

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TABLE OF CONTENTS

FOREWORD	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
NATIONAL GOALS OF EDUCATION	vi
LESSON ALLOCATION FOR PRE-PRIMARY (PP1 – PP2)	viii
LEVEL LEARNING OUTCOMES	ix
ESSENCE STATEMENT	x
SUBJECT GENERAL LEARNING OUTCOMES.....	x
THEMES AT PRE PRIMARY ONE	xi
SUMMARY OF STRANDS AND SUB STRANDS.....	xii
1.0 MYSELF.....	1
2.0 MY FAMILY	10
3.0 MY HOME	18
4.0 MY SCHOOL	27
APPENDIX 1:.....	38
COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&PP2).....	38
APPENDIX 2.....	40
SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING.....	40

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION FOR PRE-PRIMARY (PP1 – PP2)

S/ No.	Activity Learning Area	No of Lessons
1.	Language Activities for Learners with Hearing Impairment	5
2.	Mathematical Activities for Learners with Hearing Impairment	5
3.	Creative Activities for Learners with Hearing Impairment	6
4.	Environmental Activities for Learners with Hearing Impairment	5
5.	Religious Activities	3
6.	Pastoral /Religious Instruction Programme	1
	Total	25

LEVEL LEARNING OUTCOMES

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

1. Demonstrate basic literacy and numeracy skills for learning.
2. Apply creative and critical thinking skills in problem solving.
3. Practice appropriate etiquette for interpersonal relationships.
4. Explore the immediate environment for learning and enjoyment.
5. Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
6. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
7. Develop interests, talents and character for positive contribution to society.

ESSENCE STATEMENT

Creative Activities at Pre-primary education integrates concepts of psychomotor, music and art and craft activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. It also fosters development of fine motor, gross motor, sensory, visual, auditory, logical and eye- hand coordination skills. Pre-primary learners at this formative stage, learn effectively through the integration and adaptation of related learning experiences since every learner is very unique and develops at their own pace. An integrated and thematic approach will be used to integrate the various concepts and experiences that will be provided to the learners. The competencies acquired will be up-scaled in other grades.

Learners with hearing impairment, who are visual learners and use sign language as a means of communication, require hand dexterity and good eye-hand coordination. These will be achieved as they go through Creative Activities. Since they also have challenges with presentations using voice or oral communication, there is a need to adapt the curriculum to address those challenges. Adaptations made include; guiding the hard of hearing to use amplified voice as learners who are Deaf use signs. Whereas learners who are hard of hearing may listen to amplified sounds, the Deaf will observe and respond to visual cues. Therefore, Audio-visual learning resources, such as video clips, should be accompanied with signing or captions. The teacher should always ensure the learners are in appropriate seating arrangement while in class and during performance of Creative Activities.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) Learn about the world around them, communicate thoughts, experiences or ideas, and practice social skills.
- 2) Explore creativity, imagination, and self-expression to foster curiosity and problem solving skills.
- 3) Exhibit positive interpersonal and interpersonal skills during performance for cohesion.
- 4) Demonstrate competence in the motor skills and movement patterns needed to perform a variety of creative activities.
- 5) Develop basic knowledge, skills and values through exploration and performance in creative activities for sustainable learning.
- 6) Apply technological skills for learning and enjoyment within their local environment.

THEMES AT PRE PRIMARY ONE

1. MYSELF

- Parts of the body
- My clothes
- My friends

2. MY FAMILY

- Family members
- Clothes worn by family members
- Foods eaten

3. MY HOME

- Utensils
- Animals
- Furniture
- Work done
- Plants found at home

4. MY SCHOOL

- My class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	SUGGESTED NUMBER OF LESSONS
1.0 MYSELF	1.1 Scribbling	15
	1.2 Printing	20
2.0 MY FAMILY	2.1 Colouring	20
	2.2 Joining dots	20
3.0 MY HOME	3.1 Modelling	20
	3.2 Musical Sounds	20
4.0 MY SCHOOL	4.1 Crawling and Bending	25
	4.2 Singing Game	20
	4.3 Water Play	20
TOTAL		180

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

1.0 MYSELF

THEME: MYSELF				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	<p>1.1 Scribbling</p> <p>(Dry media Materials- <i>coloured pencils, crayon, chalk, charcoal</i>)</p> <p>(15 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) sign dry media materials used in scribbling,</p> <p>b) identify dry media used for scribbling,</p> <p>c) scribble using varied dry media for fine motor development,</p> <p>d) sing action songs about body parts used in scribbling,</p> <p>e) appreciate own and others' scribbled work</p>	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangements, guide the learners to observe and sign dry media materials used in scribbling such as, coloured pencils, crayon, chalk, charcoal, paper, book. ● in purposive groups, guide learners to sing as they sign a song about body parts while stretching fingers, hands or feet to demonstrate self-awareness. ● individually, guide the learner to freely pick and name or signs the materials used in scribbling in turns (coloured pencils, crayon, chalk, charcoal) ● in pairs, guide the learners to pick and share dry media for use in scribbling. ● individually, guide the learner to boldly scribble using dry media to fill the given space of outlines of human forms. 	<ol style="list-style-type: none"> 1. Why do you scribble? 2. How can one scribble?

			<ul style="list-style-type: none"> ● in purposive groups, guide the learners to observe safety, by avoiding licking dry media materials while scribbling. ● in groups, guide the hard of hearing to sing songs about body parts as the deaf signs the body parts while pointing at them. ● in purposive groups, guide the learners to collect the remaining materials used in scribbling and return them to appropriate places. Guide learners who are Deaf to perform the following during sign- singing of action songs: <ul style="list-style-type: none"> ➤ work in purposive groups and appropriate seating arrangement, learners who are hard of hearing to be paired together with those who are deaf to carry out demonstrations collaboratively. ➤ use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. ➤ encourage a lot of observation and imitation from peers 	
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			<p>during sign singing.</p> <ul style="list-style-type: none"> ➤ in case there are songs used, translate the songs in sign language assigning signs to words of the song. Use clear and simple signs to sign-sing the songs. ➤ in purposive groups, the learners are guided to perform body movement as they sing or sign about scribbling. ➤ in purposive groups, the learners are guided to participate in a fun movement as they hold their artwork. ➤ individually, the learner displays his/her work and comments about them. <p><i>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</i></p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner speaks or signs clearly and confidently when identifying and naming materials used in scribbling. 				

- Self- efficacy: the learner identifies who they are with confidence when singing songs on body parts and stretching.

Values:

- Unity: The learner collaborates with others shares learning materials equitably and displays team spirit during scribbling.
- Respect: The learner displays humility, patience and gives positive comments on others' artworks displayed.

Pertinent and Contemporary Issues:

Safety and Security: The learner becomes aware of the danger of licking dry media when scribbling.

Link to other subjects:

Language activity; The learner increases vocabulary by naming or signing materials used in scribbling. .

Suggested Learning resources.

Coloured, Pencils, Crayons, Chalk, Charcoal, Papers, Books, Hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	<p data-bbox="380 345 548 378">1.2 Printing</p> <p data-bbox="426 459 663 638">Materials for printing (<i>soil, ash, charcoal dust, chalk dust, paper, feathers, grass</i>)</p> <p data-bbox="426 678 594 711">(20 Lessons)</p>	<p data-bbox="680 345 999 451">By the end of the sub strand the learner should be able to;</p> <p data-bbox="680 459 957 573">a) sign improvised materials used for printing,</p> <p data-bbox="680 581 978 686">b) identify improvised materials used for printing,</p> <p data-bbox="680 695 936 768">c) make hand print patterns for fun,</p> <p data-bbox="680 776 936 849">d) make foot print patterns for fun,</p> <p data-bbox="680 857 989 963">e) sing action songs about body parts for fun,</p> <p data-bbox="680 971 989 1044">f) appreciate own and others' print work.</p>	<ul style="list-style-type: none"> <li data-bbox="1047 345 1535 565">● In purposive groups and in appropriate seating arrangements, guide the learners to observe and sign improvised materials used for printing such as soil, ash, charcoal, dust, chalk, papers, feathers, grass. <li data-bbox="1047 573 1535 678">● in purposive groups, guide learners to sing as they sign familiar song about body parts, <li data-bbox="1047 686 1535 792">● in purposive groups guide learners to collect materials for making hand and foot printing, <li data-bbox="1047 800 1535 906">● in pairs, guide the learners to name or sign the collected materials for hand or foot printing, <li data-bbox="1047 914 1535 1117">● in purposive groups, guide the learners to interact peacefully with others while distributing and sharing materials for making hand or foot printing, <li data-bbox="1047 1125 1535 1312">● In purposive groups and while seated in appropriate seating arrangements observe the demonstration on making hand print patterns using collected materials. <li data-bbox="1047 1320 1482 1352">● In groups, guide the learners to 	<ol style="list-style-type: none"> <li data-bbox="1575 345 1755 459">1. Why do we make hand prints? <li data-bbox="1575 467 1755 581">2. How do we make hand prints?

			<p>work together to make hand print patterns using collected materials,</p> <ul style="list-style-type: none"> ● in groups and while seated in appropriate seating arrangements observe the demonstration on making foot print patterns using collected materials. ● in purposive groups, guide the learners to work together to make foot print patterns using collected materials, ● in purposive groups guide learners to sing as they sign action songs about the body. ● in purposive groups, guide the learners to display their print work by sticking or hanging them in class for appreciation. ● in purposive groups, guide the learners to play fun games as they display their prints for enjoyment. ● guide the learners to keep their print work in a portfolio for safe storage. ● in groups guide the learners to clear working areas and return materials to appropriate places. <p>Guide learners who are Deaf to perform the following during sign-</p>	
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			<p>singing of action songs:</p> <ul style="list-style-type: none">➤ work in purposive groups and appropriate seating arrangement, learners who are hard of hearing to be paired together with those who are deaf to carry out demonstrations collaboratively.➤ use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs.➤ encourage a lot of observation and imitation from peers during sign singing.➤ in case there are songs used, translate the songs in sign language assigning signs to words of the song. Use clear and simple signs to sign-sing the songs.➤ in purposive groups, the learners are guided to perform body movement as they sing or sign about printing.➤ in purposive groups, the learners are guided to participate in a fun movement	
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			<p>as they hold their artwork.</p> <p>➤ individually, the learner displays his/her work and comments about them.</p> <p><i>use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</i></p>	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Citizenship: Learner demonstrates interest in interacting with others while sharing materials and working together during printing. ● Self-efficacy: Learner makes hand or foot prints successively, sings as they sign songs and plays fun games. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: Learner portrays a caring attitude by sharing materials with peers as they carry out their work. ● Responsibility: Learner distributes materials amongst themselves, store their work well and clear working areas. 				
<p>Pertinent and Contemporary Issues:</p> <p>Life Skills; Learners develop life skills of self-awareness while appreciating their own hand or foot prints.</p>				
<p>Link to other learning areas:</p> <p>Environmental activities; Learners keep the environment clean by improvising printing materials and clearing the working area.</p>				
<p>Suggested learning resources.</p> <p>Soil, Ash, Charcoal, Dust, Chalk, Papers, Feathers, Grass, Hearing aids.</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to: Scribble using varied dry media.	Scribbles clearly using varied dry media with consistency.	Scribbles using varied dry media.	Scribbles faintly using varied dry media with some consistencies.	Scribbles faintly using varied dry media with inconsistencies.
Make hand print patterns.	Makes a variety of hand print patterns with creatively.	Makes hand print patterns.	Makes some hand print patterns with little creativity.	Makes some hand print patterns with no creativity.
Make foot print patterns.	Makes a variety of foot print patterns with creatively.	Makes foot print patterns.	Makes some foot prints patterns with little creativity.	Makes some foot print patterns with no creativity.

2.0 MY FAMILY

THEME: MY FAMILY				
	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	<p>2.1 Colouring</p> <p>Colouring materials-such as flowers, leaves, charcoal, dry soil)</p> <p>(20 Lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) sign materials used for colouring from the environment,</p> <p>b) identify materials used for colouring from the environment,</p> <p>c) apply colours on drawn picture outlines of family members for fine motor development,</p> <p>d) recite simple rhymes on members of the family,</p> <p>e) appreciate own and others coloured picture outlines of members of the family.</p>	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangements, guide the learners to observe and sign materials used for colouring from the environment such as flowers, leaves, charcoal, dry soil. ● in purposive groups, guide learners to collect and name or sign materials from their locality as they observe safety. ● in groups, guide learners to equitably share the collected colouring materials. ● In groups and while seated in appropriate seating arrangements, observe the demonstration on colouring picture outlines of family members using the found materials. 	<p>1.How do you get materials for colouring?</p> <p>2.How does one do colouring?</p>

			<ul style="list-style-type: none"> ● in purposive groups, guide learners to colour picture outlines of family members using the found materials. ● individually and in groups, guide learners to observe safety when handling materials and during movement activities. ● in groups, guide the learners to take turns to recite simple rhymes on family members. ● in purposive groups, guide learners who are hard of hearing to recite and make movements such as marching in a line, dancing or jumping while reciting simple rhymes about family, as learners who are Deaf sign simple rhymes while making movements such as marching in a line, dancing or jumping and gestures on family members, ● display own work and confidently talk about it. <p><i>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</i></p>	
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Core Competency to be developed: Self-Efficacy: Learner displays own work and talks or signs clearly with confidence about it.				

Values:

Unity: Learner shares colouring materials, collaborates with peers and takes turns while reciting the rhymes.

Pertinent and Contemporary Issues:

Safety and security: learner observes safety measures when collecting and naming or signing materials such as flowers, leaves, charcoal, dry soil, bricks from their locality.

Link to other learning areas:

Learner uses materials from their locality and keeps the environment clean, a concept appreciated in environmental activities.

Suggested learning resources.

Flowers, Leaves, Charcoal, Dry soil, Hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 MY FAMILY	2.2 Joining dots (20 lessons)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) sign materials used in joining dots</p> <p>b) identify materials used in joining dots,</p> <p>c) join dots to make pictures of clothes worn by family members,</p> <p>d) perform singing games while displaying clothes worn by family members,</p> <p>e) appreciate own and others dotted pictures of clothes worn.</p>	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangement, the learners are guided to observe and sign materials used in joining dots such as pencil, crayons. ● in purposive groups, guide learners to collect materials used in joining dots to make pictures of clothes worn by family members. ● in pairs, guide learners to observe samples of pictures made from joining dots. ● in purposive groups, guide learners to pick and share materials equitably to join dots of pictures. ● in groups and while seated in appropriate seating arrangements, guide learners to observe the demonstration on joining dots to provide picture outlines. ● in purposive groups, guide learners to take turns to correctly use the materials to join dots on the provided picture outlines. 	<ol style="list-style-type: none"> 1. Why do we join dots? 2. How does one join dots to make a drawing?

			<ul style="list-style-type: none"> ● individually, guide the learner to join dots of the provided drawings of clothes. ● in purposive groups, guide learners to display clothes worn by family members. ● in purposive groups collaboratively engage in a singing or sign singing game while demonstrating movements to form patterns when display clothes worn by family members. guide learners who are hard of hearing sing the singing game while learners who are deaf sign sing the game. ● in pairs, guide learners to select colours of own choice to colour the dotted pictures of clothes, ● in pairs, guide learners to display the dotted pictures made to peers. ● in purposive groups, guide learners to talk about their own and others' pictures of clothes with confidence. <p><i>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</i></p> <p>.</p>	
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Core Competencies to be developed:

- Self-efficacy: Learner displays confidence in talking or signing about clothes worn by family members.
- Communication and collaboration: Learner speaks or signs about clothes worn by family members while collaborating with others.

Values:

- Unity: Learner shares materials and work together, embraces others, take turns in activities and conversation during dot joining activity.
- Social justice: Learner shares materials equitably during dot joining activity.

Pertinent and Contemporary Issues:

Learner identifies and co-exists with others during the performance of a singing game.

Link to other learning areas:

Mathematics activities: Learners apply the skill of joining dots in writing numbers and shapes..

Suggested learning resources.

Pencils, Crayons, Socks, Sweaters, Hearing aids.

Suggested Assessment Rubrics

Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator				
Ability to: Apply colours on drawn picture outlines.	Applies colours on drawn picture within the outlines.	Applies colours on drawn picture outlines	Applies colours on drawn picture outlines with some inconsistencies	Applies colours on drawn picture outlines with a lot of inconsistencies.
Make pictures by joining dots and colouring.	Makes creative pictures by joining dots and bold colouring.	Makes pictures by joining dots and colouring.	Makes pictures with some inconsistencies in joining dots and colouring.	Makes pictures with many inconsistencies in joining dots and colouring.
Recite simple rhymes on members of the family.	Expressively recites simple rhymes on members of the family.	Recites simple rhymes on members of the family.	Recites simple rhymes on members of the family with some expression.	Recites simple rhymes on members of the family with no expressions

3.0 MY HOME

THEME: MY HOME				
STRAND	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 MY HOME	3.1 Modelling (20 lessons)	By the end of the sub strand the learner should be able to; a) sign materials used for modelling for skill acquisition, b) identify materials used in modelling for knowledge acquisition c) model utensils found at home using the slab technique, d) sing action songs on utensils for awareness, e) appreciate own and others' modelled works.	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangement, the learners are guided to observe and sign materials used for modelling. ● guide learners to watch video clips demonstrating the slab technique and identify the materials used. ● in purposive groups, guide learners to collect materials used in modelling. ● in purposive groups, guide learners to observe various utensils. ● in groups, guide learners to share modelling materials amongst themselves equitably. ● in groups and while seated in appropriate seating arrangements, guide learners to observe the demonstration on modelling utensils using slab technique. ● in purposive groups, guide learners to model utensils using the slab technique by observing the actual utensils, 	Why do you like modelling?

			<ul style="list-style-type: none"> ● in groups, guide learners to sing as they sign action songs as they model utensils. ● in purposive groups, guide learners to display their modelled work while making some fun movements. ● guide learners to clean their working areas and store the modelled utensils in the creative corner. <p>guide learners who are deaf to perform the following during sign- singing of action songs:</p> <ul style="list-style-type: none"> ➤ work in purposive groups and appropriate seating arrangement, learners who are hard of hearing to be paired together with those who are deaf to carry out demonstrations collaboratively. ➤ use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. ➤ encourage a lot of observation and imitation from peers 	
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			<p>during sign singing.</p> <ul style="list-style-type: none"> ➤ in case there are songs used, translate the songs in sign language assigning signs to words of the song. use clear and simple signs to sign-sing the songs. ➤ in purposive groups, the learners are guided to perform body movement as they sing or sign about printing. ➤ in purposive groups, the learners are guided to participate in a fun movement as they hold their artwork. ➤ individually, the learner displays his/her work and comments about them. <p>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</p>	
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Core Competencies to be developed:

- Critical thinking and problem solving: Learner keenly observes and models utensils using slab technique.
- Digital literacy: Learner manipulates digital devices to watch video clip on slab modelling.

Values:

- Love: Learner shares materials equitably for modelling the items.

- Responsibility: Learner clears and collects materials by putting them in a creative corner.

Pertinent and Contemporary Issues:

Life skills: Learners acquire life skills of self-esteem as they successively make and appreciate their own and others modelled work.

Link to other learning areas:

Modelling of utensils enables the learner to connect with items found at home in Environmental activities.

Suggested learning resources.

Clay, Plasticine, Hearing aids, Utensils..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
MY HOME	3.2 Musical Sounds 20 Lessons	By the end of the sub strand the learner should be able to: a) sign objects that produce sound vibrations from home environment, b) identify sounds from the home environment, c) identify objects that produce sound vibrations from the home environment, d) imitate sounds from home environment for enjoyment, e) sing musical rhymes with sounds from the home environment for enjoyment, f) colour pictures of objects or animals that produce sounds at home, g) appreciate the different sounds from the home environment for musical awareness.	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangements, learners observe and sign the objects that produce sound and sound vibrations such as drums, horns, guitars, shakers. ● in groups, guide learners to take a nature walk around the home or neighborhood. pair the learners who are hard of hearing with learners who are deaf to assist them identify the sound and vibration of sound in the environment. let the learners be accompanied by sign language interpreters to help them identify sound and sound vibrations from the environment. ● in purposive groups, guide learners to listen to sounds from domestic animals, birds and objects or feel their sound vibrations at given frequencies or decibels. guide learners who are hard of hearing to use the 	How do you hear or feel sound and sound vibrations?

			<p>hearing aid to amplify their hearing to identify sound as the learners who are deaf feel the intensity of the sound using the sound vibrations from birds, animals and objects.</p> <ul style="list-style-type: none"> ● in purposive groups, guide the learners to imitate the different sounds of animals, birds or objects heard. guide the learners who are hard of hearing to use hearing aids to imitate the different sounds from birds, animals and objects while learners who are Deaf observe the mouth movements of birds and animals as they produce the sound. Guide them to feel the sound vibrations from the objects with the help of sign language interpreters. ● In purposive groups, guide learners to match while imitating the various sounds from the environment using the hearing aids for learners who are hard of hearing while learners who are Deaf match as they feel the sound vibrations of either high or low 	
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			<p>frequencies.</p> <ul style="list-style-type: none"> ● In purposive groups, guide learners who are hard of hearing sing musical rhymes with sounds from the home environment while learners who are Deaf sign sing the rhymes with sound vibrations from the home environment. ● in purposive groups, guide learners who are hard of hearing produce the sounds they heard for fun with peers while learners who are deaf imitate the mouth movement of the sound produced or produce movement of the sound vibrations. ● in purposive groups, guide learners who are hard of hearing to imitate musical sounds of domestic animals, objects and birds from the school environment while learners who are Deaf imitate the mouth movement of the sound produced or movement of the sound vibration of objects in school. ● In purposive groups, guide 	
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			learners to colour pictures of objects or animals that produce sounds at home, ● Guide the learners to talk or sign about and appreciate the sounds of domestic animals, birds and objects in the locality. Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: Learner enjoys producing musical sounds or movement of sound vibrations by imitating animals, birds and objects from the environment. ● Learning to learn: Learner explores by imitating sounds from the environment. 				
Values: <ul style="list-style-type: none"> ● Social justice: Learner advocates for harmonious relationships with peers when colouring pictures of objects or animals that produce sound or sound vibrations in groups. ● Patriotism: Learner is conscious of social and moral duties during nature walks with peers. 				
Pertinent and Contemporary Issues: Learners become aware of environmental awareness as they listen and imitate sounds produced by animals, birds and objects from the environment.				
Link to other learning areas Religious Education: Learners appreciate the creation of animals and birds by their creator as expressed in Religious activities.				
Learning Resources. Hearing aids, charts or pictures of domestic animals, realia, drums, guitar, horns, shakers, flutes.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to: Model utensils found at home using the slab technique.	Models 3 utensils found at home creatively using the slab technique.	Models 3 utensils found at home using the slab technique.	Models 2 utensils found at home using the slab technique.	Models 1 utensil found at home using the slab technique .
Imitate sounds and movement of sound vibrations from home environment.	Imitates sounds and movement of sound vibrations from home environment consistently.	Imitates sounds and movement of sound vibrations from home environment	Imitates sounds and movement of sound vibrations from home environment with some inconsistencies.	Imitates sounds and movement of sound vibrations from home environment with a lot of inconsistencies.
Sing as they sign musical rhymes with sounds or sound vibrations from the home environment.	Sings as they sign signs musical rhymes with sounds or sound vibrations from the home environment with accuracy.	Sings as they sign musical rhymes with sounds or sound vibrations from the home environment.	Sings as they sign musical rhymes with sounds or sound vibrations from the home environment, with a few inaccuracies.	Sings as they sign musical rhymes with sounds or sound vibrations from the home environment with a lot of inaccuracies.

4.0 MY SCHOOL

THEME: MY SCHOOL				
STRAND	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 MY SCHOOL	4.1 Crawling and Bending (25 Lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) sign words related to crawling and bending for skill acquisition, b) differentiate between crawling and bending activities through practice, c) perform crawling activities in the school playing field, d) perform bending forward and sideways for gross motor development, e) sing action songs involving crawling and bending movements, f) appreciate own and others' performance in crawling and bending activities in 	<ul style="list-style-type: none"> • In purposive groups and in appropriate seating arrangements, learners observe and sign words related to crawling and bending such as down, up, forward, backwards, sideways. • in groups, guide learners to watch a demonstration or videos with captions showing learners engaged in bending and crawling activities and differentiate crawling from bending. • in groups, guide the learners to clear the playground in readiness to perform the activities. • individually, guide the learner to demonstrate crawling on safe and clean surface. • individually, guide the learner to demonstrate bending on safe and clean surface. • in purposive groups cooperatively, guide learners to practice crawling on safe and clean surface, display calmness and practice bending 	<ol style="list-style-type: none"> 1. Why is bending necessary? 2. How can one perform bending forward and sideways?

		<p>the school playing field.</p>	<p>forward and sideways while picking balls from the ground.</p> <ul style="list-style-type: none"> ● in purposive groups, guide the learners to sing as they sign action songs while performing crawling and bending movements. ● in purposive groups, guide the learners to collaborate and play crawling and bending fun game. ● Guide learners to use appropriate language in talking or signing about own and others performance in crawling and bending. <p>guide learners who are Deaf to perform the following during sign-singing of action songs:</p> <ul style="list-style-type: none"> ➤ Work in purposive groups and appropriate seating arrangement, learners who are hard of hearing to be paired together with those who are Deaf to carry out demonstrations collaboratively. ➤ Use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. <ul style="list-style-type: none"> ➤ Encourage a lot of 	
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			<p>observation and imitation from peers during sign singing.</p> <ul style="list-style-type: none"> ➤ In case there are songs used, translate the songs in sign language assigning signs to words of the song. Use clear and simple signs to sign-sing the songs. ➤ In purposive groups, the learners are guided to perform body movement as they sing or sign about printing. ➤ In purposive groups, the learners are guided to participate in a fun movement as they hold their artwork. ➤ Individually, the learner displays his/her work and comments about them. <p>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions.</p>	
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Core Competencies:

- Communication and collaboration: Learner uses appropriate language in talking or signing about own and others performance in crawling and bending.

- Digital literacy: Learner manipulates the digital device to watch video on bending and crawling.

Values:

Unity: Learners work as a team to develop their gross motor skills through crawling and bending.

Pertinent and Contemporary Issues:

Learner develops self-awareness by recognizing own strengths and areas of improvement in crawling and bending activities.

Link to other learning areas:

Learner acquires new vocabularies such as crawl, bend to use in language activities.

Learning resources.

Digital devices, whisker or piece of cloth, balls, whistle, signal lights.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 MY SCHOOL</p>	<p>4.2 Singing Game</p> <p>Items for singing game-such as <i>bean bags, toys, skipping ropes, improvised balls and dolls,</i></p> <p>20 Lessons</p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a) sign words related to singing game for skill acquisition,</p> <p>b) identify items used in singing games at school,</p> <p>c) perform singing games in school for enjoyment,</p> <p>d) apply colour to drawings of items used in singing games in school,</p> <p>e) appreciate self and others' performance in singing games.</p>	<ul style="list-style-type: none"> ● In purposive groups and in appropriate seating arrangements, learners observe and sign words related to singing game or sign singing game such as bean bags, toys, skipping ropes, improvised balls. ● In purposive groups, guide learners to collect and name items used in singing or sign singing game, ● In purposive groups, guide learners to pick and share items equitably. ● In groups and while seated in appropriate seating arrangements, guide learners to observe the demonstration on singing game or sign singing game using the collected items. ● In purposive groups, guide learners to perform singing games or sign singing game using the collected items. ● In purposive groups, guide learners to form patterns of circles, triangles and rectangles while performing singing or sign singing game. ● In purposive groups, guide learners to 	<p>Why are singing games performed?</p>

			<p>practice skipping, jumping, marching, dancing and hopping movements when performing the sign singing game.</p> <ul style="list-style-type: none"> ● Guide learners to work harmoniously with others while performing singing or sign singing games. ● In groups, guide learners to observe safety while performing singing or sign singing games. ● In purposive groups, guide learners to colour outlines of drawn items such as circles, triangles and rectangles used in sign singing games. ● In groups, guide learners to display sign and talk about own and other's work, ● In groups, guide learners to talk or sign about own and others performance in singing or sign singing games by recognising their efforts. <p>Guide learners who Deaf to perform the following during sign- are singing games.</p> <ul style="list-style-type: none"> ➤ Work in purposive groups and appropriate seating arrangement, learners who are hard of hearing to be paired together with those who are Deaf to carry out 	
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			<p>demonstrations collaboratively.</p> <ul style="list-style-type: none"> ➤ Use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. ➤ Encourage a lot of observation and imitation from peers during sign singing. ➤ In case there are songs used, translate the songs in sign language assigning signs to words of the song. Use clear and simple signs to sign-sing the songs. ➤ In purposive groups, the learners are guided to perform body movement as they sing or sign about printing. ➤ In purposive groups, the learners are guided to participate in a fun movement as they hold their artwork. ➤ Individually, the learner displays his/her work and comments about them. <p>Use amplified voice for the hard of hearing and signs for the Deaf when giving instructions</p>	
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Core Competencies:

- Learning to learn: Learner interacts and learns from peers how to perform singing or sign singing games.
- Self-efficacy: Learner successively skips, jumps, marches, dances and hops with peers during performance of singing or sign singing game.

Values:

Unity: Learner recognizes efforts of own and others during performance of singing or sign singing games.

Pertinent and Contemporary Issues:

Learners observe safety as they skip, jump, march, dance and hop cautiously while performing a singing game.

Link to other learning areas:

Mathematics activities: Learners form patterns of circles, triangles and rectangles as they relate to shapes in mathematics activities.

Suggested learning resources.

Bean bags, skipping ropes, toys, dolls, balls, hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 MY SCHOOL	4.3 Water Play (20 Lessons) <ul style="list-style-type: none"> • <i>Splashing, dipping hands</i> • <i>Safety measures</i> 	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) sign the items used in water play for skill acquisition, b) identify safety measures observed in water play for knowledge acquisition, c) perform water play activities for fun, d) add wet media in water to observe colour change, e) recite simple rhymes as they dip hands and splash water for fine motor skills development, e) appreciate playing with water for fun. 	<ul style="list-style-type: none"> • In purposive groups and in appropriate seating arrangements, learners observe and sign words used in water play techniques such as splashing water, dipping hands in water. • In groups, guide learners to watch a demonstration or videos of learners playing with water and identify different techniques of water play. • In groups and while seated in appropriate seating arrangements, guide learners to observe the demonstration on water play techniques. • In purposive groups, guide learners to collaboratively, practice splashing water while observing safety measures: • In purposive groups, guide learners to work with care and attention while splashing water and dipping hands in water with peers. • In purposive groups, guide learners to portray a caring attitude while playing fun games of dipping hands in water and splashing while observing safety. 	How does one splash water?

			<ul style="list-style-type: none"> • In purposive groups, guide learners to put safe paints/ink in the water in turns and mix to observe changes in colour, • In purposive groups, guide learners to recite or sign familiar rhymes related to water to appreciate use of water. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner supports and displays team work with peers when dipping hands in water. • Learning to learn: Learner works with care and attention while splashing water and dipping hands with peers. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner observes safety precautions when mixing paints or ink in water and when playing with water. • Love: Learner portrays a caring attitude when playing fun games with peers. 				
<p>Pertinent and Contemporary Issues: Safety and security: Learners observes safety when dipping hands, splashing water and handling paints.</p>				
<p>Link to other learning areas: Language activities: Learners build vocabulary when reciting rhymes..</p>				
<p>Suggested learning resources. Water, Water containers, Crayons, Coloured pencils, Leaves, Flowers, Hearing aids.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform: Crawling and bending activities.	Performs crawling and bending activities with consistency in coordination.	Performs crawling and bending activities.	Performs crawling and bending activities with some consistencies in coordination.	Performs crawling and bending activities with some inconsistencies in coordination.
Singing or sign singing games in school for enjoyment.	Performs singing or sign singing games in school for enjoyment with consistent, well-coordinated actions and movement.	Performs singing or sign singing games in school for enjoyment.	Performs singing or sign singing games in school for enjoyment with some consistencies in coordinating actions and movements.	Performs singing or sign singing games in school for enjoyment, with some inconsistencies in coordinating actions and movements.
Water play activities for fun.	Performs water play activities for fun with consistency in coordination.	Performs water play activities for fun.	Performs water play activities for fun with some consistencies in coordination.	Performs water play activities for fun, with some inconsistencies in coordination.

APPENDIX 1:

COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&PP2).

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	
1) Preparation	<ul style="list-style-type: none">● 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, sign language interpreters, school administration, teachers and other relevant stakeholders in the school community.● Identify and develop assessment tools
2) Implementation of CSL Activity	<ul style="list-style-type: none">● 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 emphasized 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, 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 2

SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING

STRANDS	SUB STRANDS	SUGGESTED LEARNING RESOURCES	SUGGESTED ASSESSMENT	SUGGESTED NON FORMAL PROGRAMMES
1.0 MYSELF	1.1 SCRIBBLING 1.2 PRINTING	Crayons Coloured pencils Charcoal Drawing surfaces Papers Pencils Soil Ash Charcoal dust Feathers Grass Water colours	Observation schedule Oral question Portfolio Checklist	<ul style="list-style-type: none"> ● Practise scribbling at home on papers, on the ground or on wet leaves. ● Practise scribbling at home on papers, on the ground or on wet leaves.
2.0 MY FAMILY	2.1 COLOURING 2.2 JOINING	Crayons Coloured pencils Charcoal dust Leaves Flowers Ash Picture outline of sweaters, socks, dress, shirts, pencils,	Observation schedule Checklist Portfolio Oral question	<ul style="list-style-type: none"> ● Nature walk. ● Practise colouring at home with locally available materials. ● Singing about family members during parents day or pre primary graduation. ● Showcasing their artworks

	DOTS	cut-out pictures of clothes, crayons, rubbers, pencils		during cultural/education day.
3.0 MY HOME	3.1 MODELLING	Clay, plasticine, water, picture cutouts of utensils, real utensils, digital devices,	Observation schedule, observation checklist, portfolio, oral questions, rating scale, anecdotal records	<ul style="list-style-type: none"> ● Showcase their modelled utensils during cultural festivals. ● Practise modelling at home. ● Nature walk around the school and neighbourhood. ● Field trips.
	3.2 MUSICAL SOUNDS	Bell, vehicles, whistles, digital devices/print media, animals and birds.		
4.0 MY SCHOOL	4.1 CRAWLING AND BENDING	Digital devices, balls, bean bags, hula-hoop, skipping rope.	Observation schedule, observation checklist, portfolio oral questions	<ul style="list-style-type: none"> ● Inter-class or inter-school sports competitions. ● Singing action songs during music festivals. ● After school peer games. ● Performing singing games during music festivals, fun days, graduation ceremonies and parents day. ● Visits to a baby pool, under supervision of parents and lifeguards
	4.2 SINGING GAME	coloured pencils, crayons, drawn pictures, skipping rope, bean bags, scarfs, balls.		
	4.3 WATER PLAY	Water, water containers, crayons, coloured pencils, leaves, flowers, balls, picture books, soil.		

NOTE:
Assessment methods may be modified to accommodate a learner's diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with hearing impairment:

S/No	Assessment Methods/Modes And Suggested Adaptations	
	Methods	Suggested Adaptations
1.	Written assessment	<ul style="list-style-type: none"> • Accompany written tasks with illustrations. • Use short and clear instructions with bolded key concepts. • Adjustment of time according to individual needs • Ensure there is good lighting • Appropriate seating arrangements
2.	Oral or Aural assessment	<ul style="list-style-type: none"> • Use of hearing aids for amplification • Use of sign language • Provision of sign language interpreter • Use of Total Communication • Use of captions and animations • Provision of conducive environment (noise control) • Writing • Appropriate seating arrangements
3.	Portfolio	<ul style="list-style-type: none"> • Use of E-Portfolio • Provision of support • Use of assistive technology • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded • Appropriate seating arrangements
4.	Practical assessment/ Experiments	<ul style="list-style-type: none"> • Provision of communication support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Appropriate seating arrangements • Environmental adaptation • Use of demonstrations

		<ul style="list-style-type: none"> • Short and clear instructions • Provision of interpretation services
5.	Project	<ul style="list-style-type: none"> • Provision of communication support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Environmental adaptation • Provision of interpretation services