



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

**STAGE BASED PATHWAY**

**NUMERCY ACTIVITIES CURRICULUM DESIGN**

**FOR LEARNERS WITH SPECIAL NEEDS**

**INTERMEDIATE LEVEL**

First Published 2019

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 Foundation, Intermediate and Prevocational levels.

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

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

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

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

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

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

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

## **ACKNOWLEDGEMENT**

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

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

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

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

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

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**1. Foster nationalism and patriotism and promote national unity.**

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

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

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

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

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

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

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

- 4. Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## **INTRODUCTION**

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

The Intermediate Level curriculum covers the following learning areas:

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

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports.

### LESSON ALLOCATION AT INTERMEDIATE LEVEL

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

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

## **LEVEL LEARNING OUTCOMES**

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

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

### **ESSENCE STATEMENT**

Numeracy is the ability to reason and apply simple number concepts. It nurtures the power of reasoning, creativity, problem solving and builds confidence through which the learner realizes their full potential in personal and social life. Numeracy skills is intended to enable learners with special needs at Intermediate Level to acquire the concepts and skills in numbers, measurement and geometry in their day-to-day life.

### **GENERAL LEARNING OUTCOMES**

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

1. apply number concept to perform simple addition and subtraction in day-to-day life,
2. use measurement skills using arbitrary units to determine quantities in learning and problem solving,
3. apply geometrical skills to make lines, shapes and patterns in day-to-day life.

**SUMMARY OF STRANDS AND SUB STRANDS**

<b>S/N</b>	<b>STRANDS</b>	<b>SUB STRANDS</b>
<b>1.0</b>	<b>Numbers</b>	1.1 Number Recognition
		1.2 Counting Numbers
		1.3 Number writing
		1.4 Number Value
		1.5 Addition
		1.6. Subtraction
<b>2.0</b>	<b>Measurement</b>	2.1 Lengths of Objects
		2.2 Comparing Weights
		2.3 Filling and Emptying
		2.4 Time
		2.5 Money
<b>3.0</b>	<b>Geometry</b>	3.1 Lines
		3.2 Shapes of Objects

## 1.0 NUMBERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.1 Number Recognition (1-20)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify numbers 1 to 20 for acquisition of numeracy skills,</li> <li>arrange numbers 1 to 20 in the correct sequence,</li> <li>appreciate working with numbers in day-to-day activities.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>explore or tactually explore numbers 1 to 20 on different surfaces within and outside the classroom using on flash cards, black board, number boards and tactile charts,</li> <li>watch or listen to descriptions of a recorded video clip on sequencing numbers 1 to 20,</li> <li>put numbers 1 to 20 in the correct order and sequence,</li> <li>display the correct sequence of numbers 1 to 20 in class and talk about it,</li> <li>practise sorting and matching of jumbled numbers 1 to 20 written on flash cards and tactile cards,</li> <li>collect objects in the environment such as small stones, shells, seeds, bottle tops to match numbers with the corresponding number of objects,</li> <li>match and group objects with their corresponding numbers,</li> <li>play various number games on number recognition,</li> <li>model numbers 1 to 20 using clay or plasticine,</li> </ul>	How do we recognize numbers?

			<ul style="list-style-type: none"> <li>• play number games using digital devices with assistive technology such as drag and drop.</li> <li>• clear the working area after the activity,</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: as the learner actively participates in playing various number games on number recognition.</li> <li>• Digital Literacy: as the learner drags and drops sets of objects or matches numbers to sets of objects on digital devices such as mobile phones, tablets and computers.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect is developed as the learner practises sorting and matching of jumbled numbers 1-20 written on flash cards.</li> <li>• Unity is enhanced as the learner plays number games with peers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Social Cohesion as the learners play various number games together.</p>				
<p><b>Link to other Learning Areas:</b> Sorting and matching numbers with corresponding number of grouped objects is linked to organization of items in Caring for things in the classroom in Daily Living Skills and Religious Education.</p>				
<p><b>Suggested Learning Resources:</b> Sticks, small stones, shells, seeds, bottle tops, straws, number boards, number cutouts, number charts, tactile charts, clay or plasticine, digital devices with assistive technology, play materials, learner support assistants.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S. N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify numbers 1 to 20 written on different surfaces.	i. Identifying numbers 1 to 5 correctly			
		ii. Identifying numbers 6 to 10 correctly			
		iii. Identifying numbers 11 to 15 correctly			
		iv. Identifying numbers 16 to 20 correctly			
2	Ability to arrange numbers 1 to 20 in the correct sequence.	v. Arranging numbers 1 to 5 in correct sequence			
		vi. Arranging numbers 1 to 10 in correct			
		vii. Arranging numbers 1 to 15 in correct sequence			
		viii. Arranging numbers 1 to 20 in correct sequence			

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

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of assessment



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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify numbers 1 to 20 written on different surfaces	The learner demonstrates 4 skills in identifying numbers 1 to 20 written on different surfaces.	The learner demonstrates 3 skills in identifying numbers 1 to 20 written on different surfaces.	The learner demonstrates 2 skills in identifying numbers 1 to 20 written on different surfaces.	The learner demonstrates 1 or none of the skills in identifying numbers 1 to 20 written on different surfaces.
Ability to arrange numbers 1 to 20 in the correct sequence	The learner demonstrates 4 skills in arranging numbers 1 to 20 in the correct sequence.	The learner demonstrates 3 skills in arranging numbers 1 to 20 in the correct sequence.	The learner demonstrates 2 skills in arranging numbers 1 to 20 in the correct sequence.	The learner demonstrates 1 or none of the skills in arranging numbers 1 to 20 in the correct sequence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.2 Counting Numbers	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) rote count numbers 1 to 20 in ascending order,  b) count concrete objects 1 to 20,  c) appreciate using numbers in daily life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations of learners reciting numbers 1 to 20 sequentially,</li> <li>● participate in reciting numbers verbally or signing or tactually signing numbers 1 to 20,</li> <li>● practise reciting numbers 1 to 20 with peers,</li> <li>● collect materials and objects from the environment to be used in counting such as bottle tops, blocks, sticks, bottles, seeds, stones, beads, chairs, balls, number cards, number charts, embossed numbers, number cut outs, tactile numbers and modelled numbers,</li> <li>● participate in counting numbers by; i) counting numbers or tactual counting 1 to 20 using counters or objects, ii) counting numbers from a number chart or tactile numbers or modelled numbers, iii) counting numbers from number flash cards or embossed numbers, iv) counting numbers using number cut outs,</li> <li>● sing, sign sing or tactually sign sing songs on counting numbers 1 to 20,</li> <li>● clear the working area by collecting and storing the resources used appropriately,</li> </ul>	<p>What numbers come before number 20?</p>
<p><b>Core Competencies to be developed:</b></p> <p>Critical Thinking and Problem Solving: as the learner matches numerals with concrete objects found in school.</p>				

**Values:**

Responsibility is enhanced as the learner takes care of the digital devices with assistive technology when observing or listening to sounds on numbers.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion is promoted as the learner participates in different group activities such as collection of objects in the school.

**Link to other Learning Areas:**

Counting numbers 1 to 20 in ascending order is linked to playing games involving counting in Movement Activities such as throwing and catching balls.

**Suggested Learning Resources:**

Sticks, bottle tops, straws, number boards, number cutouts, number charts, digital devices with assistive devices, play materials, learner support assistants, tactile number charts, embossed number cards.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to rote count numbers 1 to 20 in ascending order.	i. Rote counting numbers 1 to 5			
		ii. Rote counting numbers 1 to 10			
		iii. Rote counting numbers 1 to 15			
		iv. Rote counting numbers 1 to 20			
2	Ability to count real objects 1 to 20.	i. Counting up to 5 objects			
		ii. Counting up to 10 objects			
		iii. Counting up to 15 objects			
		iv. Counting up to 20 objects			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to rote count numbers 1 to 20 in ascending order.	The learner demonstrates rote count numbers 1 to 20 in ascending order.	The learner demonstrates rote count numbers 1 to 15 to 20 in ascending order.	The learner demonstrates rote count numbers 1 to 10 in ascending order.	The learner demonstrates rote counting of numbers 1 to 5 or less than 5 in ascending order.
Ability to count real objects 1 to 20.	The learner counts real objects up to 20	The learner counts real objects up to 15	The learner counts real objects up to 10	The learner counts less than 5 real objects

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.3 Number Writing (1 to 20)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify number symbols up to 20,</li> <li>b) write number symbols 1 to 20 on a surface or palm,</li> <li>c) enjoy writing numbers on various surfaces or palm.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or tactually explore number cutouts, modelled numbers, number flash cards, number charts, tactile numbers to identify the numbers using the most appropriate mode of communication,</li> <li>• observe or listen to descriptions of pictures or video clips or animations of written numbers up to 20,</li> <li>• collect materials to be used in writing or modelling numbers such as pencils, books, embossed numbers, pieces of chalk, pieces of charcoal, crayons, coloured pencils, papers, flash cards with dotted numbers, carton, different surfaces or palm, plasticine or clay or dough, seeds, glue, stones stick, bottle tops,</li> <li>• participate in a demonstration on writing numbers up to 20 by sitting appropriately, holding the writing materials or material for modelling and forming tactile numbers, tracing number shapes or embossed numbers or modelled number shapes using fingers, completing dotted numbers presented or modelling numbers or writing numbers appropriately or modelling numbers or tactual printing numbers on the palm,</li> <li>• practise writing or modelling numbers 1 to 20,</li> </ul>	How do you write numbers or model?

**Core Competencies to be developed:**

Self-efficacy as the learner successfully writes or models numbers correctly.

**Values:**

Unity as the learner participates in writing numbers up to 20 with peers.

**Pertinent and Contemporary Issues (PCIs):**

Environmental awareness as the learner collects materials to be used in writing or modelling numbers.

**Link to other Learning Areas:**

Modelling numbers is linked to Modelling in Creative Activities

**Suggested Learning Resources:**

Digital devices with assistive technology, pens, pencils, books, embossed numbers, pieces of chalk, pieces of charcoal, crayons, coloured pencils, papers, flash cards with dotted numbers carton, braille, slate and stylus, print materials, learner support assistants.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify number symbols up to 20	i. Identifying number symbols up to 5			
		ii. Identifying number symbols up to 10			
		iii. Identifying number symbols up to 15			
		iv. Identifying number symbols up to 20			
2	Ability to write number symbols 1 to 20 correctly	i. Assembling materials for writing numbers			
		ii. Positioning self in readiness for writing			
		iii. Holding the writing material using the right grip			
		iv. Writing or modelling numbers 1 to 20			



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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Indicator</b>				
Ability to identify number symbols up to 20	The learner identifies number symbols up to 20.	The learner identifies number symbols up to 15	The learner identifies number symbols up to 10	The learner identifies number symbols 1 to 5
Ability to write number symbols 1 to 20 correctly	The learner demonstrates 4 skills in writing number symbols 1 to 20 correctly.	The learner demonstrates 3 skills in writing number symbols 1 to 20 correctly.	The learner demonstrates 2 skills in writing number symbols 1 to 20 correctly.	The learner demonstrates 1 or none of the skills in writing number symbols 1 to 20 correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.4 Number Value	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) match numbers 1 to 20 with corresponding number of objects,</p> <p>b) write numbers 1 to 20 from corresponding number of objects,</p> <p>c) appreciate the use of numbers in day-to-day activities.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations of learners matching numbers with corresponding number of objects,</li> <li>● name, sign or tactual sign numbers 1 to 20,</li> <li>● participate in a demonstration on matching numbers with objects using modelled numbers, number cards, tactile numbers among others,</li> <li>● practise matching numbers 1 to 20 with various objects,</li> <li>● observe, write, touch or sign given objects while counting the numbers they represent,</li> <li>● manipulate digital devices to play simple games on number value,</li> <li>● count concrete objects and relate them to the number symbols,</li> <li>● match and pair number symbols with corresponding quantity of objects,</li> <li>● sing/sign sing/tactually sign sing simple songs on number value,</li> <li>● clear the working area after the activity.</li> </ul>	<p>How do you match numbers with equal number of objects?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self –Efficacy: as the learner practises matching numbers 1 to 20 with objects.</li> <li>● Digital Literacy: as the learner manipulates digital devices with assistive technology to listen or watch video clips on number value.</li> </ul>				

**Values:**

Unity as the learner participates in singing games that relate to number value with peers.

**Pertinent and Contemporary Issues (PCIs):**

Social Cohesion as the learner participates in singing simple songs with peers that relate to number value.

**Link to other Learning Areas:**

Matching and pairing number symbols with corresponding quantity of objects is linked to matching items at home in Daily Living Skills and Religious Education.

**Suggested Learning Resources:**

Sticks, bottle tops, straws, number boards, number cutouts, number charts, digital devices with assistive technology, play materials, learner support assistants, tactile number charts, modelled numbers.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to match numbers 1 to 20 with corresponding objects	i. Matching number 1 to 5 with corresponding objects			
		ii. Matching number 1 to 10 with corresponding objects			
		iii. Matching number 1 to 15 with corresponding objects			
		iv. Matching number 1 to 20 with corresponding objects			
2	Ability to write numbers 1 to 20 from corresponding number of objects	i. Writing numbers 1 to 5 from corresponding number of objects			
		ii. Writing numbers 1 to 10 from corresponding number of objects			
		iii. Writing numbers 1 to 15 from corresponding number of objects			
		iv. Writing numbers 1 to 20 from corresponding number of objects			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to match numbers 1 to 20 with corresponding objects	The learner matches numbers 1 to 20 with corresponding objects.	The learner matches numbers 1 to 15 with corresponding objects.	The learner matches numbers 1 to 10 with corresponding objects.	The learner matches numbers 1 to 5 or less with corresponding objects.
Ability to write numbers 1 to 20 from corresponding number of objects	The learner writes numbers 1 to 20 from corresponding number of objects.	The learner writes numbers 1 to 15 from corresponding number of objects.	The learner writes numbers 1 to 10 from corresponding number of objects.	The learner writes numbers 1 to 5 or less from corresponding number of objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.5 Addition (putting together)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify symbol (+) of addition as an operation sign,</p> <p>b) add a single-digit-number to a single digit number with a sum not exceeding 10 using real objects,</p> <p>c) enjoy working with numbers to carry out addition.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations of a symbol of addition,</li> <li>● sort to identify the symbol of addition from a variety of symbols,</li> <li>● name/sign/tactual sign the symbol of addition,</li> <li>● model the + symbol to indicate addition,</li> <li>● write the symbol + using locally available materials,</li> <li>● participate in grouping objects in two sets with a sum not exceeding 10 then count the summed objects by putting them together to indicate addition,</li> <li>● collect counters such as beads, seeds, sticks, bottle tops,</li> <li>● practise putting together two sets of objects with a sum not exceeding 10,</li> <li>● manipulate digital devices with assistive technology to play games on addition or perform operations on addition.</li> </ul>	How do you put together two sets of objects?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: as learners practise putting objects from different sets together and counting the total.</li> <li>● Digital Literacy: as the learner manipulates digital devices with assistive technology to play games on addition or perform operations on addition.</li> </ul>				

**Values:**

**Respect** as the learner follows instructions while participating in learning activities involving addition.

**Pertinent and Contemporary Issues (PCIs):**

- Social Cohesion as the learner works with others in groups when collecting and grouping objects into various sets to carry out addition or putting together objects.
- Assertiveness as the learner practises putting together two sets of objects and indicates their sum.

**Link to other Learning Areas:**

Grouping objects into various sets is linked to organising items at home in Daily Living Skills and Religious education.

**Suggested Learning Resources:**

Counters such as seeds, sticks, bottle tops, straws and beads, number boards, number cutouts, number charts, tactile number charts, modelled numbers, digital devices with assistive technology, play materials, learner support assistants, assorted symbols.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify symbol (+) of addition	i. Identifying the symbol of addition			
		ii. Sorting the symbol of addition from other symbols			
		iii. Modelling the symbol of addition			
		iv. Writing the symbol of addition			
2	Ability to add single-digit- number to single digit number with a sum not exceeding 10 using real objects	i. Grouping objects into two different sets			
		ii. Putting together the different sets			
		iii. Counting the total number of objects			
		iv. Writing down the total number of objects			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_



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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify symbol (+) of addition	The learner demonstrates 4 skills in identifying symbol (+) of addition.	The learner demonstrates 3 skills in identifying symbol (+) of addition.	The learner demonstrates 2 skills in identifying symbol (+) of addition.	The learner demonstrates 1 or none of the skills in identifying symbol (+) of addition.
Ability to add single-digit-number to single digit number with a sum not exceeding 10 using real objects	The learner demonstrates 4 skills in adding single-digit- number to single digit number with a sum not exceeding 10 using real objects.	The learner demonstrates 3 skills in adding single-digit-number to single digit number with a sum not exceeding 10 using real objects.	The learner demonstrates 2 skills in adding single-digit-number to single digit number with a sum not exceeding 10 using real objects.	The learner demonstrates 1 or none of the skills in adding single-digit- number to single digit number with a sum not exceeding 10 using real objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Numbers	1.6 Subtraction (taking away)	By the end of the Sub Strand, the learner should be able to: a) identify symbol (-) of subtraction as an operation sign, b) perform subtraction operations involving one-digit numbers and one-digit number using real objects, c) enjoy working with numbers in carrying out subtraction.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual descriptions of video clips or animations of a symbol of subtraction,</li> <li>participate in the demonstrating on subtraction activities by taking away objects from a group of objects,</li> <li>practise taking away objects from a group of objects to find out the number of the remaining objects,</li> <li>model, sign, tactually sign and write the subtraction sign (-),</li> <li>manipulate digital devices with assistive technology to play games on subtraction or perform operations on subtraction,</li> <li>play simple games involving subtraction,</li> </ul>	How do we take away a set of objects from a group?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>Learning to Learn as the learner groups objects and takes away some objects from the group and finds the remainder.</li> <li>Critical Thinking and Problem Solving as the learner works out sums involving subtraction of single-digit numbers.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>Respect is enhanced as the learner participates in learning activities involving subtraction.</li> <li>Unity is enhanced as the learner works with others in groups when carrying out subtraction of objects.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Social Cohesion as the learners share materials during modelling the symbol if subtraction.				

**Link to other Learning Areas:**

Modelling of the subtraction symbol is linked modelling in Creative Activities.

**Suggested Learning Resources:**

Counters such as sticks, bottle tops, straws, number boards, number cut-outs, number charts, digital devices with assistive devices, play materials, learner support assistants.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify symbol (-) of subtraction as an operation sign	i. Sorting the subtraction (-) symbol from a group of operational symbols			
		ii. Modelling the symbols			
		iii. Inserting the symbol in the appropriate place			
		iv. Writing the symbol			
2	Ability to perform subtraction operations involving one digit numbers using real objects	i. Assembling the objects			
		ii. Taking away some objects from a group			
		iii. Counting the remaining objects.			
		iv. Writing the number correctly			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify symbol (-) of subtraction as an operation sign	The learner demonstrates 4 skills in identifying symbol (-) of subtraction as an operation sign.	The learner demonstrates 3 skills in identifying symbol (-) of subtraction as an operation sign.	The learner demonstrates 2 skills in identifying symbol (-) of subtraction as an operation sign.	The learner demonstrates 1 or none of the skills in identifying symbol (-) of subtraction as an operation sign.
Ability to perform subtraction operations involving one digit numbers using real objects	The learner demonstrates 4 skills in performing subtraction operations involving one digit numbers using real objects.	The learner demonstrates 3 skills in performing subtraction operations involving one digit numbers using real objects.	The learner demonstrates 2 skills in performing subtraction operations involving one digit numbers using real objects.	The learner demonstrates 1 or none of the skills in performing subtraction operations involving one digit numbers using real objects.

## 2.0 MEASUREMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Measurement</b>	<b>2.1 Lengths of Objects</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) match objects or materials according to their lengths,</li> <li>b) sort objects according to their lengths,</li> <li>c) measure lengths of various objects using different materials,</li> <li>d) enjoy measuring lengths of various objects or materials in the learning environment.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations on lengths of various objects,</li> <li>● collect objects of various lengths,</li> <li>● participate in the demonstration on matching of objects such as pencils, string, rulers, sticks and pieces of wood according to their lengths,</li> <li>● match objects according to their lengths,</li> <li>● participate in sorting of objects according to their lengths,</li> <li>● practise sorting of objects according to their lengths and tell, sign or tactually sign which ones are shorter, longer or are of the same length;</li> <li>● participate in measuring objects using different materials,</li> <li>● find out lengths of various objects using different materials,</li> <li>● draw or model lines of different lengths on the board, ground or worksheet,</li> <li>● play games on length such as measuring games where strings, rulers, threads are used to compare lengths or building games using materials like blocks and straws,</li> </ul>	<ul style="list-style-type: none"> <li>1. Which materials can you use to measure how long or short an object is?</li> <li>2. How can you tell whether objects are long, short or of the same length?</li> </ul>

			<ul style="list-style-type: none"> <li>● manipulate digital devices with assistive technology to draw lines of different lengths,</li> <li>● sing/sign sing/tactually sign sing simple songs on lengths of objects.</li> </ul>	
<b>Core Competencies:</b>				
<ul style="list-style-type: none"> <li>● Self-efficacy: as the learner measures various objects or materials to find out which ones are shorter, longer or are of the same length.</li> <li>● Digital Literacy: as the learner manipulates digital devices with assistive technology to draw lines of different lengths.</li> </ul>				
<b>Values:</b>				
Responsibility is enhanced as the learner takes care of the digital devices while drawing lines of different lengths.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Personal Safety as the learner carefully handles materials used for measuring length.				
<b>Link to other Learning Areas:</b>				
Singing simple songs on lengths of objects is linked to singing in Creative Activities				
<b>Suggested Learning Resources:</b>				
Strings, thread, rulers, papers, digital devices with assistive technology, learner support assistants, tables, books ,windows, classroom wall				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to measure lengths	i. Matching objects according to their lengths.			
		ii. Sorting objects according to length			
		iii. Measuring lengths of various objects			
		iv. Drawing or modelling lines of different lengths			

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

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Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to measure lengths	The learner demonstrates more than 4 skills in measuring lengths.	The learner demonstrates more than 3 skills in measuring lengths.	The learner demonstrates more than 2 skills in measuring lengths.	The learner demonstrates more than 1 or none of the skills in measuring lengths.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Measurement</b>	<b>2.2 Comparing weights of Objects.</b>	By the end of the Sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify weights of different objects,</li> <li>b) compare weights of different objects,</li> <li>c) sort objects according to their weights,</li> <li>d) appreciate weights of various objects and materials in day-to-day activities.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations on weights of various objects,</li> <li>● collect different objects such as small blocks, stones, bottles, containers of different sizes,</li> <li>● participate in the demonstration on lifting objects of various weights to tell the ones that are heavy, light or are of the same weights,</li> <li>● practise lifting objects of various weights to tell the ones that are heavy, light or are of the same weights</li> <li>● participate in sorting different objects according to their weight to tell which ones are lighter, heavier or are of the same weight,</li> <li>● group different objects according to their weight to tell which ones are lighter, heavier or are of the same weight,</li> <li>● manipulate digital devices with assistive technology to perform activities involving measuring weights of various objects,</li> <li>● sing/sign sing/tactually sign sing simple songs about comparing weights of objects,</li> <li>● participate in simple games of comparing weights using seesaws and beam balances.</li> </ul>	1. How do you tell that an object is heavy or light?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Learning to Learn: as the learner participates in simple games of comparing weights using seesaws and beam balances.</li> <li>● Digital Literacy: as the learner manipulates digital devices to perform activities involving measuring weights of various objects.</li> </ul>				



**Values:**

Responsibility is enhanced as the learner takes care of the resources while manipulating them to perform various activities involving measuring weights of various objects.

**Pertinent and Contemporary Issues (PCIs):**

Personal safety is promoted as the learner observes safety precautions while using materials with different weights.

**Link to other Learning Areas:**

Participating in simple games of comparing weights using seesaws and beam balances is linked to balancing in non-locomotor activities in Movement Activities.

**Suggested Learning Resources:**

Containers of various sizes, beam balance, weighing machines, see-saw and digital devices with assistive technology, learner support assistants, objects of different weights.

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S. N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to compare Weights of different objects.	i. Identifying weights of different objects.			
		ii. Comparing weights of different objects.			
		iii. Sorting objects according to their weights.			
		iv. Using a beam balance to measure weight.			

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

\_\_\_\_\_

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to compare weights of different objects.	The learner demonstrates 4 skills in comparing weights of different objects.	The learner demonstrates 3 skills in comparing weights of different objects.	The learner demonstrates 2 skills in comparing weights of different objects.	The learner demonstrates 1 or none of the skills in comparing weights of different objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Measurement	2.3 Filling and Emptying	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) fill containers of different capacities,</li> <li>b) empty the contents of various containers into other containers of various sizes,</li> <li>c) sort containers according to their sizes,</li> <li>d) enjoy filling and emptying containers at school and at home.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe or listen to verbal or tactual descriptions of video clips or animations on filling and emptying of containers of different sizes to identify their capacities,</li> <li>● participate in the demonstration on arranging containers according to their sizes, filling containers of different sizes with contents such as sand or water and emptying contents from bigger containers into smaller ones and vice versa,</li> <li>● practise arranging containers according to their sizes, filling them with contents such as sand or water and emptying contents from bigger containers into smaller ones and vice versa while observing safety,</li> <li>● participate in a demonstration on grouping containers according to size (big or small),</li> <li>● group containers according to size (big or small),</li> <li>● clear the working area after filling and emptying of the containers and after grouping them according to their sizes,</li> <li>● manipulate digital devices to play simple games on emptying and filling containers of different capacities,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you fill containers?</li> <li>2. How can you empty containers?</li> </ol>

			<ul style="list-style-type: none"> <li>• sing/sign sing/tactually sign sing simple songs on filling and emptying.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: as the learner successfully groups containers according to their sizes (big or small).</li> <li>• Digital Literacy: as the learner manipulates digital devices to play simple games on emptying and filling containers of different capacities.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility is enhanced as the learner clears the working area after filling and emptying containers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Personal Safety is promoted as the learner practises arranging containers according to their sizes, filling them with contents such as sand or water and emptying the contents.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>Singing simple songs on filling and emptying is linked to singing in Creative Activities.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Containers of different sizes including bottles, bottle tops, tins, buckets, cups, learner support assistant, digital devices with assistive technology</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to fill and empty containers of different capacities	i. Identifying containers of different capacities			
		ii. Emptying the contents of smaller containers into bigger ones			
		iii. Emptying the contents of bigger containers into smaller ones			
		iv. Sorting the containers into big and small			

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

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date of assessment

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

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to fill and empty containers of different capacities	The learner demonstrates 4 skills in filling and emptying containers of different capacities.	The learner demonstrates 3 skills in filling and emptying containers of different capacities.	The learner demonstrates 2 skills in filling and emptying containers of different capacities.	The learner demonstrates 1 or none of the skills in filling and emptying containers of different capacities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Measurement</b>	<b>2.4 Time</b> <ul style="list-style-type: none"> <li><i>Days of the Week</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) identify days of the week in sequence, b) link activities with days of the week, c) appreciate activities that take place in the days of the week in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual descriptions of video clips or animations on different ways of reciting days of the week,</li> <li>participate in a demonstration on reciting the days of the week,</li> <li>practise reciting days of the week,</li> <li>participate in talking about or tactually exploring activities carried out on different days of the week like going to worshiping places raising the flag on Monday and Friday among others,</li> <li>tell the days when different activities are carried out in school and at home,</li> </ul>	1. How many days are there in a week? 2. Which activities do you carry out during the week?

**Commented [A1]:** Can the number concept (counting ) be reinforced by relating the number of days in a week in the SLEs?

			<ul style="list-style-type: none"> <li>• match activities of the week using flash cards and communication boards, for example, matching Wednesday with ball, to mean that is the day for games or the picture of a flag matched with Monday or Friday to mean days for assembly,</li> <li>• tell important school events taking place within the week,</li> <li>• manipulate digital devices with assistive technology to play games involving days of the week,</li> <li>• role play activities that take place on different days of the week,</li> <li>• sing/sign sing/tactually sign sing simple songs on the days of the week.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: as the learner role plays activities that take place on different days of the week.</li> <li>• Digital Literacy: as the learner manipulates digital devices with assistive technology to play games involving days of the week.</li> </ul>				
<p><b>Values:</b></p> <p>Unity is enhanced as learners harmoniously role play activities that take place on different days of the week.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Social Cohesion is promoted as learners role play activities that take place on the days of the week in pairs or in groups.</p> <p>Global citizenship is enhanced as learners participate in flag raising in schools on Mondays and Fridays.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>Describing activities carried out on different days of the week is linked to prayer routine in Prayers in Daily Living and Religious Education.</p>				

**Suggested Learning Resources:**

Boards with days of the week, charts with days of the week, digital devices with assistive technology, play materials, calendars and calendar boxes, national flag, school flag, flash cards, embossed cards.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify days of the week in a sequence.	i. Identifying one day of the week			
		ii. identifying the first 2 days of the week sequentially			
		iii. Identifying 5 days of the week sequentially			
		iv. Identifying 7 days of the week sequentially			
		v. Linking activities carried out in each day of the week			

Commented [A2]: should have a different indicator

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_



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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify days of the week in a sequence.	The learner demonstrates 4 skills in identifying days of the week in a sequence.	The learner demonstrates 3 skills in identifying days of the week in a sequence.	The learner demonstrates 2 skills in identifying days of the week in a sequence.	The learner demonstrates 1 or none of the skills in identifying days of the week in a sequence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Measurement	2.5 Money <ul style="list-style-type: none"> <li>Kenyan currency coins 1, 5, 10, 20 and 40 shillings</li> <li>Kenya currency notes, 50, 100 and 200 shillings)</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify different Kenyan currency coins <u>and notes</u> by value,</li> <li><u>sort/identify</u> different Kenyan currency <u>coins and notes according to</u> value,</li> <li>make purchases using Kenyan currency,</li> <li>appreciate the value of Kenyan money in buying goods and services.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>collect different Kenyan currency coins (1 shilling, 5 shillings, 10 shillings, 20 shilling and 40 shillings),</li> <li>make picture cut outs of Kenyan currency from newspapers, magazines and stick on a chart,</li> <li>observe or tactually explore different Kenyan currency coins to identify their features using the most appropriate mode of communication,</li> <li>observe or listen to verbal or tactual description of a video clip or animation on different Kenyan currency coins,</li> <li>participate in a demonstration on identifying Kenyan currency coins by: i) grouping the Kenyan currency coins according to their size/value, ii) matching Kenyan currency coins according to size/value, colour or texture, number on the coin, iii) counting 10 Shilling coin up to 40, iv) making purchases of items at the classroom shop corner using different coins,</li> <li>practise making purchases of items using Kenyan currency coins in different settings,</li> <li>collect different Kenyan currency notes (50 shillings, 100 shillings, 200 shillings),</li> <li>observe or tactfully explore different Kenyan currency notes and identify their features using the most appropriate mode of communication,</li> </ul>	1. How do we identify Kenya currency coins? 2. How do you identify Kenyan currency notes?

**Commented [A3]:** I suggest that you combine SLO a and b and introduce another SLO of sorting the Kenyan currency according to value. The learner had already done coins previously in Pnumeracy activities but there is no harm in combining and introducing notes.

			<ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual description of a video clip or animation on different Kenyan currency notes,</li> <li>• participate in a demonstration on identifying Kenyan currency notes by: i) grouping the Kenyan currency notes according to their size/value, ii) matching Kenyan currency notes according to size/value, colour or texture, iii) counting 50-shilling notes up to 200, iv) making purchases of items at the classroom shop corner using different notes,</li> <li>• practise making purchases of items using Kenyan currency notes in different settings.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving is developed as the learner practises making purchases of items using Kenyan coins and notes in different settings.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Integrity: as the learner practises giving back correct balance after purchasing items.</li> <li>• Patriotism: as the learner shows interest in identifying and using Kenyan currency.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> Financial Literacy is promoted as the learner watches or listens to videos on activities involving buying and selling of goods and services				
<b>Link to other Learning Areas:</b> Buying and selling in the classroom shop is linked to organisation of items in the classroom in caring for things in Daily Living Skills.				
<b>Suggested Learning Resources:</b> Kenyan currency notes and coins of different denominations, tracing papers, pencils, pens, learner support assistant, digital technologies, video clips, assorted packaging of shop items.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify Kenyan currency coins by value	i. Identifying 1 shilling coin			
		ii. Identifying 5 shilling coin			
		iii. Identifying 10 shilling coin			
		iv. Identifying 20 shilling coin			
		v. Identifying 40 shilling coin			
2	Ability to identify Kenyan currency notes by value	i. Identifying 50 shillings note			
		ii. Identifying 100 shillings note			
		iii. Identifying 200 shillings note			
		iv. Counting 50 shilling notes up to 20 notes			
		v. Making purchases of items at the classroom shop corner using the different coins and notes			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify Kenyan currency coins by value.	The learner demonstrates 4 to 5 skills in identifying Kenyan currency coins by value. The learner identifies 1, 5, 10, 20 and 40 shilling coins	The learner demonstrates 3 skills in identifying Kenyan currency coins by value. The learner identifies 1, 5, 10 and 20 shilling coins	The learner demonstrates 2 skills in identifying Kenyan currency coins by value. The learner identifies 1, 5 and 10 shilling coins	The learner demonstrates 1 skill or none of the skills in identifying Kenyan currency coins by value. The learner identifies 1 or 5 or 10 shilling coin
Ability to identify Kenyan currency notes by value.	The learner demonstrates 4 skills in identifying Kenyan currency notes by value.	The learner demonstrates 3 skills in identifying Kenyan currency notes by value.	The learner demonstrates 2 skills in identifying Kenyan currency notes by value.	The learner demonstrates 1 or none of the skills in identifying Kenyan currency notes by value.

### 3.0 GEOMETRY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Geometry	<b>3.1 Lines</b> <ul style="list-style-type: none"> <li>• <i>Straight lines</i></li> <li>• <i>Curved lines</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify straight lines drawn or modelled on various surfaces,</li> <li>b) identify curved lines drawn or modelled on various surfaces,</li> <li>c) group objects with straight or curved lines in school,</li> <li>d) draw or model straight and curved lines,</li> <li>e) appreciate the importance of lines in day-to-day activities.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or tactually explore video clips or animations or models of straight lines and curved lines drawn on various surfaces,</li> <li>• identify objects and places with straight or curved lines at school such as assembly ground, fields, tables, desks, doors, blackboard among others,</li> <li>• sort straight and curved objects in the classroom,</li> <li>• participate in a demonstration on drawing or modelling of straight lines on various surfaces,</li> <li>• practise drawing or modelling of straight lines on various surfaces,</li> <li>• participate in the demonstration of drawing or modelling of curved lines on various surfaces,</li> <li>• practise drawing or modelling of curved line on various surfaces,</li> <li>• practise drawing diagrams or modelling shapes using straight and curved lines,</li> <li>• participate in activities or play games involving lines.</li> </ul>	1. Which objects in the classroom have straight lines?  2. Which objects in the classroom have curved lines?
<b>Core Competencies to be developed:</b> Creativity and Imagination is developed as the learner practises drawing diagrams or modelling shapes using straight and curved lines.				

**Values:**

Responsibility: as the learner takes care of digital devices with assistive technology when watching or listening to simulations and their descriptions on drawing lines.

**Pertinent and Contemporary Issues (PCIs):**

Safety is enhanced as the learner carefully moves around the school and classroom to identify objects with straight and curved lines.

**Link to other Learning Areas:**

Identifying objects and places with straight or curved lines at school is linked to things at school in Communication and Social Skills.

**Suggested Learning Resources:**

Charts, shapes, cartons, papers, rulers, sticks, straws, thread, wire, clay, plasticine, digital devices with assistive technology, the local environment, learner support assistants.

**SUGGESTED ASSESSMENT GUIDES**

**1. Assessment Checklist**

Learner's Name \_\_\_\_\_

S. N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify or draw or model straight and curved lines	i. Identifying straight lines drawn or modelled on various surfaces			
		ii. Identifying curved lines drawn or modelled on various surfaces			
		iii. Identifying objects with straight lines in the classroom			
		iv. Identifying objects with curved lines in the classroom			
		v. Draw or model and curved lines			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_



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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify or draw or model straight and curved lines	The learner demonstrates 5 skills in identifying or drawing or modelling straight and curved lines.	The learner demonstrates 3 to 4 skills in identifying or drawing or modelling straight and curved lines.	The learner demonstrates 2 skills in identifying or drawing or modelling straight and curved lines.	The learner demonstrates 1 or none of the skills in identifying or drawing or modelling straight and curved lines.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>3.2 Shapes of Objects</b> <ul style="list-style-type: none"> <li>• <i>Square</i></li> <li>• <i>Rectangle</i></li> <li>• <i>Triangle</i></li> <li>• <i>Circle</i></li> <li>• <i>Oval</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different shapes in the immediate environment,</li> <li>b) draw or model different shapes using locally available materials,</li> <li>c) appreciate the importance of shapes</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe, manipulate or tactually explore objects of different shapes from cutouts, embossed charts or real objects to identify their shapes (squares, rectangles, triangles, circles and oval),</li> <li>• mention/sign/tactually sign/mime different shapes in class (squares, rectangles, triangles, circles and oval),</li> <li>• participate in a demonstration on drawing or modelling different shapes using locally available materials,</li> </ul>	What are the different shapes of objects in our classroom?

		both at school and at home.	<ul style="list-style-type: none"> <li>● practise drawing or modelling shapes to form patterns,</li> <li>● colour or shade shapes,</li> <li>● use cutouts, blocks or jigsaw puzzles of different shapes to make patterns,</li> <li>● watch, listen to or tactually manipulate digital devices to make shapes or patterns,</li> <li>● sing/sign sing/tactually sign sing simple songs on different shapes (squares, rectangles, triangles, circles and oval).</li> </ul>	
<b>Core Competencies to be developed:</b>				
Imagination and Creativity is developed as the learner uses cutouts, blocks or jigsaw puzzles of different shapes to make patterns.				
<b>Values:</b>				
Social Justice as the learner shows fairness when playing games on cutouts, blocks or jigsaw puzzles of different shapes to make patterns.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>● Environmental Awareness is enhanced as the learner identifies, draws and models shapes of objects in the classroom.</li> <li>● Peer Education is achieved as the learner supports peers when working with shapes.</li> </ul>				
<b>Link to other Learning Areas:</b>				
Singing simple songs on different shapes is linked to singing in Creative Activities				
<b>Suggested Learning Resources:</b>				
Charts, shapes, cartoons, papers, rulers, clay, plasticine, video clips, digital devices with assistive technology, embossed charts or real objects, crayons, paints, pencils				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different shapes (square, rectangle, triangle, circle and oval)	i. Identifying a square			
		ii. Identifying a rectangle			
		iii. Identifying a triangle			
		iv. Identifying a circle			
		v. Identifying an oval			
2	Ability to draw or model different shapes (square, rectangle, triangle, circle and oval)	i. Drawing or modelling a square			
		ii. Drawing or modelling a rectangle			
		iii. Drawing or modelling a triangle,			
		iv. Drawing or modelling a circle			
		v. Drawing or modelling an oval			

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

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify different shapes ( <i>square, rectangle, triangle, circle and oval</i> )	The learner identifies 5 different shapes.	The learner identifies 3 to 4 different shapes.	The learner identifies 2 different shapes.	The learner identifies 1 or none of the different shapes.
Ability to draw or model different shapes ( <i>square, rectangle, triangle, circle and oval</i> )	The learner draws or models 5 different shapes.	The learner draws or models 3 to 4 different shapes.	The learner draws or models 2 different shapes.	The learner draws or models 1 or none of the different shapes.