



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

## **PRE PRIMARY SCHOOL CURRICULUM DESIGN**

### **ENVIRONMENTAL ACTIVITIES**

#### **PRE-PRIMARY 2**

#### **FOR LEARNERS WITH VISUAL 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:**

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 of the primary cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum. The reviewed Pre-Primary Two (PP2) curriculum design is the commencement of formal schooling in Pre-Primary Education. It focuses on pre literacy, pre numeracy, motor and cognitive development and social and emotional skills.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects 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 and assessment rubrics.

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 2017. Pre-Primary one is the foundation of learning in the reformed education structure as provided for in the Basic Education, Act, 2013.

The reviewed PP2 curriculum furthers learning already acquired at home. The curriculum provides opportunities for learners to acquire pre literacy and pre numeracy skills as they enjoy living and learning through play and to develop self -awareness, self-esteem and self-confidence. 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 PP2 curriculum designs 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 PP2 and prepare them for smooth transition to Grade 1. Furthermore, it is my hope that teachers will use the 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 (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 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 PP2 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. 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,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the PP2 curriculum designs. In relation to this, we 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, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at PP2 and preparation of learners for transition to Grade 1.

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

## TABLE OF CONTENT

FOREWORD .....	3
PREFACE .....	4
ACKNOWLEDGEMENT .....	5
NATIONAL GOALS OF EDUCATION .....	7
LESSON ALLOCATION FOR PRE-PRIMARY (PP1 – PP2) .....	9
LEVEL LEARNING OUTCOMES FOR PRE-PRIMARY EDUCATION .....	9
ESSENCE STATEMENT .....	10
SUBJECT GENERAL LEARNING OUTCOMES .....	10
SUMMARY OF STRANDS AND SUB STRANDS .....	11
THEME 1: MYSELF .....	12
THEME 2: OUR FAMILY .....	22
THEME 3: OUR HOME .....	27
THEME 4: OUR NEIGHBOURHOOD .....	34
THEME 5: MY SCHOOL .....	41
APPENDIX I: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION .....	51
ASSESSMENT OF THE CSL ACTIVITY .....	52
APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES .....	53

## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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

### **4. Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



### LESSON ALLOCATION FOR PRE-PRIMARY (PP1 – PP2)

Activity Learning Area	No of Lessons
Language Activities for Learners with Visual Impairment	5
Mathematical Activities for Learners with Visual Impairment	5
Creative Activities for Learners with Visual Impairment	6
Environmental Activities for Learners with Visual Impairment	5
Religious Activities	3
Pastoral /Religious Instruction Programme	1
<b>Total</b>	<b>25</b>

### LEVEL LEARNING OUTCOMES FOR PRE-PRIMARY EDUCATION

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

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

## **ESSENCE STATEMENT**

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

Further, this design has been adapted to ensure that learners with blindness or low vision learn effectively. The adaptations include suggestions for provision of verbal descriptions on aspects that require use of sight, use of digital devices with assistive technology, tactile diagrams, print with appropriate contrast, font size and font types, hands on demonstrations, purposeful pairing and adapted learning resources. Social. The design has also incorporated alternative learning outcomes and activities in areas that pose challenges to learners with visual impairments such as photographs.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

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

## SUMMARY OF STRANDS AND SUB STRANDS

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

**THEME 1: MYSELF**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Myself</b></p>	<p><b>1.1 External body parts</b></p> <ul style="list-style-type: none"> <li>• <i>Head</i></li> <li>• <i>Mouth</i></li> <li>• <i>Nose</i></li> <li>• <i>Eyes</i></li> <li>• <i>Legs</i></li> <li>• <i>Hands</i></li> <li>• <i>Ears</i></li> </ul> <p>(10 lessons)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) name the external body parts for self-awareness,</li> <li>b) identify the external body parts for self-awareness,</li> <li>c) appreciate one's body parts for self-esteem.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to mention external body parts such as <i>head, mouth, nose, eyes, legs, hands, ears</i>.</li> <li>• In groups, learners are guided to recite poems on body parts.</li> <li>• In groups, learners are guided to sing songs about body parts.</li> <li>• In groups, learners are guided to tell stories about external body parts.</li> <li>• Learners with low vision are guided to picture read external body parts. Learners with blindness listen to verbal description on external body parts.</li> <li>• Learners with low vision are guided to draw external body parts. Learners with blindness are guided to model external body parts.</li> <li>• Learners are guided to play appropriate games on external body parts.</li> <li>• Learners are guided to model external body parts.</li> <li>• Learners with low vision are guide to work in teams to cut out pictures of external body parts. Learners with blindness manipulate embossed forms</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have body parts?</li> <li>2. How do you identify body parts?</li> </ol>

			<p>of body parts.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to paste cut out pictures of external body parts. Learners with blindness are guided to model external body parts and display them.</li> <li>● Learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips of external body parts while observing safety. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips of external body parts while observing safety.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: as the learner develops speaking skills when naming external body parts.  Learning to learn: as the learner shares learnt knowledge as they story tell about external body parts.</p>				
<p><b>Values:</b>  Integrity: learner enhances this value as they utilize resources prudently while they paste cut out pictures of external body parts.  Peace: learner enhances this value as they respect others when playing games on body parts.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Developmental perspectives: learners develop self - awareness when naming external body parts.</p>				
<p><b>Link to other learning area:</b>  Body parts relates to their uses such as articulating letter sounds in Language Activities.</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards , flash cards, braille cards, crayons, coloured pencils, photos, diagrams of external body parts, children themselves, video clips and digital devices with assistive technology.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Myself</b>	<b>1.2 Uses of body parts</b> <i>Head</i> <i>Mouth</i> <i>Nose</i> <i>Eyes</i> <i>Legs</i> <i>Hands</i> <i>Ears</i> (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify body parts for familiarization</li> <li>b) match body parts with their uses for self- awareness,</li> <li>c) appreciate one’s body parts for self-esteem.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to recognize external body parts.</li> <li>● Learners are guided to touch as they name body parts.</li> <li>● Learners with low vision are guided to manipulate digital device with assistive technology to watch videos of external body parts. Learners with blindness are guided to manipulate digital device with assistive technology to listen to audio clips on external body parts.</li> <li>● Learners with low vision are guided to observe different pictures depicting people performing various actions and which body parts are in use. Learners with blindness are guided to listen to descriptions of pictures depicting people performing various actions and which body parts are in use.</li> <li>● Learners are guided to name uses of body parts (<i>mouth, eyes, legs, hands and ears</i>).</li> </ul>	How do we use body parts?

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to recite poems about uses of the body parts.</li> <li>● In groups, learners are guided to sing songs on uses of body parts.</li> <li>● In groups, learners are guided to play appropriate games as they mention uses of body parts.</li> <li>● In groups, learners are guided to discuss about the uses of body parts.</li> <li>● Learners are guided to news tell on the uses of body parts.</li> <li>● In groups, learners are guided to role play on the uses of body parts.</li> </ul>	
<p><b>Core competencies to be developed:</b> Self- efficacy: learner knows who they are as they role play on uses of body parts.</p>				
<p><b>Values:</b> Love: learner develops love when sharing playing materials Respect: learner enhances respect for self and others when singing songs together on uses of body parts.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Developmental perspectives: learner enhances self - awareness as they name external body parts.</p>				
<p><b>Link to other learning area:</b> Uses of body parts relates to concepts of God’s creation in religious activities.</p>				
<p><b>Suggested Learning Resources</b> Charts, picture cards , flash cards, braille cards, drawn pictures, crayons, children themselves, coloured pencil, photos, video clips.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.3 Cleaning nose (5 lessons)	By the end of the Sub Strand, the learner should be able to; a) name the items used to clean the nose in and out of school, b) wipe the nose appropriately, c) acknowledge the need to clean the nose appropriately.	<ul style="list-style-type: none"> <li>• Learners are guided to mention items used to clean the nose.</li> <li>• Learners are guided to identify items used to clean the nose.</li> <li>• In groups, learners are guided to sing songs on cleaning the nose.</li> <li>• In groups, learners are guided to recite poems about cleaning the nose.</li> <li>• Learners are guided to use a clean handkerchief. Learners with blindness are given one on one demonstration on how to use a clean handkerchief.</li> <li>• Learners with low vision are guided to draw and colour handkerchief. Learners with blindness are guided to cut out old pieces of clothes to make a handkerchief.</li> <li>• Learners are guided to practice wiping their nose.</li> <li>• Learners are guided to cover</li> </ul>	1. How do we clean our nose? 2. Why do we clean our nose?



			<p>their nose while sneezing.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to discuss the importance of cleaning the nose using a clean handkerchief.</li> <li>• Learners with low vision are guided to use digital devices with assistive technology to observe video clips on cleaning the nose. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on cleaning the nose.</li> <li>• Learners are guided to improvise a handkerchief using suitable materials.</li> </ul>	
<p><b>Core competencies to be developed:</b> Critical thinking and problem solving: learner shows creativity as they improvise handkerchiefs.</p>				
<p><b>Values:</b> Responsibility: learner shows responsibility as they use clean handkerchiefs. Respect: learner exhibits respect as they clean their nose using handkerchiefs.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Health promotion issues: learner develops personal hygiene as they clean their noses.</p>				
<p><b>Link to other learning area:</b> Colouring and drawing a handkerchief relates to the concept of colouring and drawing in creative activities.</p>				

**Suggested Learning Resources**

Water, handkerchief, pictures depicting cleaning of the nose, pieces of clean old clothes, video clips, audio clips.

<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>1.0 Myself</b>	<b>1.4 Dressing</b> (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) name clothes worn in and out of school, b) dress and undress according to different weather conditions, c) put on shoes properly in and out of school, d) value one's clothes for self-esteem.	<ul style="list-style-type: none"><li>• Learners are guided to identify clothes worn in and out of school.</li><li>• In groups, learners are guided to talk about clothes worn in and out of school.</li><li>• Learners are guided to team up to sort and group clothes according to different weather conditions. Learners with blindness are given one on one demonstration on how to sort and group clothes according to different weather conditions</li><li>• Learners with low vision are guided to use digital devices with assistive technology to view video clips on clothes worn in and out of school. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on clothes</li></ul>	How do we dress?

			<p>worn in and out of school.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to read pictures of clothes worn in and out of school. Learners with blindness are guided to listen to picture description of clothes worn in and out of school.</li> <li>• In groups, learners with low vision are guided to colour pictures of clothes according to different weather conditions. Learners with blindness are guided to model clothes according to different weather conditions.</li> <li>• In groups, learners are guided to dress and undress dolls.</li> <li>• Learners are guided to practice putting on clothes (<i>sweater, jackets, shirts, shorts, skirts, blouses</i>).</li> <li>• Learners are guided to button and unbutton shirts and blouses.</li> <li>• Learners are guided to zip and unzip clothes.</li> <li>• Learners are guided to practice putting on socks, shoes and tying shoe laces.</li> <li>• In groups, learners are guided to</li> </ul>	
--	--	--	---	--

			<p>sing songs about clothes in and out of school.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to recite poems about clothes worn in and out of school.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Learning to learn: learner learns independently as they dress and undress dolls.</p>				
<p><b>Values:</b>  Unity: A learner enhances this value as they cooperate and talk about clothes worn in different weather conditions in groups.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Child's rights: learner understands own rights as they learn about clothing.</p>				
<p><b>Link to other learning area:</b>  Reciting poems relates to concepts of reciting poems in language activities.</p>				
<p><b>Suggested Learning Resources</b>  Charts, flash cards, braille cards, drawn pictures of clothes, photos, doll, shirt, shorts, blouses, shoes, socks, dress.</p>				

### Suggested Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to identify external body parts ( <i>head, mouth, nose, eyes, legs, hands and ears</i> )	Identifies 7 external body parts	Identifies 5 - 6 external body parts	Identifies 3 - 4 external body parts	Identifies 1 - 2 external body parts
Ability to match body parts with their uses	Matches 7 body parts with their uses	Matches 5 - 6 body parts with their uses	Matches 3 - 4 body parts with their uses	Matches 1 - 2 body parts with their uses
Ability to name items used to clean nose and wipe the nose	Names items used to clean nose, how to wipe the nose and explain the reasons	Names items used to clean nose and able to wipe the nose	Names all items used to clean nose and able to wipe the nose on rare occasion	Names items used to clean nose and fail to name all while struggles to wipe the nose
Ability to dress and undress appropriately	Dresses and undresses appropriately and provides clearly understanding of other details	Dresses and undresses appropriately	Dresses appropriately but unable to undress	Sometimes dresses appropriately and has difficulties to undress
Ability to put on shoes properly and tie shoe laces	Puts on shoes, tie shoe laces with creativity	Puts on shoes properly and tie shoe laces	Puts on shoes all the time while misses out tying shoe laces	Puts on shoes but confuses the sides and fails to tie shoe laces

<b>THEME 2: OUR FAMILY</b>				
<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>2.0 Our Family</b>	<b>2.1 Foods</b> (10 lessons)	By the end of the Sub Strand, the learner should be able to; <ul style="list-style-type: none"> <li>a) name types of foods eaten by family members,</li> <li>b) identify different types of foods for healthy living,</li> <li>c) observe table manners when eating food for good etiquette,</li> <li>d) appreciate different types of food eaten by the family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners is guided to mention different types of food eaten by family members.</li> <li>• In groups, learners are guided to talk about different types of food eaten by family members.</li> <li>• Learners are guided to listen to stories of different types of food eaten by family members.</li> <li>• In groups, learners are guided to sing songs on different types of food eaten by family members.</li> <li>• In groups, learners are guided to recite poems on different types of food eaten by the family members.</li> <li>• Learners are guided to wash fruits before eating. Learners with blindness are given one on one demonstration on washing fruits.</li> <li>• In groups, learners are guided to talk about do's and don'ts while eating.</li> <li>• Learners with low vision are guided to draw and colour different types of food eaten by family members. Learners with</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we eat food?</li> <li>2. Why do we eat different types of food?</li> </ol>

			<p>blindness are guided to model different types of food eaten by family members.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to collaboratively match pictures of fruits eaten by family members. Learners with blindness are guided to collaboratively match description of pictures of fruits eaten by family members.</li> <li>• Learners with low vision are guided to manipulate digital device with assistive technology to watch video clips on table manners. Learners with blindness are guided to manipulate digital device with assistive technology to listen to audio clips on table manners.</li> <li>• In groups, learners are guided to role play eating food while observing table manners.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p>Citizenship: learner achieves active community life skills as they name different types of food eaten by the family members from different communities.</p> <p>Communication and collaboration: as learners work in groups while role playing eating food while observing table manners.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: as learner collaboratively match pictures of fruits eaten by family members in groups.</li> <li>• Respect: as learner respects other learners views when talking about do's and don'ts while eating</li> </ul>				
<p><b>Pertinent and contemporary issues:</b></p> <p>Preventive health: learner enhances eating a healthy balanced diet as they identify different types of food eaten by the family members.</p> <p>Learner support programme: learner appreciates cultural diversity as they sing songs on different types of food eaten by the family members.</p>				

**Link to other learning area:**

Foods relates to concepts of creation in Religious Activities.

**Suggested Learning Resources**

Water, basins, spoons, plates, dishes, fruits, cups, a variety of foods, pictures of food, crayons, video/audio clips and digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our Family	2.2 Importance of Eating Food  (6 lessons)	By the end of the Sub Strand, the learner should be able to:  a) tell the importance of eating food for healthy living, b) talk about the importance of eating clean food, c) wash fruits before eating for healthy living, d) Appreciate the importance of	<ul style="list-style-type: none"> <li>• Learners with low vision observe different pictures of different foods for healthy body. Learners with blindness listen to picture description of different foods for healthy body.</li> <li>• Learners are guided to mention the importance of eating clean food.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips on the importance of eating food. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips on the importance of eating food.</li> <li>• Learners are guided to story tell the importance of eating food.</li> <li>• In groups, learners are guided to recite poems on the importance of eating food.</li> <li>• In groups, learners are guided to role play importance of</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we eat food?</li> <li>2. How do we clean fruits before eating?</li> </ol>



		eating food.	<p>eating clean food.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs on the importance of eating food.</li> <li>• In groups, learners are guided to dramatize on the importance of eating food.</li> <li>• Learners with low vision are guided to picture read importance of eating food. Learners with blindness are guided to listen to verbal picture description of importance of eating food.</li> </ul>	
<b>Core competencies to be developed:</b>				
Communication: learner develops skills of speaking audibly when story telling the importance of eating food				
<b>Values:</b>				
Responsibility: A Learner develops responsibility as they wash fruits before eating.				
<b>Pertinent and Contemporary Issues:</b>				
Communicable and non-communicable diseases: learner is able to prevent diseases by eating clean food.				
<b>Link to other learning area:</b>				
A learner is able to relate story telling the importance of eating food to story telling as learnt in Language Activities				
<b>Suggested Learning Resources</b>				
Water, basins, spoons, plates, dishes, fruits, cups, a variety of foods, pictures of food, video clips and digital devices with assistive technology.				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the types of food eaten at home	Names 6 types of food eaten at home	Names 4-5 types of food eaten at home	Names 2-3 types of food eaten at home	Names 1 type of food eaten at home
Ability to tell the importance of eating clean food	Tells the importance of eating clean food with in-depth details	Tells the importance of eating clean food	Tells the importance of eating clean food with minimal details	Tells the importance of eating clean food without details
Ability to practice healthy habits when eating food	Very often practices healthy habits when eating food	Practices healthy habits when eating food	Less often practices healthy habits when eating food	Rarely practices healthy habits when eating food

### THEME 3: OUR HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Our Home</b>	<b>3.1 Houses found at home</b> <ul style="list-style-type: none"> <li>• Toilet</li> <li>• Latrine</li> <li>• Kitchen</li> <li>• Poultry</li> <li>• Granary</li> </ul> <p>(10 lessons)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) name houses at home for familiarity,</li> <li>b) identify different types of houses at home,</li> <li>c) tell the uses of houses found at home,</li> <li>d) recognise various types of houses at home.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to tell different types of houses at home.</li> <li>• Learners are guided to identify houses found at home.</li> <li>• In groups, learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips of different types of houses at home. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips of different types of houses at home.</li> <li>• Learners with low vision observe charts of different types of houses at home. Learners with blindness are guided to manipulate tactile charts of different types of houses at home.</li> <li>• Learners with low vision are guided to draw and colour different types of houses at home. Learners with blindness to model different types of houses at home.</li> <li>• In groups, learners are guided to model different types of houses at home.</li> <li>• In groups, learners with low vision are guided to paint different types of houses at home. Learners with blindness are paired with sighted peers as they paint and talk about the painted pictures of different types of houses and materials used for painting.</li> </ul>	<p>Why do we have houses at home?</p>

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs on the uses of different types of houses at home.</li> <li>• In groups, learners talk about uses of different types of houses at home.</li> <li>• In groups, learners are guided to recite poems on the uses different types of houses at home.</li> <li>• Learners are guided to collaboratively model a simple house found at home using clay or plasticine.</li> </ul>	
<b>Core competencies to be developed:</b> Learning to learn: as learner models houses in a home and relates them to their uses.				
<b>Values:</b> Unity: as learner collaborates with peers to model a simple house found at home using clay or plasticine.				
<b>Pertinent and Contemporary Issues:</b> Environmental education: learner enhances environmental awareness as they identify houses found at home. Social cohesion: learner collaboratively models different types of houses at home.				
<b>Link to other learning areas :</b> Drawn pictures of houses found at home relates to pattern making in Creative Activities.				
<b>Suggested Learning Resources</b> Charts, picture cards , flash cards, braille cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, video clips, clay, models, tactile diagrams.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our Home	3.2 Work Done at Home (10 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>• name work done at home for familiarisation,</li> <li>• talk about the importance of work done at home,</li> <li>• practice work done at home,</li> <li>• appreciate work done at home for self-enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are guided to mention work done at home.</li> <li>• In groups, learners are guided to news tell about different work done at home.</li> <li>• Learner with low vision are guided to picture read on different work done at home. Learner with blindness listen to verbal description of different work done at home.</li> <li>• Learners are guided to walk around the school to identify work done by people. Learners with blindness are paired with their sighted peers.</li> <li>• In groups, learners are guided to discuss about the importance of work done at home.</li> <li>• In groups, learners are guided to sing songs about work done at home.</li> <li>• In groups, learners are guided to recite poems on work done at home.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch video clip on work done at home. In groups, learners with blindness are</li> </ul>	Why do people work?

			<p>guided to manipulate digital devices with assistive technology to listen to audio clips on work done at home.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to imitate work done at home.</li> <li>• In groups, learners role play work done by people at home.</li> </ul>	
<p><b>Core competencies to be developed:</b> Creativity and imagination: learner develops imagination and originality through role playing work done at home.</p>				
<p><b>Values:</b> Unity: learner enhances non-discrimination as they appreciate work done at home. Responsibility: learner develops responsibility as they imitate work done at home.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Developmental perspective: learner enhances ability to make the right choices as they role play work done at home.</p>				
<p><b>Link to other learning area:</b> Work done at home enhances and relates to vocabulary of terms used at home in Language Activities.</p>				
<p><b>Suggested Learning Resources</b> Charts, picture cards, digital devices with assistive technology, flash cards, braille cards, photos, brooms, video clips,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our Home	3.3 Domestic Animals (10 lessons)	By the end of the Sub Strand, the learner should be able to; a) name domestic animals at home, b) identify domestic animals found at home, c) care for the domestic animals at home, d) value domestic animals at home.	<ul style="list-style-type: none"> <li>• Learners with low vision are guided observe pictures of domestic animals found at home.</li> <li>• In groups, learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips on domestic animals. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips on domestic animals.</li> <li>• In groups learners are guided to model domestic animals.</li> <li>• Learners with low vision are guided to draw and paint domestic animals. Learners with blindness are guided to model domestic animals.</li> <li>• Learners with low vision are guided to trace images of domestic animals. Learners with blindness are guided to manipulate tactile diagrams of domestic animals.</li> <li>• Learners with low vision are guided to cut and paste pictures of domestic animals. Pair learners with blindness with their sighted peers to cut and paste pictures of domestic animals.</li> <li>• Learners with low vision are guided</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have animals at home?</li> <li>2. How can we care for domestic animals at home?</li> </ol>

			<p>to colour pictures of animals. Learners with blindness. Learners with blindness are guided to model domestic animals.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to take a nature walk to observe domestic animals. Learners with blindness are paired with sighted peers to tactually observe domestic animals. (observe safety)</li> <li>• In groups, learners are guided to engage in role play about domestic animals.</li> <li>• Learners are guided to match and pair pictures of domestic animals. Learners with blindness are guided to match domestic animals with their sounds.</li> <li>• Learners are guided to sort and group pictures of domestic animals found at home. Learners with blindness to sort and group models of domestic animals found at home.</li> <li>• Learners are guided to feed domestic animals. Learners with blindness are given one on one demonstration on feeding domestic animals.</li> <li>• water the domestic animals found at home.</li> <li>• In groups, learners are guided to recite poems on domestic animals.</li> <li>• In groups, learners are guided to sing</li> </ul>	
--	--	--	---	--



			songs about domestic animals.	
<b>Core competencies to be developed:</b>				
Digital literacy: as learner manipulates and interacts with digital devices with assistive technology to watch or listen to videos on domestic animals.				
<b>Values:</b>				
Love: learner enhances caring skills when feeding domestic animals.				
<b>Pertinent and Contemporary Issues:</b>				
Animal welfare education: learner enhances environmental awareness as they go for a nature walk to observe domestic animals.				
<b>Link to other learning area:</b>				
Domestic animals relates to the concept of creation in Religious Activities.				
<b>Suggested Learning Resources</b>				
Charts, picture cards, flash cards, braille cards, glue, crayons, coloured pencils, video clips, clay, plasticine, photos, tactile diagrams, braille cards of names of different domestic animals, braille writing materials and equipment.				

### Suggested Assessment Rubrics

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify houses found at home ( <i>Toilet, Latrine, Kitchen, Poultry, Granary</i> )	Identifies 5 houses at home	Identifies 3 to 4 houses at home	Identifies 2 houses at home	Identifies 1 houses at home
Ability to practice work done at home	Practice work done at home always	Practice work done at home	Practice work done at home sometimes	Practice work done at home rarely
Ability to carry out activities to care for domestic animals at home	Carries out activities to care for domestic animals at home always	Carries out activities to care for domestic animals at home	Carries out activities to care for domestic animals at home sometimes	Carries out activities to care for domestic animals at home rarely

**THEME 4: OUR NEIGHBOURHOOD**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>4.0 Our Neighbourhood</b></p>	<p><b>4.1 Families in our Neighbourhood</b> (5 lessons)</p>	<p>By the end of the Sub Strand, the learner should be to:</p> <ul style="list-style-type: none"> <li>a) name families in the neighbourhood for harmonious living,</li> <li>b) talk about the importance of families in our neighbourhood,</li> <li>c) appreciate the families in the neighbourhood for harmonious living.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are guided to mention families in the neighbourhood.</li> <li>• Learners are guided to identify their neighbours in the class, school, and their home.</li> <li>• In groups, learners are guided to sing songs about their immediate neighbours in class and in their home.</li> <li>• In groups, learners are guided to dramatize families in the neighbourhood. Learners with blindness be paired with their sighted peers.</li> <li>• In groups, learners are guided to discuss about the importance of families in the neighbourhood.</li> <li>• In groups, learners are guided to sing songs about family members in the neighbourhood.</li> <li>• In groups, learners are guided to recite poems on families in the neighbourhood.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are families important in the neighbourhood ?</li> <li>2. Why should we know our neighbours?</li> </ol>

**Core competencies to be developed:**

Communication and collaboration: learner develops speaking skills as they talk about families in the neighbourhood.

**Values:**

Respect: learner respects others when dramatizing families in the neighbourhood.

<p><b>Pertinent and Contemporary Issues:</b> Social cohesion: learner enhances cohesion when reciting poems on families in the neighbourhood</p>
<p><b>Link to other learning areas:</b> Families in the neighbourhood relates to the concepts of loving your neighbourhood in Religious Activities.</p>
<p><b>Suggested Learning Resources</b> Photos, Charts, picture cards , flash cards, braille cards, glue, crayons, coloured pencil, video clips, clay, plasticine and digital devices with assistive technology.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Our Neighbourhood</b>	<b>4.2 Buildings in the neighbourhood</b>  (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) name different buildings in the neighbourhood, b) talk about the uses of buildings in neighbourhood, c) appreciate buildings in our neighbourhood.	<ul style="list-style-type: none"> <li>• Learners are guided to identify buildings in the neighbourhood.</li> <li>• Learners with low vision are guided to read pictures of buildings found in the neighbourhood. Learners with blindness are guided to listen to verbal description of pictures of buildings found in the neighbourhood</li> <li>• In groups, learners are guided to talk about uses of buildings in the neighbourhood.</li> <li>• In groups, learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips of buildings in the neighbourhood. In groups, learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips of buildings in the neighbourhood.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have buildings in the neighbourhood?</li> <li>2. How are buildings used in the environment?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners with low vision are guided to observe charts of buildings at our neighbourhood. Learners with blindness are guided to listen to verbal description of buildings on the chart that are found in our neighbourhood.</li> <li>• Learners with low vision are guided to draw and colour buildings in the neighbourhood. Learners with blindness are guided to model buildings in the neighbourhood.</li> <li>• In groups, learners are guided to team up with peers to construct simple structures of buildings found in the school.</li> <li>• In groups, learners are guided to buy and sell in the shop corner.</li> <li>• In groups, learners are guided to role play religious leaders in the church, mosque or temple.</li> <li>• Learners are guided to match and pair items sold in market</li> </ul>	
<p><b>Core competencies to be developed:</b>  Citizenship: learner develops sense of belonging when identifying the buildings in the neighbourhood and their uses.</p>				
<p><b>Values:</b>  Patriotism: learner enhances citizenship as they appreciate buildings in the neighbourhood.  Unity: learner enhances cooperation as they construct simple structures of buildings found in the neighbourhood.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Financial literacy: learner matches and pairs items sold in the market.</p>				
<p><b>Link to other learning area:</b>  Buildings found in the neighbourhood relates to places of worship in Religious Activities.</p>				

**Suggested Learning Resources**

Charts, picture cards, flash cards, braille cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, video clips.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Our Neighbourhood</b>	<b>4.3 Parts of a plant</b> <ul style="list-style-type: none"><li>• <i>Leaves</i></li><li>• <i>Flower</i></li><li>• <i>Stem</i></li></ul> (10 lessons)	By the end of Sub Strand the learner should be able to: <ul style="list-style-type: none"><li>a) name parts of a plant in the immediate environment,</li><li>b) observe plants in the immediate environment,</li><li>c) talk about the uses of plants in the immediate environment,</li><li>d) care for the plants in the immediate environment</li><li>e) value plants in the immediate environment.</li></ul>	<ul style="list-style-type: none"><li>• Learners are guided to mention external parts of a plant.</li><li>• Learners are guided to identify parts of a plant.</li><li>• Learners with low vision are guided to observe different parts of a plant. Learner with blindness listen to verbal description of different parts of a plant.</li><li>• Learners are guided to manipulate different parts of a plant from the local environment.</li><li>• In groups, learners are guided to recite poems about parts of a plant.</li><li>• Learners with low vision are guided to picture read on parts of a plant from charts. Learners with blindness are guided to listen to picture description of parts of a plant.</li></ul>	<ol style="list-style-type: none"><li>1. Why do we have plants?</li><li>2. Why are different parts of a plant important?</li></ol>

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to take nature walk round the school garden.</li> <li>• In groups, learners are guided to discuss the uses of plants (<i>food, beautify and shade</i>).</li> <li>• Learners with low vision are guided to colour drawn pictures of parts of a plant, learners with blindness are guided to model parts of a plant.</li> <li>• Learners are guided to mount flowers on charts, learners with blindness are paired with their sighted peers.</li> <li>• Learners are guided to display mounted pictures of parts of a plant on the wall.</li> <li>• Learners with low vision are guided to sort and group flowers of different colours. Learners with blindness are given one on one demonstration on how to sort and group different types of flowers.</li> <li>• Learners with low vision are guided to paste pictures cut outs of parts of a plant. Learners with blindness are guided to model parts of the body and display them.</li> </ul>	
--	--	--	---	--

			<ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs on parts of plant.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch and listen to video clips on parts of plant. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips on parts of plant.</li> <li>• In groups, learners are guided to water the plants found in the immediate environment.</li> <li>• In groups, learners are guided to play appropriate games as they mention parts of plant.</li> </ul>	
<b>Core competencies to be developed:</b>				
Learning to learn: learner develops concepts of parts of a plant when exploring and manipulating parts of a plant.				
<b>Values:</b>				
Responsibility: as learner and cares for plants within the immediate environment by watering them.				
<b>Pertinent and Contemporary Issues:</b>				
Environmental education: learner enhances environmental awareness when taking a nature walk round the school garden.				
<b>Link to other learning area:</b>				
Concepts of plants such as parts of plants (leaf) relates to concepts of leaf printing in Creative Activities				
<b>Suggested Learning Resources</b>				
Charts on parts of a plant, picture cards, flash cards, braille cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manila papers, young uprooted plants, school environment and digital devices with assistive technology				

### Suggested Assessment Rubrics

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify families in the neighbourhood	Identifies families in the neighbourhood with in-depth details	Identifies families in the neighbourhood	Identifies families in the neighbourhood with minimal details	Identifies families in the neighbourhood without details
Ability to talk about the importance of families in the neighbourhood	Talks about the importance of families in the neighbourhood always	Talks about the importance of families in the neighbourhood	Talks about the importance of families in the neighbourhood sometimes	Talks about the importance of families in the neighbourhood rarely
Ability to name buildings and their uses in our neighbourhood	Names 7 buildings and their uses in our neighbourhood	Names 5 to 6 buildings and their uses in our neighbourhood	Names 3 to 4 buildings and their uses in our neighbourhood	Names 1 to 2 buildings and their uses in our neighbourhood
Ability to take care of plants in the environment	Takes care of plants in the environment always	Takes care of plants in the environment	Takes care of plants in the environment sometimes	Takes cares of plants in the environment rarely



<b>THEME 5: MY SCHOOL</b>				
<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>5.0 My School</b>	<b>5.1 People in My School</b> (10 lessons)	By the end of the Sub Strand the learner should be able to: a) name people working in the school for familiarisation, b) talk about work done by different people in the school, c) appreciate the people working in the school for harmonious living.	<ul style="list-style-type: none"> <li>• Learners are guided to mention people found at school (<i>teachers, security guard, driver, cook</i>),</li> <li>• In groups, learners are guided to walk round the school to identify people and the work they do.</li> <li>• Learners are guided to mention work done by people in school.</li> <li>• In groups, learners are guided to news tell about work done by people at school.</li> <li>• In groups, learners are guided to role play work done by people at school.</li> <li>• In groups, learners are guided to sing songs about work done by people in the school.</li> <li>• Learners with low vision are guided to draw and colour pictures of people in school while Learners with blindness are guided to model people in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have people in school?</li> <li>2. Why do people work in school?</li> </ol>
<b>Core competencies to be developed:</b> Communication and Collaboration: learner enhances listening skills as they talk about people found in school.				
<b>Values:</b> Responsibility : learner develops sense of responsibility as they role play work done by people found in school.				

<p><b>Pertinent and Contemporary Issues:</b> Social cohesion: learner enhances living together in harmony as they sing songs about work done by people in the school.</p>
<p><b>Link to other learning area:</b> Singing songs about work done by people in the school relates to the concept of singing in creative activities.</p>
<p><b>Suggested Learning Resources</b> Charts, flash cards, photos, working tools, huts, picture cards , braille cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manilla papers.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.2 Things Found in My School (10 lessons)	By the end of the Sub Strand the learner should be able to: a) name things found in my school for familiarisation, b) talk about uses of things found at school, c) recognise the things found at school. d) appreciate the things found at school.	<ul style="list-style-type: none"> <li>• Learners are guided to identify things found at school.</li> <li>• In groups, learners are guided to walk round the school identifying the things found at school. (<i>Learner with blindness is paired with a sighted peer</i>)</li> <li>• Learners are guided to mention the things found at school.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch audio-visual clips on things found in school, Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio-visual clips on things found in school.</li> <li>• Learners are guided to news tell about things found at school.</li> <li>• Learners are guided to tell the uses of things found at school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we care for things found in our school?</li> <li>2. How should we care for things found in our school?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners are guided to use things found in school properly.</li> <li>• In groups, learners are guided to sing songs about things found at school.</li> <li>• Learners with low vision are guided to draw and colour things found at school e.g <i>flag</i>. Learners with blindness are guided to model things found at school e.g flag (guide learners to tell the colours of the flag)</li> <li>• In groups, learners are guided to recite poems on things found at school.</li> <li>• Learners are guided to model things found at school.</li> <li>• Learners are guided to match and pair things found at school.</li> </ul>	
<p><b>Core competencies to be developed:</b> Digital literacy : as learner manipulates digital devices with assistive technology to watch audio-visual clips on things found in school</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism: learner develops sense of nationalism when colouring and talk about the colours of the National flag.</li> <li>• Responsibility: learners develop accountability when using things found in school properly.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Financial literacy: learner learns to use economic resources properly as they use things found in school.</p>				
<p><b>Link to other learning area:</b> National flag in school can be related to the concept of colours in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b> Charts, picture cards, flash cards, braille cards, glue, crayons, realia, coloured pencil, photos, school flag, items found in school, school environment.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	<b>5.3 Care for my school environment</b>  (10 lessons)	By the end of the Sub Strand the learner should be able to; <ol style="list-style-type: none"> <li>a) name items used to clean the school environment for healthy living,</li> <li>b) identify waste materials and items in the school environment that require disposal,</li> <li>c) dispose waste materials appropriately from the school environment,</li> <li>d) embrace living in a clean environment.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to mention items used to clean the school environment.</li> <li>• Learners are guided to touch and manipulate the items used to clean the school environment.</li> <li>• In groups, learners are guided to talk about the importance of living in a clean environment.</li> <li>• In groups, learners are guided to clean different areas in the school compound by picking litter.</li> <li>• Learners are guided to take a walk to litter disposal areas and shown how to dispose litter properly.</li> <li>• Learners with low vision are guided to draw materials used for cleaning the environment. Learners with blindness are guided to model materials used for cleaning the environment.</li> <li>• In groups, learners are guided to improvise cleaning materials (dust bin, sweeping brooms).</li> <li>• Learners are guided to clean</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do clean the school environment?</li> <li>2. How should we dispose of waste materials in our school?</li> </ol>

			<p>working areas after every activity.</p> <ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs on cleanliness as they collect litter.</li> <li>• In groups, learners are guided to recite poems while cleaning working areas.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Critical thinking and problem solving: learner explores problems by creating different possible solutions as they improvise cleaning materials.</p>				
<p><b>Values:</b>  Responsibility: learner fosters self-drive in cleaning working areas after every activity.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Personal hygiene: as learner picks litter and cleans up a working place to maintain a clean environment.</p>				
<p><b>Link to other learning areas:</b>  Care for the environment relates to the concept of caring for God’s creation in Religious Activities.</p>				
<p><b>Suggested Learning Resources</b>  Brooms, old carton boxes, litter, photos, coloured pencils, school environment.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.4 Safety in the School environment (10 lessons)	<p>By the end of the Sub Strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>• identify dangerous objects in the school environment,</li> <li>• talk about dangerous activities and places in school,</li> <li>• identify strangers in the school environment,</li> <li>• tell what to do when dealing with strangers for safety,</li> <li>• acknowledge the need for safety in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are guided to mention dangerous objects.</li> <li>• Learners with low vision are guided to draw and colour dangerous objects. Learners with blindness are guided to model dangerous objects.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips on dangerous activities done at school by learners. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips on dangerous activities done at school by learners.</li> <li>• Learners are guided to tell what to do when they meet strangers.</li> <li>• Learners are guided to handle different materials appropriately for safety.</li> <li>• Learners are guided to clean working areas after an activity.</li> <li>• Learners with low vision are</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you observe safety?</li> <li>2. How should we behave when we meet strangers?</li> </ol>

			<p>guided to manipulate digital devices with assistive technology to watch video clips showing dangerous places, objects and activities. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips showing dangerous places, objects and activities.</p> <ul style="list-style-type: none"> <li>• Learners are guided to properly use facilities in the school environment.</li> <li>• In groups, learners are guided to sing songs on identification of dangerous activities in the school environment.</li> <li>• In groups, learners are guided to recite poems related to safety.</li> <li>• In groups, learners are guided to dramatise dealing with strangers.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p>Digital literacy: learner manipulates digital devices to watch video clips showing dangerous places, objects and activities.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: as learner works harmoniously with other learners in groups.</li> <li>• Responsibility: learner develops discipline when cleaning working areas after an activity</li> </ul>				

<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Safety and security: learner enhances safety and security when able to identify strangers and knowing what to do when in contact with a stranger.</li> <li>• Disaster and risk reduction: learner identifies safe places and activities in the school.</li> </ul>
<p><b>Link to other learning area:</b> Safety issues can be reinforced when learners carry out stretches in Creative Activities.</p>
<p><b>Suggested Learning Resources</b> Video clips, audio clips, local environment, environmental natural and man-made structures, school environment.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.5 Weather conditions (10 lessons)	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) talk about different weather conditions,</li> <li>b) observe weather conditions in the immediate environment,</li> <li>c) appreciate different weather conditions in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to identify weather symbols on weather chart. Learners with blindness are guided to identify weather symbols from the verbal description given.</li> <li>• In groups, learners sing songs about weather conditions.</li> <li>• In groups, learners are guided to recite poems and rhymes about weather conditions.</li> <li>• Learners with low vision are guided to draw and colour different weather conditions. Learners with blindness are guided to model different weather conditions.</li> <li>• Learners with low vision are guided to paint different weather conditions. Learners with blindness are guided to</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we need rain?</li> <li>2. How can we tell different weather conditions?</li> </ol>



			<p>identify materials used for painting.</p> <ul style="list-style-type: none"> <li>• Learners are guided to paste weather cut out on a wall or a chart. Learners with blindness are paired with sighted peers as they paste the cut outs.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch video clips of different weather conditions. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips of different weather conditions.</li> </ul>	
<p><b>Core Competencies to be developed</b>  Communication and collaboration: learner develops speaking skills when talking about activities associated with different weather conditions.</p>				
<p><b>Values:</b>  Respect: as learner takes turns in talking about activities associated with different weather conditions</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Environmental education and climate change: as learner talks about different weather conditions.</p>				
<p><b>Link to other learning area:</b>  Singing songs on weather symbols relates to the concept of singing in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards , flash cards, braille cards, crayons, coloured pencil, photos, print weather charts, tactile weather charts.</p>				

### Suggested Assessment Rubrics

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name people working in the school	Names 4 people working in the school	Names 3 people working in the school	Names 2 people working in the school	Names 1 person working in the school
Ability to recognise the things found at school	Recognises 4 things found at school	Recognises 3 things found at school	Recognises 2 things found at school	Recognises 1 things found at school
Ability to identify waste materials and items that require disposal in the school environment	Identifies 4 waste materials and items that require disposal in the school environment	Identifies 3 waste materials and items that require disposal in the school environment	Identifies 2 waste materials and items that require disposal in the school environment	Identifies 1 waste materials and items that require disposal in the school environment
Ability to tell what to do when dealing with strangers	Tells what to do when dealing with strangers always	Tells what to do when dealing with strangers	Tells what to do when dealing with strangers sometimes	Tells what to do when dealing with strangers rarely
Ability to observe different weather conditions in the immediate environment	Observes 4 different weather conditions in the immediate environment	Observes 3 different weather conditions in the immediate environment	Observes 2 different weather conditions in the immediate environment	Observe 1 different weather conditions in the immediate environment

## **APPENDIX I: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION**

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

### **Steps in carrying out the integrated CSL activity**

#### **Preparation**

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

#### **Implementation of CSL Activity**

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

### **3) Reflection on the CSL Activity**

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

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

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

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

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

### **ASSESSMENT OF THE CSL ACTIVITY**

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

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

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

- Written Assessment

**Non formal Activities that support learning**

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