



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN

PRE PRIMARY 2

CREATIVE ACTIVITIES

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-956-2

Published and printed by Kenya Institute of Curriculum Development

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 Two curriculum designs for learners with hearing 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 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 Two is the second class of pre- primary level in the reformed education structure.

The reviewed Pre-Primary Two curriculum for learners with hearing 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 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 Two 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 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.

DR. BELIO KIPSANG’, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop 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 Two 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 Two 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 Two and preparation of learners for transition to primary level.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	i
PREFACE	iii
ACKNOWLEDGEMENT	iv
NATIONAL GOALS OF EDUCATION	vii
LEVEL LEARNING OUTCOMES	x
ESSENCE STATEMENT	xi
SUBJECT GENERAL LEARNING OUTCOMES.....	xii
THEMES AT PRE PRIMARY TWO.....	xiii
SUMMARY OF STRANDS AND SUB STRANDS	xv
1.0 OUR NEIGHBOURHOOD	1
2.0 OUR SCHOOL	9
3.0 OUR MARKET	20
4.0 ANIMALS	24
5.0 WEATHER	32
6.0 WATER	36
APPENDIX 1: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1& PP2).....	41
APPENDIX 2: SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING	44

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

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should 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:

- 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.
- g) 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 Two, 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 intrapersonal 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 TWO

1. OUR NEIGHBOURHOOD

- Our neighbours
- Families in the neighbourhood
- Work done by our neighbours
- Shops/kiosks in our neighbourhood
- Physical features in our neighbourhood
- Plants in our neighbourhood

2. OUR SCHOOL

- My teachers
- People in our school
- Our school compound
- Road to our school
- Buildings in our schools

3. ANIMALS

- Domestic animals
- Wild animals
- Pests

4. WEATHER CONDITIONS

- Sunny
- Cloudy
- Rainy

- Windy

5. WATER

- Sources of water
- Uses of water
- Storage of water

6. OUR MARKET

- Things found in the market

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 OUR NEIGHBOURHOOD	1.1 Doodling	15
	1.2 Painting	20
2.0 OUR SCHOOL	2.1 Mosaic	15
	2.2 Swinging and Stretching	15
	2.3 Body Percussions	20
3.0 OUR MARKET	3.1 Colouring	20
4.0 ANIMALS	4.1 Modelling	20
	4.2 Walking and Hopping	15
5.0 WEATHER	5.1 Paper Pleating	20
6.0 WATER	6.1 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 OUR NEIGHBOURHOOD

THEME: OUR NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Our Neighbourhood	1.1 Doodling (15 Lessons) -Dry Media ((<i>coloured pencils, crayon, chalk, charcoal</i>)	By the end of the sub strand the learner should be able to: a) sign words related to doodling using dry media, b) identify dry media materials used in doodling, c) make simple pictures using doodling technique for fine muscle development, d) i) sing action songs about things found in the neighbourhood for fun, (HoH) ii) sign -sing action songs found in the neighbourhood for fun, (Deaf)	<ul style="list-style-type: none"> ● The learner who is Deaf is guided to sign words and terms related to doodling such as <i>doodling, dry media colour pencils, crayon, chalk, charcoal</i> while seated in an appropriate seating arrangement for signing. ● learners collect materials used in doodling. ● in purposive groups, learners pick and name materials used in doodling, in turns, ● learners pick and share dry media equitably, for use in doodling, in groups, 	How does one make a doodle?

		<p>e) appreciate own and others' doodles.</p>	<ul style="list-style-type: none"> ● the learner doodles simple pictures using dry media materials. ● the learner creates new ideas with doodling technique. ● the learner who is hard of hearing sings action songs about things found in the neighbourhood, whereas the learner who is deaf sign-sings action songs about things in the neighbourhood. ● learners perform body movement in groups as they sing or sign-sing about things found in the neighbourhood, ● learners participate in a fun movement activity as they hold their artwork. ● learners display their works and talk about their pictures. 	
--	--	-----------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Creativity and imagination: Learner undertakes group activities to explore new ideas in doodling.
- Learning to learn: Learner carries out new activities with peers when performing body movements as they sing or sign sing.

Values:

- Respect: Learner appreciates others' opinions when developing simple pictures of things found in their neighbourhood in pairs.
- Love: Learner puts the interest of others first, when sharing materials used in doodling.

Pertinent and Contemporary Issues:

Learner develops life skills of social awareness as they relate well with others when performing body movements in groups.

Link to other learning areas:

Learner is able to relate collection of materials from the environment in art to the importance of conserving environment in environmental activities.

Suggested learning resources

Coloured pencils, crayons, charcoal sticks, chalk powder, containers, charcoal dust, brick powder, ash, digital devices with assistive technologies for the Deaf.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Our Neighbourhood	1.2 Painting -Materials for painting (<i>brushes, charcoal dust, ash, brick powder, chalk powder, containers, water, feathers</i>), (20 lessons)	By the end of the sub strand the learner should be able to: a) sign vocabulary related to painting b) identify materials used for painting in the neighbourhood, c) paint picture cutouts of items found in the neighbourhood. d) make patterns using painted picture cutouts, e) i) sing an action song about painted pictures for enjoyment, (HoH) ii) sign-sing an action song about painted pictures for enjoyment, (Deaf)	<ul style="list-style-type: none"> ● The learner who is Deaf is guided to sign vocabulary related to painting while seated in an appropriate arrangement for signing. ● the learner collects and names materials used for painting. ● learners watch a demonstration or video clips showing how painting is done in purposive groups. ● in groups, learners pick and share painting materials among themselves. ● learners use materials to paint picture cut outs of 	How does one paint on a surface?

		<p>f) appreciate own and others' painted work for enjoyment.</p>	<p>items found in the neighbourhood (observe safety by avoiding licking paints, and use paints responsibly),</p> <ul style="list-style-type: none"> ● learners take turns as they create random patterns using the painted cut-out pictures, ● learners are guided to wash brushes and other painting materials after use for storage without damaging the bristle, ● learners who are hard of hearing sing songs while displaying their coloured pictures to peers, whereas the deaf are guided to sing a relevant action song before or after displaying their pictures. 	
--	--	------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Self- efficacy: Learner identifies general features of their school when painting picture cut-outs of items found in the classroom.
- Digital literacy: Learner connects to and uses the digital devices with assistive technologies when watching video clips showing how painting is done.

Values:

- Unity: Learner takes turns while using the paints.
- Responsibility: Learner engages in assigned activities when washing brushes and other painting materials.

Pertinent and Contemporary Issues:

- Social Cohesion: Learner develops social cohesion as he or she acknowledges diversity when painting picture cut outs in groups.

Link to other learning areas:

Learner connects washing brushes and other painting materials to hygiene in Environmental activities.

Suggested learning resources

Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices with assistive technologies, hearing aids for the hard of hearing, .

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: <ul style="list-style-type: none"> Identify materials used in doodling and painting. 	Learner identifies a variety of materials used in doodling and painting.	Learner identifies materials used in doodling and painting.	Learner identifies a few materials used in doodling and painting.	Learner identifies very few materials used in doodling and painting.
<ul style="list-style-type: none"> Make pictures using doodling technique. 	Learner makes clear and contrast pictures using doodling technique.	Learner makes clear pictures using doodling technique.	Learner makes pictures using doodling technique with little clarity and contrast.	Learner makes pictures using doodling technique which are not clear.
<ul style="list-style-type: none"> Paint picture cutouts of items found in the neighbourhood. 	Learner paints all the picture cutouts of items found in the neighbourhood within the outlines.	Learner paints most of the picture cutouts of items found in the neighbourhood.	Learner paints a few picture cutouts of items found in the neighbourhood,	Learner paints picture very few picture cutouts of items found in the neighbourhood
<ul style="list-style-type: none"> Sing action songs while doodling and painting. 	Sings action songs while skillfully coordinating with scribbling, printing.	Sings action songs while coordinating scribbling and printing.	Sings action songs with some challenges coordinating with scribbling and printing.	Sings action songs with a lot of difficulty coordinating with scribbling and printing.

<ul style="list-style-type: none"> • Sing sing action songs before or after doodling and painting. 	<p>Sing sings action songs before or after skillfully scribbling or printing.</p>	<p>Sing sings action songs before or after scribbling or printing</p>	<p>Sing sings action songs with some challenges before or after scribbling and printing.</p>	<p>Sing sings action songs with a lot of difficulty before or after scribbling and printing</p>
-------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

2.0 OUR SCHOOL

THEME: OUR SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	<p>2.1 Mosaic</p> <ul style="list-style-type: none"> Materials (<i>scissors, glue,, coloured paper,)</i> <p>15 lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> sign vocabulary related to mosaic technique, identify materials for making mosaic pictures, make mosaic pictures based on objects found in the school environment, perform action songs about objects found in our school for fun, appreciate making mosaics from locally available materials. 	<ul style="list-style-type: none"> The learner who is Deaf is guided to sign vocabulary related to mosaic technique such as: <i>mosaic, scissors, glue,, coloured paper,</i> while seated in an appropriate seating arrangement for signing, in purposive groups, learners collect materials for making a mosaic pictures in school. learners pick and name the collected materials for making mosaic, in purposive pairs or groups, learners work collaboratively to make mosaic pictures using one of the collected materials, 	<p>How do we make a mosaic picture?</p>

			<ul style="list-style-type: none"> • learners are guided to observe safety as they create mosaic pictures, • the learner who is hard of hearing is guided to sing action songs in groups about things found in school while displaying their mosaic work. the learner Who s deaf is guide to sign sing an action song about things found in school before or after displaying their mosaic work, • learners are guided to march and engage in a fun game with peers as they showcase their mosaic artwork. 	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Communication and collaboration: Learners work in groups when making mosaic pictures of objects found in our school.
- Citizenship: Learner appreciates interaction with others when making a mosaic of objects found in school.

Values:

- Patriotism: Learners show love for their school as they appreciate mosaic work of objects found in the school.
- Unity: Learner collaborates with others when making mosaic work in groups.

Pertinent and Contemporary Issues:

Safety: Learner observes safety of self and materials used when collecting materials found in the school and making mosaic pictures.

Link to other learning areas:

Learner relates new terms in mosaic technique to vocabulary acquisition in Language Activities.

Suggested learning resources

Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices with assistive technologies for the Deaf

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	<p data-bbox="426 312 624 415">2.2 Swinging and Stretching</p> <p data-bbox="426 458 562 485">15 lessons</p>	<p data-bbox="666 312 1039 375">By the end of the sub strand the learner should be able to:</p> <p data-bbox="666 385 1072 954">a) sign vocabulary related to swinging and stretching activities at school, b) differentiate swinging and stretching activities, c) perform swinging activities while singing a song for fun d) perform stretching activities for gross motor development, e) colour drawn pictures of learners swinging and stretching, f) appreciated own and others' pictures.</p>	<ul data-bbox="1083 312 1551 1112" style="list-style-type: none"> • The learner who is Deaf is guided to sign vocabulary related to swinging and stretching activities at school such as: <i>stretch, swing, arms, waist, shoulders, head, and safety</i> while seated in an appropriate seating arrangement for signing, • learners are guided to watch video clips showing learners performing activities on swinging and stretching, video clips should be accompanied by assistive technologies like captions or interpretation services, sound amplification or any other appropriate services. Seating arrangement during watching of the video clip should be appropriately adapted to ensure learners who are Deaf or hard of hearing can watch it with ease, 	<p data-bbox="1562 312 1818 375">How do you stretch and swing?</p>

			<ul style="list-style-type: none"> ● guide learners to observe demonstrations or demonstrate swinging and stretching activities. Ensure the seating or standing arrangement when demonstrating is appropriate for all learners to observe well, ● in purposive groups, guide learners to talk about safety during swinging activities. ● in purposive pairs or groups, guide learners to practise swinging the arms, waist, shoulders, head while observing safety, ● in purposive pairs , guide learners to collaboratively colour drawn pictures of learners swinging and stretching. ● learners stretch their hands and legs in groups, ● guide learners to display and talk about own and others 	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			coloured pictures on swinging and stretching.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner listens and talks clearly when talking about safety during swinging and stretching. • Digital literacy: Learner manipulates digital devices to watch videos of learners performing swinging and stretching activities. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner takes care of materials used when colouring. • Unity: Learners work in groups when colouring drawn pictures of learners swinging or stretching. 				
<p>Pertinent and Contemporary Issues:</p> <p>Safety: Learner takes care of own and others safety during the outdoor swinging and stretching activities.</p>				
<p>Link to other learning areas:</p> <p>Learner appreciates safety within the environment when performing swinging and stretching which is equally enhanced in environmental activities.</p>				
<p>Suggested learning resources</p> <p>Tyres, ropes, hula hoops, swings, crayons, video clips with assistive technologies for the Deaf</p>				

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.3 Body Percussion <i>(clapping, stumping, snapping),</i> 20 lessons	By the end of the sub strand the learner should be able to: a) sign vocabulary related to body percussion that can accompany a music performance, b) identify parts of the body that can be used as percussion in performance. of music in school, c) perform rhythms patterns using body percussion., d) colour drawn pictures of body percussion. e) appreciate own and other's efforts in body percussion..	<ul style="list-style-type: none"> • The learner who is Deaf is guided to sign vocabulary related to body percussion such as: percussion, body clap, stump, snapping among others while seated in an appropriate seating arrangement for signing, • learners are guided to watch video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups. The video clips should be accompanied by assistive technologies for the Deaf such as captions, interpretation services or sound amplification. The seating arrangement for learners should be adapted to appropriately to 	How can we use parts of our body to create musical rhythms?

			<p>allow learners watch it without strain,</p> <ul style="list-style-type: none">• learners are guided to name parts of the body that can be used to perform music in pairs.• learners are guided to practise rhythmic sounds) using body parts. Pair learners purposively to assist each other during this activity,• learners who are hard of hearing practise singing while clapping, stumping and snapping in groups,while those who are deaf are guided to practice clapping, stumping and snapping to create rhythmic sounds,• learners are guided to colour drawn pictures of parts of the body used as body percussion,• talk about own and others work.	
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core competencies to be developed:

- Learning to learn: Learner works collaboratively with others when identifying parts of the body used as percussion.
- Digital literacy: Learner operates digital devices when recording performances of musical rhythms using body percussion.

Values:

- Social justice: Learners fosters inclusivity when performing musical rhythms in turns.
- Respect: Learner appreciates diverse opinions of others when colouring parts of the body used as percussions in groups.

Pertinent and Contemporary Issues:

- Disaster risk reduction: Learner practices musical rhythms and composes informatics on disaster management.

Link to other learning areas:

Learner applies the concept of body percussion in number counting and recognition in Mathematics Activities.

Suggested learning resources

coloured pencils, manila papers, plain drawing books. Percussion instruments, video clips with assistive technologies for the Deaf

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: Identify materials for making pictures.	Learner identifies a variety of materials for making pictures.	Learner identifies most materials for making pictures.	Learner identifies a few materials for making pictures.	Learner identifies very few materials for making pictures.
Make mosaic pictures based on objects found in the school environment.	Learner makes mosaic pictures based on objects found in the school environment with a lot of creativity.	Learner makes mosaic pictures based on objects found in the school environment.	Learner makes mosaic pictures based on objects found in the school environment with little creativity.	Learner makes mosaic pictures based on objects found in the school environment, with no creativity.
Perform swinging and stretching activities for gross motor development.	Learner performs swinging and stretching activities for gross motor development with consistency in coordination.	Learner performs swinging and stretching activities for gross motor development.	Learner performs swinging and stretching activities for gross motor development with little consistencies in coordination.	Learner performs swinging and stretching activities for gross motor development with inconsistencies in coordination

Perform rhythmic sounds using parts of the body when singing in school.	Learner performs rhythmic sounds using parts of the body when singing in school with high coordination.	Learner performs rhythmic sounds using parts of the body when singing in school.	Learner performs rhythmic sounds using parts of the body when singing in school with some challenges in coordination.	Learner performs rhythmic sounds using parts of the body when singing in school with a lot of challenges in coordination.
Colour drawn pictures.	Colours drawn pictures boldly in all the provided spaces.	Colours drawn pictures on the provided spaces.	Colours drawn pictures leaving some provided spaces.	Colours drawn pictures leaving most of the provided spaces.

3.0 OUR MARKET

THEME: OUR MARKET				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our Market	<p>3.1 Colouring</p> <p>Common items at market (<i>fruits, grains, clothes</i>),</p> <p>20 lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) sign vocabulary related to colouring of common items at the market,</p> <p>b) identify colours of items found in the market,</p> <p>c) colour the drawn pictures of items found in the market,</p> <p>d) perform a singing game about items found in the market,</p> <p>e) appreciate own and others works.</p>	<ul style="list-style-type: none"> • The learner who is Deaf is guided to sign vocabulary related to colouring of common items in the market: <i>colour, brushes, market, fruits, grains, clothes</i> while seated in an appropriate seating arrangement for signing. • learners are guided to watch video clips showing colours of common items found in the market. ensure the video clip is accompanied with assistive technologies for the deaf such as captions, sign interpretation, or amplification of sound. the seating arrangement should be 	<p>Why do people go to the market?</p>

			<p>adapted for learners to watch it without strain,</p> <ul style="list-style-type: none">● learners are guided to collect and name materials used for colouring,● learners pick and share equitably the colouring materials among themselves in groups,● learners are guided to colour pictures of items found in the market in groups,● learners colour pictures of items found in the market individually,● learners hold their coloured pictures as they march in a singing game,● learners are guided to display and talk about their coloured pictures,● clean their working areas and dispose waste appropriately.	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Creativity and Imagination: Learner undertakes group activities and exchange new ideas when colouring pictures of items found in the market.
- Digital Literacy: Learner manipulates digital devices when watching video clips showing different colours of common items found in the market.

Values:

- Patriotism: Learner respects peers when colouring pictures in groups.
- Responsibility: Learner cares for colours and their coloured work when colouring.

Pertinent and Contemporary Issues:

Learner demonstrates proper waste disposal when cleaning their working areas.

Link to other learning areas:

Learner cleans working spaces and disposes waste appropriately for safety which relates well with Environmental activities.

Suggested learning resources

Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits, digital devices with assistive technologies for the Deaf

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: <ul style="list-style-type: none"> Identify colours of items found in the market. 	Learner identifies a variety of colours of items found in the market.	Learner identifies the colours of items found in the market.	Learner identifies few colours of items found in the market.	Learner identifies very few colours of items found in the market.
<ul style="list-style-type: none"> Colour the drawn pictures of items found in the market. 	Learner colours boldly drawn pictures of items found in the market within the margins.	Learner colours drawn pictures of items found in the market within the margin.	Learner colours drawn pictures of items found in the market leaving some spaces within the margins.	Learner colours drawn pictures of items in the market outside the margins..
<ul style="list-style-type: none"> Perform a singing game about items found in the market. 	Learner performs a singing game about items found in the market with well-coordinated actions and movement.	Performs a singing game about items found in the market.	Performs a singing game about items found in the market with some difficulty in coordinating actions and movements.	Perform a singing game about items found in the market with a lot of difficulty in coordinating actions and movements.

4.0 ANIMALS

THEME: ANIMALS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Animals	4.1 Modelling (20 lessons)	By the end of the sub strand the learner should be able to: a) sign vocabulary related to modelling of animals, b) identify materials for modelling, c) model domestic animals using coil technique for skill acquisition, d) i) recite rhymes about domestic animals,(HoH) ii) sign rhymes about domestic animals (Deaf) e) appreciate modelled objects using rolling technique.	<ul style="list-style-type: none"> • The learner who is Deaf is guided to sign words related to modeling of animals: <i>modelling, clay, domestic animals, coil technique</i> while seated in an appropriate seating arrangement for signing. • In groups, learners are guided to collect materials used in modelling, • Learners are guided to name or sign materials used in modelling in pairs. • Learners are guided to share in groups materials used in modelling. • Learners observe modelled items of domestic animals in groups. • In groups, learners collaboratively model domestic animals using coil technique. 	<ol style="list-style-type: none"> 1. Why do we model? 2. How do we model objects?

			<ul style="list-style-type: none"> • Learners who are hard of hearing recite rhymes about domestic animals, while the Deaf sign a rhyme about domestic animals. • In groups, learners are guided to collect used and unused materials and put them in appropriate places. • In purposive groups, learners display and talk about their modelled work. 	
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Citizenship: Learner appreciates the use of locally available materials when collecting modelling materials.
- Critical thinking and Problem solving: Learner keenly observes the modelled items and applies the rolling technique when modelling.

Values;

- Love: Learner shares equitably modelling materials among themselves before modelling.
- Responsibility: Learner becomes keen to keep used, unused materials and their modelled work.

Pertinent and Contemporary Issues:

- Animal welfare: Learner talks about domestic animals and their welfare during modelling.

Link to other learning areas:

Learner is able to identify domestic animals in environmental activities and can recite rhymes in Language activities.

Suggested learning resources

Plasticine, clay, water, paper mache, Digital devices with assistive technologies for the Deaf, crayons, coloured pencils,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Animals	<p data-bbox="369 348 678 417">4.2 Walking and Hopping</p> <p data-bbox="369 458 678 600">Walking animals such as (<i>cow, goat, sheep, donkey, dog</i>),</p> <p data-bbox="369 642 678 784">hopping like animals such as (<i>rabbit, kangaroo, monkey</i>),</p> <p data-bbox="369 825 678 858">(15 lessons)</p>	<p data-bbox="681 348 1083 417">By the end of the sub strand the learner should be able to:</p> <p data-bbox="681 422 1083 491">a) sign vocabulary related to walking and hopping.</p> <p data-bbox="681 496 1083 565">b) differentiate walking and hopping activities</p> <p data-bbox="681 570 1083 675">c) imitate walking and hopping like animals for enjoyment,</p> <p data-bbox="681 680 1083 784">d) colour pictures of animals that can walk or hop for fun,</p> <p data-bbox="681 790 1083 894">e) appreciate walking and hopping like animals for enjoyment,</p>	<ul data-bbox="1087 348 1559 1123" style="list-style-type: none"> <li data-bbox="1087 348 1559 675">• The learner who is Deaf is guided to sign vocabulary related to to animals that walk and those that hop:such as: <i>cow, goat, sheep, donkey, dog ,rabbit, kangaroo, monkey, hop, walk, animal</i>, while seated in an appropriate arrangement for signing, <li data-bbox="1087 680 1559 823">• learners are guided to watch a demonstration or videos of animals that walk and those that hop in group, <li data-bbox="1087 828 1559 932">• individually, the learner demonstrates walking like animals, <li data-bbox="1087 938 1559 1042">• individually,the learner demonstrates hopping like animals, <li data-bbox="1087 1048 1559 1123">• in purposive groups, learners imitate walking like animals. 	<p data-bbox="1562 348 1850 417">Why do animals walk?</p>

			<ul style="list-style-type: none"> ● in purposive groups, learners imitate hopping like animals. ● learners who are hard of hearing recite action rhymes about animals while imitating how they walk and hop, while the deaf sign an action rhyme before or after imitating how animals walk and hop, ● individually, learners colour the provided picture outline of animals that hops or walk, ● learners are guided to display and talk about their coloured pictures of animals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learner shows interest in watching videos of animals walking and hooping. ● Digital literacy: Learner connects to and uses the internet when watching videos of animals walking and hopping. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: Learner respects diversity of how animals walk or hop. ● Respect: Learner appreciates animals when they imitate how they walk or hop. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Animal welfare: Learner demonstrates safety of domestic animals. 				

Link to other learning areas:

Learner demonstrates interest in reciting rhymes in Language Activities.

Suggested learning resources

Plasticine, clay, water, paper mache, Digital device with assistive technologies for the Deaf, crayons, coloured pencils, charcoal, manilla papers

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: Identify materials for modelling.	Identifies a variety of materials for modelling.	Identifies materials for modelling.	Identifies some materials for modelling.	Identifies very few materials for modelling.
Model domestic animals using coil technique.	Models a variety of domestic animals using coil technique for skill acquisition.	Models domestic animals using coil technique.	Models few domestic animals using coil technique.	Models very few domestic animals using coil technique.
Recite rhymes about domestic animals. (HoH)	Recites rhymes about domestic animals with expression and creativity.	Recites rhymes about domestic animals	Recites rhymes about domestic animals with limited expression and creativity.	Recites rhymes about domestic animals no creativity.
Sign rhymes about domestic animals.(Deaf)	Signs rhymes about domestic animals with expression and creativity.	Signs rhymes about domestic animals	Signs rhymes about domestic animals with limited expression and creativity.	Signs rhymes about domestic animals no creativity.

Differentiate walking and hopping activities.	Differentiates walking and hopping activities with effective demonstration	Differentiates walking and hopping activities	Differentiates walking and hopping activities with some challenges in coordination.	Differentiates between walking and hopping with lots of challenges in coordination.
Imitate walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with consistency.	Imitates walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with some inconsistencies.	Imitates walking and hopping like animals for enjoyment with a lot of inconsistencies.
Colour pictures of animals that can walk or hop for fun.	Colours boldly drawn pictures of animals that can walk or hop within the margins.	Colours drawn pictures of animals that can walk or hop within the margin.	Colours drawn pictures of animals that can walk or hop, leaving some spaces within the margins.	Colours drawn pictures of animals that can walk or hop outside the margins

5.0 WEATHER

THEME: WEATHER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Weather	5.1 Paper Pleating (20 lessons)	By the end of the sub strand the learner should be able to: a) sign vocabulary related to paper pleating for knowledge acquisition, b) identify materials used in paper pleating, c) make a paper fan using pleating technique for skill acquisition, d) i) sing action songs with movements while using paper fan for fun, ii) sign-sing action songs about paper fans with movements e) appreciate own and others' paper folding work.	<ul style="list-style-type: none"> • The learner who is Deaf is guided to sign vocabulary related to paper pleating such as: <i>pleat, paper fan, folding</i>, while seated in an appropriate seating arrangement suitable for signing. • in groups, learners observe from actual samples of pleats or watch video clips of paper pleated images. • in pairs, learners name materials used in paper pleating, • in groups, learners share materials used in making paper pleats equitably, • individually or in purposive groups, learners make paper fans using paper pleating technique. 	What materials do we use in paper pleating?

			<ul style="list-style-type: none">● learners who are hard of hearing sing songs about paper pleating, while the deaf sign sing songs on paper pleating.● learners role play using paper fans with peers as they march,● in groups, learners collect waste paper from the working area and dispose them appropriately.● learners display and talk about their paper craft work.	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Learning to learn: Learner carries out activities with others when paper pleating in groups.
- Digital literacy: Learner manipulates the digital devices when observing paper pleating images and watching paper pleating videos.

Values

- Responsibility: Learner engages in assigned roles and duties when creating paper pleats in groups.
- Unity: Learner embraces others when creating paper pleats in groups.

Pertinent and Contemporary Issues:

Disaster Risk Reduction. Learner demonstrates proper waste disposal when collecting waste paper in the working area.

Link to other learning areas:

Learner pleats papers in different shapes to make fans which relates to paper fan numbers in Mathematics Activities.

Suggested learning resources

Paper, ruler, scissors, pencil, digital devices with assistive technologies for the Deaf.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: Identify materials used in paper pleating.	Identifies a variety of materials used in paper pleating.	Identifies materials used in paper pleating.	Identifies some materials used in paper pleating.	Identifies very few materials used in paper pleating.
Make a paper fan using pleating technique.	Makes a variety of paper fans in a creative way using pleating technique.	Makes a paper fan using pleating technique .	Makes a paper fan using pleating technique with limited creativity.	Makes a paper fan using pleating technique with no creativity
Sing action songs with movements while using paper fan for fun. (HoH)	Sings action songs with well-coordinated movements while using paper fan.	Sings action songs with movements while using paper fan for fun.	Sings action songs with little coordinated movements while using paper fan for fun.	Sings action songs without coordination in movements while using paper fan.
Sign sing action songs about the paper fan with movements for fun.(Deaf)	Sign-sings action songs about the paper fan with well- coordinated movements.	Sign-sings action songs about the paper fan with movements.	Sign-sings action songs about the paper fan with little coordinated movements.	Sign-sings action songs about the paper fan without coordination in movements.

6.0 WATER

THEME: WATER				
Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 Water	<p>6.1 Water play Safety measures such as <i>avoiding drinking soapy, avoid squeezing water in the ears, mouth, nose and eyes</i></p> <p>(20 Lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) sign vocabulary related to safety measures during water play,</p> <p>b) identify safety measures when squeezing water and bubbling activities,</p> <p>c) carry out squeezing water and bubbling activities for fun,</p> <p>d) i) sing a song while coloring drawings of materials used in squeezing water and bubbling activity, ii) sing a song while coloring drawings of materials used in</p>	<ul style="list-style-type: none"> • The learners who is Deaf is guided to sign vocabulary related to safety measures during water play such as <i>avoiding drinking soapy, avoid squeezing water in the ears, mouth, nose and eyes</i> while seated in an appropriate seating arrangement that supports signing activities, • learners are guided to watch a demonstration or videos of learners playing with water. • learners are guided to observe safety measures, • in groups, learners collect and name materials for water and bubbling activities 	<p>How do you make bubbles?</p>

		<p>squeezing water and bubbling activity, e) appreciate playing with water while observing safety.</p>	<ul style="list-style-type: none"> • learners use the sponges to squeeze water to other containers in groups, • Individually or in pairs, learners make bubbles using water. • individually and in pairs, learner use straws to make bubbles, • the learner who is hard of hearing, sings a song as they play making bubbles using hands, while the deaf sign a song before or after play making bubbles using hands, • the learner who is hard of hearing colours drawings of materials used in squeezing and bubbling as they sing songs, while the deaf sign sing songs after colouring drawings of materials used in squeezing and bubbling, • learners talk about their experiences when playing with water. 	
<p>Core competencies to be developed Learning to learn: Learner carries out water play activities of squeezing and bubbling.</p>				

Self-efficacy: Learner shows interest in playing with water.

Values

Unity: Learners take turn to play with water using the sponges and making bubbles.

Pertinent and Contemporary Issues:

Learners observe safety by avoiding drinking water with detergent

Link to other learning areas: Learners count filled and emptied water containers sin Mathematics Activities.

Suggested learning resources

Water, straws, detergents, containers, sponge (improvised from old mattresses, blankets, clothes),

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to: Identify safety measures when squeezing water and bubbling activities.	Identifies a variety of safety measures when squeezing water and bubbling activities.	Identifies safety measures when squeezing water and bubbling activities.	Identifies some safety measures when squeezing water and bubbling activities.	Identifies very few safety measures when squeezing water and bubbling activities.
Carry out squeezing water and bubbling activities.	Carries out several squeezing water and bubbling activities.	Carries out squeezing water and bubbling activities.	Carries out some squeezing water and bubbling activities	Carries out a few squeezing water and bubbling activities.
Sing a song while colouring drawings of materials used in squeezing water and bubbling for fine motor development.(HoH)	Sings a song while colouring drawings of materials used in squeezing water and bubbling for fine motor development displaying high creativity.	Sings a song while colouring drawings of materials used in squeezing water and bubbling	Sings a song while colouring drawings of materials used in squeezing water and bubbling with some challenges in coordination	Sings a song while colouring drawings of materials used in squeezing water and bubbling with a lot of challenges in coordination.
Sign-sing a song before or after	Sign-sings a song before or after	Sign-sings a song before or after	Sign-sings a song before or after colouring drawings of	Sign-sings a song before or after

colouring drawings of materials used in squeezing water and bubbling for fine motor development(Deaf)	colouring drawings of materials used in squeezing water and bubbling for fine motor development displaying high creativity.	colouring drawings of materials used in squeezing water and bubbling	materials used in squeezing water and bubbling with some challenges in coordination	colouring drawings of materials used in squeezing water and bubbling with a lot of challenges 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

- 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

2) **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 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, 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 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 OUR NEIGHBOURHOOD	1.1 DOODLING 1.2 PAINTING	Coloured pencils, crayons, charcoal sticks, sticks. Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Practise doodling at home with peers at home. ● Showcasing their painted work during cultural days or parents day.
2.0 OUR SCHOOL	2.1 MOSAIC 2.2 SWINGING AND STRETCHING 2.3 BODY PERCUSSION	Scissors, glue, sand, grass, feathrs, papers, paper bags, sacks, old small pieces of clothes,digital devices, tyres, ropes, hula hoops, swings, crayons, coloured pencils, manilla papers, plain drawing books.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Exhibit their work during ● Academic/parents day. ● Inter- school and inter-class competitions in sporting activities. ● Music festivals at school level,

				county level and National level.
3.0 OUR MARKET	3.1 COLOURING	Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Visit to a market place to see items found in the market.
4.0 ANIMALS	4.1 MODELLING 4.2 WALKING AND HOPPING	Plasticine, clay, water, paper mache, Digital devices, crayons, coloured pencils, charcoal, manilla paper.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Grazing of animals in company of elder siblings. ● Visiting farms rearing animals. ● Visiting museums and artefacts. ● Watch videos or animations of animals.
5.0 WEATHER	5.1 PAPER PLEATING	Paper, ruler, scissors, pencil, digital devices.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Nature walk. ● Make decorations at home using paper pleats.

6.0 WATER	6.1 WATER PLAY	Water, straws, detergents, containers, sponge (improvised from old mattresses, blankets, clothes),	<ul style="list-style-type: none"> • Observation schedule, • Oral questions, • Portfolio, • Checklist. 	<ul style="list-style-type: none"> • Play with balloons at home. • Play with blowing bubbles at home.
------------------	----------------	----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

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 ● 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