



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

**CREATIVE ACTIVITIES &
INDIGENOUS LANGUAGES**

GRADE 1, 2 & 3

First Published in 2021

Revised in 2024

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FOREWORD

The Government of Kenya (GoK) 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 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also 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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed 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. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

- 3. Promote individual development and self-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 AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral/Religious Instruction Programme	1
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

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

- a) use verbal and or non-verbal cues to convey information in varied contexts.
- b) demonstrate mastery of number concepts to solve problems in day to day life.
- c) use appropriate social skills, moral and religious values to positively impact the society.
- d) develop individual talents and interests for self-efficacy.
- e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) devise innovative strategies for environmental conservation and sustainability.
- g) apply digital literacy skills for learning and enjoyment.
- h) appreciate Kenya's rich and diverse cultural heritage for harmonious living.

CREATIVE ACTIVITIES

GRADE 1

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft, and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore, and experiment with different learning materials. The learner is allowed to explore, create, perform, and appreciate different forms of Creative Arts. This learning area is grounded in John Dewey's Social constructivism theory, which emphasises that learning should be experiential, participatory, and arise from learners' interests. The learning area provides avenues for the learner to explore their own and others' cultures, discover and interpret the world around them. In line with emerging trends in education, current and emerging technologies will be integrated into the learning process through activities such as recording, creating, communicating, enhancing concepts, and reinterpreting ideas. Overall, the learner will be equipped with the necessary foundational knowledge, skills, attitudes, and values to progress to Upper Primary. They will also develop their potential to contribute to social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) appreciate own and others Creative Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Creative Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities Creative Activities self and others,
- d) generate Creative Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Creative Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
Creating and Executing	1.1 Jumping	14
	1.2 Rhythm	14
	1.3 Drawing	14
	1.4 Stretching	14
	1.5 Painting and Colouring	14
	1.6 Melody	14
	1.7 Pattern Making	10
Performing and Displaying	2.1 Singing Games- Kenyan style	13
	2.2 Throwing and Catching	14
	2.3 Paper Craft	10
	2.4 Log Roll and T Balances	14
	2.5 Songs-Action songs	13
	2.5 Modelling	14
	2.6 Percussion Musical Instruments	10
3.0 Appreciation	3.1 Musical Sounds	14
	3.2 Water Safety Awareness	14
Total Number of Lessons		210

STRAND 1.0: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Executing	1.1 Jumping (14 lessons) <ul style="list-style-type: none"> ● <i>Jump for height and distance (forward, backward, right and left),</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify different ways of jumping for body agility, b) improvise objects to be used for jumping, c) jump in different ways for coordination, d) sing songs while jumping for fun, e) appreciate jumping for enjoyment while observing safety. 	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip or a demonstration on jumping activities, ● practise different ways of jumping with peers, ● identify and collect locally available materials for improvising objects to be used in jumping while observing safety, ● jump high for height and far in different directions, ● collaboratively sing songs while jumping high and far in different ways, ● talk about their own and others' performance in jumping activities. 	<ol style="list-style-type: none"> 1. Why are jumping activities important as a physical activity? 2. Which objects can be improvised for use in jumping activities?

Core Competencies to be developed:

- Creativity and Imagination: the learner improvises and creatively makes objects for jumping using locally available materials.
- Communication and Collaboration: the learner talks about different ways of jumping with peers,

Values:

- Responsibility: the learner observes safety precautions when collecting appropriate materials for making uprights.
- Unity: the learner cooperates with others while singing appropriate action songs as they jump high and far.

Pertinent and Contemporary Issues (PCIs):

- Safety: the learner observes safety while collecting appropriate materials for making uprights to be used in jumping.
- Self-awareness: the learner becomes aware of their ability to jumping high and far in different directions.

Link to other learning areas:

Mathematics Activities: the learner counts while jumping high and far.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.2 Rhythm (14 lessons) <ul style="list-style-type: none"> ● <i>Beat</i> ● <i>Body percussion: clapping, tapping, snapping,</i> ● <i>Body percussion accompaniment</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items that maintain a steady pulse for beat articulation, b) play a steady beat on a percussion instrument while singing, c) create a rhythmic accompaniment to a song using body percussion, d) appreciate the use of percussions in creating rhythm. 	The learner is guided to: <ul style="list-style-type: none"> ● identify and imitate objects that maintain a constant beat such as a ticking clock, ● collaboratively tap/clap the beat using body percussion; clapping/tapping/marching/stamping the foot while singing simple songs, ● watch live or recorded performances to identify body percussion accompaniments to songs, ● explore their body and use body percussions to accompany familiar topical songs, ● improvise body percussion accompaniments to songs, ● record performances using a digital device or present to peers for feedback. 	<ol style="list-style-type: none"> 1. Why is it important to maintain a steady in music? 2. How can body percussions be used to create a rhythm?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: the learner confidently accompanies songs using body percussion rhythmic accompaniment with peers. ● Learning to learn: the learner identifies and keenly taps/claps the beat of a song. 				

Values:

- Unity: the learner cooperates with others when performing rhythmic accompaniment using body percussions.
- Love: the learner provides constructive feedback to peers' performances.

Pertinent and Contemporary Issues (PCIs):

Environment conservation: the learner sings and accompanies topical songs on issues such as Environmental conservation.

Link to other learning areas:

- Environmental Activities: the learner internalises words of songs on Environmental issues.
- English Language activities: the learner communicates through words of songs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Executing	1.3 Drawing (14 lessons) <i>Lines; straight, wavy, zigzag and curved lines</i> <i>Direction; vertical, diagonal and horizontal,</i>	By the end of the Sub Strand the learner should be able to: a) identify lines for familiarity, b) draw lines in different directions, c) draw patterns using lines in different directions, d) appreciate drawing pictures for expression.	The learner is guided to: <ul style="list-style-type: none"> • observe actual and virtual pictures and identify lines, • collaboratively, recognise straight, wavy, curved and zigzag lines within the environment, • select appropriate materials for drawing such as coloured pencils, crayons, and charcoal among others, • draw various lines; straight, wavy, curved and zigzag, • draw the lines in different directions; vertical, diagonal and horizontal, • create a pattern by drawing lines in different directions, • draw simple pictures using lines for enjoyment, • show and speak clearly about own and others' drawing for feedback. 	What tools are used in drawing?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: the learner draws lines in different direction; vertical, diagonal and horizontal. • Communication and collaboration: the learner speaks clearly about own and others' drawing for feedback. 				

Values:

- Unity: the learner collaboratively, recognise straight, wavy, curved and zigzag lines within the environment
- Responsibility: the learner cares for resources as they source appropriate materials for drawing such as coloured pencils, crayons, charcoal

Pertinent and Contemporary Issues (PCIs):

Health promotion: the learner observes hygiene by properly washing hands after using found objects in the environment to draw.

Link to other learning areas:

- Mathematical Activities: the learner applies the line drawing skills acquired in Mathematics to draw various lines in the environment.
- Environmental Activities: the learner names various lines in their environment.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
1.0 Creating and Executing	1.4 Stretching (14 lessons) <ul style="list-style-type: none"> • <i>Stretching directions (sideways, forward, backwards, upwards),</i> • <i>Stretching positions (standing, sitting, kneeling and lying).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify body parts involved in stretching, b) perform stretching in different directions for flexibility, c) enjoy stretching in different directions for body fitness. 	The learner is guided to: <ul style="list-style-type: none"> • talk about body parts involved in stretching, • demonstrate stretching in different directions with peers, • practise stretching in different directions, • practise stretching in different positions, • collaboratively, play appropriate games involving stretching while observing safety, • sing action songs on body parts involved in stretching, • team up to use digital devices to record performances on stretching for future reference. 	Why is stretching important as a physical activity?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: the learner actively talks about parts of the body that are used in stretching. • Creativity and Imagination: the learner creatively stretches in directions and in positions. • Digital literacy: the learner uses digital devices to record performances on stretching. 				

Values:

- Responsibility: the learner observes safety of self and others during stretching activities.
- Love: the learner appreciates the ability of others stretching in different positions.

Pertinent and Contemporary Issues (PCIs):

Safety and security: the learner stretches to a reasonable limit to avoid injuries while in different positions.

Link to other learning areas:

Environmental Activities: the learner stretches to different directions of the compass point.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.5 Painting and Colouring (14 lessons) <ul style="list-style-type: none"> • <i>Materials (paper, fabrics, paints,crayon)</i> • <i>Tools (sponge palette, and brushes).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials and tools for painting and colouring, b) colour a picture to immitate the environment, c) paint shapes using a brush, d) paint using fingers on a surface, e) paint using a sponge on a surface, f) enjoy painting and colouring as a form of expression. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual and virtual environment to; identify materials and tools for painting and colouring, • apply colour within the pictures using dry media to represent colours of objects in the environment, • paint using a brush within the shapes of the picture on paper, • paint using fingers on a paper or fabric, • use sponge to paint within drawn forms on a paper or fabric, take note; clean hands after painting, • display the pictures and talk about them with your peers. 	Which tools can be used in painting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: the learner identifies materials and tools for painting and experiments with different techniques like using fingers and sponges. 				

- **Creativity and Imagination:** the learner colours pictures and experiments painting using fingers, brushes and sponge for enjoyment.
- **Self-efficacy:** the learner gains confidence as they engage in painting using different tools and display their pictures.

Values:

- **Unity:** the learner promotes a sense of unity as they engage in painting activities with peers, collaboratively shares ideas, and appreciate each other's artwork.
- **Responsibility:** the learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final artwork.

Pertinent and Contemporary Issues (PCIs):

- **Safety and hygiene:** as the learner clean their hands after painting using fingers, sponge and a brush on the paper or fabric.

Link to other learning areas:

Mathematics Activities: the learner applies the skill of counting to mix paint and paint using a brush within the shapes of the picture on paper.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.6 Melody (14 lessons) <ul style="list-style-type: none"> ● <i>Melodic sounds</i> ● <i>Echoing melodic patterns</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sounds as melodic or non-melodic for aural discrimination, b) aurally recognise like and unlike passages in short melodies, c) echo simple melodic patterns by singing or humming for aural skill development, d) enjoy replicating melodic passages for aural discrimination. 	The learner is guided to: <ul style="list-style-type: none"> ● collaboratively listen to a variety of sounds and identify them as melodic or non-melodic, ● listen to songs and aurally identify the passages as like or unlike, ● listen to age-appropriate live or recorded melodic patterns and imitate through singing or humming with pitch accuracy. ● comment on peers' imitation of melodies using polite language. 	Why are melodic sounds important?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: the learner gains confidence as they imitate a melody by singing or humming. ● Communication and collaboration: the learner keenly listens to a melody and clearly echoes it. 				
Values: <ul style="list-style-type: none"> ● Unity: the learner cooperates with others to listen and distinguish sounds as melodic and non-melodic. ● Social justice: the learner shares own opinion and gives peers a chance to express their opinion on sounds. 				
Pertinent and Contemporary Issues (PCIs): Self-esteem: the learner gains confidence while echoing melodies played.				
Link to other learning areas: <ul style="list-style-type: none"> ● English/Kiswahili language activities: the learner listens keenly and speaks clearly about the sounds they listen to. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Pattern Making (10 lessons) <ul style="list-style-type: none"> • <i>Numeral patterns</i> • <i>Letter patterns</i> 	By the end of the Sub Strand the learner should be able to; a) recognise patterns made using numeral and letters, b) create patterns using letters, c) make a pattern using numerals, d) enjoy making patterns for expression.	The learner is guided to: <ul style="list-style-type: none"> ● explore virtual and actual source to identify letter and numeral patterns, ● use letters to create a line pattern, ● use numerals to create a line pattern, ● take turns to show and talk about patterns created by self and others. 	How is a pattern made?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: the learner explores various numerals and letters to create line patterns. • Learning to Learn: the learner explores virtual and actual source to identify letter and numeral patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learner take turns to show and talk about patterns created by self and others. 				
<p>Pertinent and Contemporary Issues (PCIs): Cultural Heritage: the learner creates patterns inspired by cultural elements within their surrounding.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematical Activities: the learner applies mathematical concepts in pattern-making involves such as sequencing and repetition, providing a cross-disciplinary connection to mathematical activities. 				

SUGGESTED ASSESSMENT RUBRIC

INDICATOR \ LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create or execute: <ul style="list-style-type: none"> – a steady beat on a percussion instrument – rhythmic accompaniment to a song using body percussions – objects to be used for jumping, – jump in different ways, – songs while jumping for fun, – draw different lines – stretch in different directions – colour a picture – paint shapes – like and unlike passages in a melody – echo a simple melody – patterns using letters – patterns using numerals. 	Creates and executes the 13 skills of Creative Activities skilfully.	Creates and executes all the 13 skills of Creative Activities accurately.	Creates and executes 12 to 8 skills of Creative Activities.	Creates and executes 7 or less skills of Creative Activities.

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
2.0 Performing and Displaying	2.1 Singing Games-Kenyan Style (13 lessons) <ul style="list-style-type: none"> • <i>Props</i> • <i>Improvising props</i> • <i>Performance aspects; songs, game activities, pattern formations, the use of props, observance of safety and appropriate etiquette (behaviour).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify props used in the performance of a singing game from a Kenyan community, b) improvise a simple prop for use in performing a singing game, c) perform singing games drawn from local cultures in Kenyan for enjoyment, d) enjoy performing singing games from Kenyan local cultures. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded performances of singing games drawn from Kenyan local cultures and talk about them, • identify props used in a singing game performance by name, • collect relevant locally available materials and improvise a prop for use in singing games, performance observing safety, • take a role and perform age-appropriate singing games with peers focussing on performance aspects; singing, game activities, pattern formations, the use of props, observance of safety and appropriate etiquette (behaviour). 	<ol style="list-style-type: none"> 1. Why are singing games performed? 2. Why are props used in a singing game?

Core Competencies to be developed:

- Self-efficacy: the learner confidently makes a variety of body movements while performing singing games.
- Learning to learn: the learner learns to perform singing games from various Kenyan cultures.
- Citizenship: the learner takes pride in performing singing games drawn from diverse Kenyan communities.

Values:

- Responsibility: the learner takes up a role in the performance of a singing game from a Kenyan community.
- Unity: the learner works with others to perform a singing game from a Kenyan culture.

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene: the learner collects appropriate locally available materials for making simple paper costumes.
- Self-awareness and self-esteem: the learner makes a variety of movements that are appropriate while performing the singing game which boosts their morale.

Link to other learning areas:

Indigenous Language Activities: the learner sings varied songs in indigenous languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
2.0 Performing and Displaying	2.2 Throwing and Catching (14 lessons) <ul style="list-style-type: none"> ● <i>Materials for improvising a ball,</i> ● <i>Improvising a ball</i> ● <i>Throwing activities</i> ● <i>Catching activities</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials used to improvise a ball, b) improvise a ball from locally available materials, c) perform throwing and catching activities for skill acquisition, d) appreciate throwing and catching activities for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> ● collect locally available reusable materials to be used for making a ball while observing hygiene, ● make an appropriate ball using collected materials, ● practise throwing and catching activities using the ball with peers while observing safety, ● play simple games on throwing and catching a ball, ● talk about own and others effort while playing games involving throwing and catching. 	Which direction is easier to throw and catch the ball from during play?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: the learner confidently throws and catches the ball while playing with peers. ● Learning to learn: the learner keenly follows the steps of knotting when making a ball. 				
Values: <ul style="list-style-type: none"> ● Unity: the learner cooperates with others when throwing and catching a ball. ● Love: the learner shares materials while making a ball. 				
Pertinent and Contemporary Issues (PCIs): Environment Conservation: the learner uses reusable locally available materials to improvise a ball.				
Link to other learning areas: <ul style="list-style-type: none"> ● Environmental activities: the learner observes hygiene while using reusable locally available materials to improvise a ball. ● English activities: the learner communicates with peers while throwing and catching a ball. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Paper Craft (10 lessons) <ul style="list-style-type: none"> • <i>Paper: coloured or textured</i> • <i>Pleating technique</i> • <i>Folding technique</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify items made using paper craft, b) make paper items using the pleating technique, c) make paper items using the folding technique, d) play using the paper items for enjoyment. 	The learner is guided to; <ul style="list-style-type: none"> • observe virtual or actual pictures of items made out of paper, • collect varied recyclable papers for craft, • create paper toys using the pleating technique such as animals, fan among others, • use the folding technique to make toy items to imitate things in the environment, • narrate to peers about and/or play with the paper item. 	Which items can you make using paper?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner engages in showcasing, discussing, and playing with their own and others' paper craft creations. • Creativity and Imagination: the learner makes paper items that allows them to explore through transforming paper into playful items. • Learning to Learn: the learner acquires paper crafting skills and techniques. 				

Values:

- Love: the learner derives joy from making and playing with peers.
- Unity: the learner narrates to peers about and/ or play with the paper item.

Pertinent and Contemporary Issues (PCIs):

- Life skills: the learner develops self-awareness and self-esteem through narrating about their work to express their feelings, ideas and emotions.

Link to other learning areas:

- Mathematical Activities: the learner applies mathematical concepts in pleating and folding.
- Environmental Activities: the learner collect varied recyclable papers for craft in the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	2.4 Log Roll and T-Balance (14 lessons) <ul style="list-style-type: none"> ● <i>Log roll</i> ● <i>T-balance</i> ● <i>Make markers</i> 	By the end of the Sub Strand the learner should be able to: a) identify log roll and T-balance through practice, b) make markers for use during log rolls and T-balance performance c) perform a log roll for coordination, d) perform the T-balance for flexibility, e) appreciate performing the log roll and T-balance for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip or a demonstration of a log roll, ● watch a video clip or demonstration of a T-balance, ● collect and share reusable materials for making markers to be used during the log roll and T-balance performance with peers, ● work collaboratively to make markers and mark the open space using improvised markers, ● perform the log roll in different directions while observing safety, ● perform the T-balance in different with peers while observing safety, ● sing action songs while performing log roll and T-balance, ● talk about own and others performance of the log roll and T - balance. 	Why should there be good spacing while performing the log roll and T-balance?

Core Competencies to be developed:

- Creativity and imagination: the learner identifies simple reusable materials, and makes markers.
- Communication and Collaboration: the learner talks about others performance of the log roll and T-balance,

Values:

- Love: the learner shares simple reusable materials with peers.
- Respect: the learner portrays positive regard for self and others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: the learner observes safety when collecting materials to be used in making markers.
- Environmental conservation: the learner collects reusable materials.

Link to other learning areas:

- Environmental activities: the learner observes hygiene while collecting and sharing simple reusable materials.
- Religious Activities: the learner applies values while positively talking about others' performance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Songs (13 lessons) <ul style="list-style-type: none"> ● <i>Action songs,</i> ● <i>Message of action songs</i> ● <i>Performance techniques; - accuracy of tune and rhythm,</i> <ul style="list-style-type: none"> - <i>clarity of words,</i> - <i>actions, gestures</i> - <i>facial expressions.</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe the message in an action song, b) sing action songs in unison applying performance techniques, c) enjoy singing action songs for self-expression. 	The learner is guided to: <ul style="list-style-type: none"> ● watch live or recorded performances of age-appropriate action songs and imitate the performances, ● collaboratively listen to or perform action songs based on pertinent issues and talk about the message in the action songs, ● sing action songs in unison focusing on performance techniques; ● respectfully talk about peers' performances for improvement. 	Why do we sing with actions?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: the learner exhibits teamwork as they discuss with peers the message of action songs. ● Creativity and imagination: the learner utilises appropriate actions in the performance of an action song. 				
Values: <ul style="list-style-type: none"> ● Respect: the learner critiques peers' performances of action songs using polite language. ● Unity: the learner collaborates with peers to talk about and perform action songs. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Self-esteem: the learner gains confidence through performance of an action song individually. ● Health Education: the learner discusses and performs action songs on health-related issues. 				
Link to other learning areas: English/Kiswahili Language activities: the learner utilises listening and speaking skills to discuss the messages of action songs.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Modelling (14 lessons) <ul style="list-style-type: none"> • <i>Pinch Method</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items modelled using the pinch method, b) identify materials and tools used in modelling, c) model items using the pinch method, d) enjoy modelling items using the pinch method. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual items modelled using the pinch method, • collect materials and tools for use in the pinch method modelling. • model simple objects using the pinch method, • showcase, talk about own and others' work. 	<ol style="list-style-type: none"> 1. What items in the Inquiry Corner, are modelled using the pinch method? 2. What materials and tools are used for modelling? 3. What items would you like to model?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem-Solving: the learner identifies materials and tools for modelling through observation of actual or virtual items, showcasing critical thinking skills in selecting appropriate resources for the pinch method. • Creativity and Imagination: the learner utilises the pinch method, to model simple objects, demonstrating creativity and imagination in transforming materials into unique and expressive creations. • Learning to Learn: the learner collects materials and tools for pinch method modelling, they develop skills in adaptability and continuous improvement, embodying the concept of learning to learn in the artistic process. • Self-Efficacy: the learner builds confidence as they actively participate in modelling using the pinch method. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: the learner to expresses emotions and ideas, as they showcase, talk about own and others' work. • Unity: the learner engages in discussions about modelled items and share ideas as they appreciate each other's artistic creations. 				

- Responsibility: the learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final modelled items.
- Patriotism: the learner explores themes related to the local culture through modelling to foster a sense of patriotism and pride in national identity.

Pertinent and Contemporary Issues (PCIs):

- Cultural Expression: the learner models items that can be linked to cultural expressions, local traditions and heritage.
- Sustainability: the learner considers environmentally friendly materials for modelling that addresses contemporary concerns about sustainability, promoting responsible artistic practises.

Link to other learning areas:

- Environmental Activities: the learner models and creates objects that represent elements of the environment while improvising and using found materials.
- Mathematical Activities: the learner applies the process of modelling involves measurement and proportion, integrating mathematical concepts into artistic activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.7 Percussion Musical Instruments</p> <p>(10 lessons)</p> <ul style="list-style-type: none"> ● <i>Percussion musical instruments: Shakers, jingles and drums.</i> ● <i>Improvising a shaker</i> ● <i>Methods of playing a shaker-shaking, hitting and scrapping</i> 	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify percussion musical instruments from diverse indigenous Kenyan communities, b) improvise a percussion musical instrument using locally available materials, c) play a percussion musical instrument for enjoyment, d) appreciate percussion musical instruments from diverse Kenyan cultural communities. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● search for percussion instruments from print and electronic media and identify them by name, ● responsibly collect appropriate available materials and improvise a shaker or jingle, ● display and positively talk about percussion instruments improvised by peers and self and store them for future use, ● visit actual or virtual sites to watch or observe how percussion instruments are played, ● practice the methods of playing shakers, jingles and drums, ● play a percussion musical instrument to accompany singing. 	<ol style="list-style-type: none"> 1. Why are percussion musical instruments played? 2. How can percussion instruments be improvised?

Core Competencies to be developed:

- Communication and Collaboration: the learner exhibits teamwork as they play drums, jingles and shakers to accompany singing in a group.
- Creativity and imagination: the learner undertakes tasks that require skills to improvise shakers and jingles using locally available materials.
- Digital literacy: the learner searches for and identifies percussion instruments from digital sites.
- Citizenship: the learner interacts with real or virtual percussion instruments drawn from different Kenyan communities.

Values:

- Responsibility: the learner clears the working areas after improvising shakers and jingles using locally available materials and stores them.
- Unity: the learner works harmoniously with peers while naming and improvising percussion instruments..

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: the learner responsibly uses locally available materials to improvise percussion instruments.
- Patriotism: the learner identifies, improvises and plays instruments from Kenyan communities for cultural expression.

Link to other learning areas:

Indigenous language activities: the learner identifies percussion musical instruments from different Kenyan communities by their indigenous names.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to perform and/or display</p> <ul style="list-style-type: none"> - singing game African style, - use props - throwing and catching activities - make paper items using pleating - make paper items using folding techniques - log roll - an action song - T- balance - percussion musical instrument - model items using the pinch method 	<p>Performs and/or displays the 11 items of Creative activities skillfully and/or creatively.</p>	<p>Performs and/or displays the 11 items of Creative activities</p>	<p>Performs and/or displays the 10-6 items in Creative Activities.</p>	<p>Performs and/or displays 5 or less items of Creative Activities.</p>

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Musical Sounds (14 lessons) <i>Exploring sound</i> <ul style="list-style-type: none"> ● <i>Sources of sound- Birds, animals, humans and objects</i> ● <i>Elements of music:</i> <ul style="list-style-type: none"> – <i>Volume-Loud or soft sound,</i> – <i>Speed-Fast/slow sound</i> – <i>Pitch-High or low sound,</i> ● <i>Mood of song</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify sounds in the local environment for aural discrimination, b) describe the elements of music as used in a song, c) respond to sounds in the environment for self-expression, d) describe the mood of songs for emotional expression, e) enjoy listening to and talking about music. 	The learner is guided to: <ul style="list-style-type: none"> ● keenly listen to sounds (birds, humans, animals, objects) within the school environment and identify their sources, ● identify high and low sounds from the environment, ● collaboratively listen to live/recorded music and describe its volume, speed and pitch, using appropriate terminology such as; loud/soft, fast/slow and high/ low, ● listen to and respond imaginatively to sounds in the environment through; movement, imitation or talking about it, ● talk about the mood of selected pieces of short music either as happy or sad. 	1 Why is it important to listen to music? 2. How does listening to music make you feel?

Core Competencies to be developed:

- Communication and Collaboration: the learner listens keenly to songs and clearly talks about it using appropriate terminology.
- Creativity and Imagination: the learner responds to music imaginatively.

Values:

- Unity: the learner works with peers to discuss music listened to.
- Respect: the learner appreciates peers' imitations of the identified sounds of birds, animals and objects.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: the learner observes their own and others' safety as they walk around the school environment identifying various sounds of birds, animals and objects.

Link to other learning areas:

- English, Kiswahili and Indigenous Languages Activities: the learner uses language skills learnt to express self when imitating the identified sounds of birds, animals and objects.
- Environmental Activities: the learner applies knowledge gained in Environmental Activities to role play, imitate and identify sounds of various birds, animals and objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Appreciation	3.2 Water safety awareness (14 lessons) <ul style="list-style-type: none"> ● <i>Water dangers (drowning, injuries and death)</i> ● <i>Montage</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise different water points around the home environment, b) identify water dangers arising from water points at home, c) make a montage of water points around the home environment, d) narrate ways of applying safety around water points at home, e) appreciate water safety at home for life skills, 	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures of different water points at home and share with peers, ● talk about water points at home, ● talk about the dangers of water points at home with peers, ● collect pictures of familiar water points from magazines, newspapers among others, ● sort and cut out the pictures, ● stick using glue side by side the pictures on a stiff paper to make a simple montage, ● perform a singing game about the dangers of water, ● show the montage work and talk about ways to be safe around water points at homes, ● observe safety measures around water points at home by exercising self-discipline. 	<ol style="list-style-type: none"> 1. How can water points at home be dangerous? 2. What materials are used to make a montage?

Core Competencies to be developed:

- Communication and collaboration: the learner talks about the dangers of water points at home with peers.
- Learning to learn: the learner learns to observe safety measures around different water points at home.

Values:

- Responsibility: the learner observes safety precautions around water points at home.
- Integrity: the learner exercises self-discipline around water points at home.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: the learner practises self-discipline around water points at home to avoid injuries
- Safety: the learner develops water safety awareness by practising safety measures around water points at home

Link to other learning areas:

- Environmental Activities: the learner practises water safety awareness within at home.
- Religious Activities: the learner applies values of self-discipline around water points at home.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to appreciate and/ or analyse: - sources of sounds - elements of music (volume, speed, pitch) -mood of music -water dangers -safety around water points -water points around home	Appreciates and/or analyses the 6 Creative activities items in detail.	Appreciates and/or analyses the 6 Creative activities items.	Appreciates and/or analyses the 5-3 items in Creative activities.	Appreciates and/or analyses the 3 or less Creative activities items.

LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<p>1.0 Creating and Executing</p>	<p>1.1 Jumping</p>	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Group makers ● Resource persons ● Audio /visual recordings of music and jumping skills ● Flashcards ● Digital devices ● Musical instruments ● Pictures ● Relevant attire ● Reference books ● Relevant virtual sites 	<ul style="list-style-type: none"> ● Creative Arts Competitions -Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school ● Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes ● Live Performances and Exhibitions- Attend live performances and exhibitions for appreciation ● Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts ● Concerts – Participating in and attending music concerts within the school and its environs. ● Project work – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality.
	<p>1.2 Musical Sounds</p>	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Digital devices ● Musical instruments ● Pictures of birds, animals and objects ● Reference books ● Audio /visual recordings of musical sounds ● Relevant virtual sites ● Flashcards 	

	1.3 Drawing	<ul style="list-style-type: none"> ● Practical tests ● Fieldwork reports ● Oral tests ● Peer Assessment 	<ul style="list-style-type: none"> ● Digital devices ● Resource persons ● Relevant virtual sites ● Flashcards 	<ul style="list-style-type: none"> ● Creative Arts clubs -participating in Sports, Music and Arts club activities within the school ● Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. ● School assembly activities – performing, watching, or listening to performances during school assemblies. ● School events: performing during events such as parents, prize giving, and careers and sports day, among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. ● Performing troupes or ensembles- Performance in all Creative Arts disciplines.
	1.4 Stretching	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Flashcards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Audio /visual recordings of music and stretching skills ● Relevant virtual sites ● Relevant attire 	
	1.5 Painting and Colouring	<ul style="list-style-type: none"> ● Practical tests ● Peer assessment ● Oral test ● Aural tests ● Written tests 	<ul style="list-style-type: none"> ● Digital devices ● Resource persons ● Relevant virtual sites ● Flashcards 	
	1.6 Pattern Making	<ul style="list-style-type: none"> ● Oral test ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Resource persons ● Relevant virtual sites ● Flashcards ● Digital devices 	

	1.7 Rhythm	<ul style="list-style-type: none"> ● Oral test ● Aural tests ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Percussion instruments ● Flashcards ● Audio or visual recordings of songs, ● Songbook, ● Digital devices ● Musical instruments ● Reference books ● Relevant virtual sites 	
Performing and Display	2.1 Singing Games - Africa Style	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flashcards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Audio or visual recordings of African style singing games ● Relevant virtual sites ● Relevant African props and costumes ● Open space ● Resource persons 	
	2.2 Throwing and Catching	<ul style="list-style-type: none"> ● Practical demonstration ● Participatory assessment ● Oral presentations ● Self-assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Group makers ● Resource persons 	

			<ul style="list-style-type: none"> ● Visual recordings of throwing and Catching skills ● Improvised balls ● Reusable locally available material for making an improvised ball ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Relevant virtual sites 	
	2.3 Paper Craft	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Resource person ● Flashcards ● Digital devices ● Pictures ● Reference books 	
	2.4 Log Roll and T Balances	<ul style="list-style-type: none"> ● Demonstrations ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flashcards ● Digital devices ● Pictures ● Reference books ● Landing mats ● visual recordings of gymnastic performance ● Relevant virtual sites 	

	2.5 Songs	<ul style="list-style-type: none"> ● Oral tests ● Aural tests ● Observation schedule 	<ul style="list-style-type: none"> ● Pitching instrument ● Flashcards ● Audio-visual recordings of age-appropriate action songs 	
	2.6 Modelling	<ul style="list-style-type: none"> ● Oral tests ● Peer assessment ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Reusable locally available material ● Resource persons 	
	2.7 Percussion Musical Instruments	<ul style="list-style-type: none"> ● Oral presentations ● Written tests ● Peer assessment ● Practical tests ● Participatory assessment 	<ul style="list-style-type: none"> ● Open space ● Reusable locally available material for making improvised shakers and jingles ● Resource persons ● Visual recordings of musical instrument(shakers and jingles) ● Flashcards ● Digital devices ● Musical instruments ● Pictures ● Reference books 	

3.0 Appreciation	3.1 Musical Sounds	<ul style="list-style-type: none"> ● Oral tests ● Aural tests ● Written tests ● Peer assessment 	<ul style="list-style-type: none"> ● Flashcards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Audio /visual recordings of sounds ● Relevant virtual sites 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> ● Oral presentations ● Peer assessment ● Practical tests ● Field work reports ● Participatory assessment 	<ul style="list-style-type: none"> ● Resource persons ● Digital devices ● Pictures of water points ● Reference books ● Audio /visual recordings of music ● Relevant virtual sites 	

CREATIVE ACTIVITIES

GRADE 2

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft, and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore, and experiment with different learning materials. The learner is allowed to explore, create, perform, and appreciate different forms of Creative Arts. This learning area is grounded in John Dewey's Social constructivism theory, which emphasises that learning should be experiential, participatory, and arise from learners' interests. The learning area provides avenues for the learner to explore their own and others' cultures, discover and interpret the world around them. In line with emerging trends in education, current and emerging technologies will be integrated into the learning process through activities such as recording, creating, communicating, enhancing concepts, and reinterpreting ideas. Overall, the learner will be equipped with the necessary foundational knowledge, skills, attitudes, and values to progress to Upper Primary. They will also develop their potential to contribute to social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) appreciate own and others Creative Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Creative Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities Creative Activities self and others,
- d) generate Creative Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Creative Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	
CREATING AND EXECUTING	1.1 Hopping	18
	1.2 Drawing and Painting	18
	1.3. Rhythm and Pattern Making	18
	1.4 Turning	14
	1.5 Mosaic	14
	1.6 Melody	14
Performing and Displaying	2.1 Singing Games- Western Style	18
	2.2 Kicking	14
	2.3 Plaited Ornaments	10
	2.4 Egg Roll and Swan Balance	14
	2.5 Wind Musical Instruments	10
	2.6 Modelling	10
	2.7 Songs	14
3.0 Appreciation	3.1 Singing Games - Western Style	12
	3.2 Water Safety Awareness	12
Total number of lessons		210

STRAND 1: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.1 Hopping (18 lessons) <ul style="list-style-type: none"> • <i>Directions (forward, backward, to the right, to the left)</i> • <i>Patterns (straight, curved, circular and zigzag)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of hopping for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for coordination, d) appreciate hopping in different directions for fitness. 	The learner is guided to: <ul style="list-style-type: none"> • hop and talk about different directions of hopping for fitness, • demonstrate hopping in different directions and forming patterns with peers, • practise hopping in different directions and forming patterns, • play simple games using the hop skill while singing action songs. 	Why is hopping activity important as a physical activity?

Core Competencies to be developed:

- Critical thinking and Problem solving: the learner determines the suitable pattern to hop.
- Communication and Collaboration: the learner works with peers to demonstrate and practise hopping.

Values:

- Love: the learner selflessly shares opinions and space while hopping with peers.
- Unity: the learner cooperates with others as they play games involving hopping.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: the learner confidently appreciates ability in hopping skills.

Link to other learning areas:

English Language activities: the learner clearly communicates with others as they hop in different directions for fitness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 CREATING AND EXECUTING	1.2 Drawing and Painting (18 lessons) <ul style="list-style-type: none"> • <i>Texture</i> • <i>Regular shape</i> • <i>Colour mixing</i> • <i>Painting</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify texture on surfaces, b) create texture on paper by rubbing on surfaces, c) apply texture on drawn shapes, d) paint regular shapes using a brush, e) enjoy drawing and painting for creativity. 	The learner is guided to: <ul style="list-style-type: none"> • observe virtual pictures or explore objects in the environment to identify rough and smooth texture, • responsibly, explore the environment to simulate different texture on objects by rubbing, • draw natural forms found in the environment, • apply appropriate texture (rough or smooth) on drawn shapes (explore different drawing tools) • mix colour using bloating techniques, • use one colour to paint within the outline of regular shapes/forms, • show the drawing and painting work to peers and talk about them 	<ol style="list-style-type: none"> 1. How did you create texture in your drawing? 2. Which materials can you paint on ?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: the learner explore different surfaces to apply appropriate texture (rough or smooth) on drawn shapes. • Digital literacy: the learner uses digital devices to observe virtual pictures. 				
Values: <ul style="list-style-type: none"> • Respect: the learner shows the drawing and painting work to peers and talk about them. • Responsibility: the learner responsibly explores the environment to simulate different texture on objects by rubbing,. 				

Pertinent and Contemporary Issues (PCIs):

- Safety and Security: the learner demonstrates safety and security awareness as they take a walk around the school environment to explore rough and smooth texture.

Link to other learning areas:

- English and Kiswahili Language Activities: the learner communicates thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages.
- Environmental Activities: the learner identifies textures in the environment during art lessons, connecting artistic expression to observations in the natural world.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.3 Rhythm and Pattern Making (18 Lessons) <ul style="list-style-type: none"> • <i>Ways of creating rhythm:</i> <ul style="list-style-type: none"> - <i>Reciting</i> - <i>Clapping</i> - <i>Humming</i> • <i>Simple words rhythmic patterns,</i> • <i>Shape patterns</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different ways of creating rhythms in music, b) imitate repetitive rhythmic sounds for rhythm awareness, c) recite/clap rhythmic patterns of simple words to develop a sense of rhythm, d) create rhythmic patterns based on simple words, e) create simple shape patterns by printing, f) appreciate rhythmic improvisation as a way of developing rhythm skills. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch live or recorded performances of various ways of creating rhythms and talk about them, • identify and imitate repetitive rhythmic sounds produced by objects and animals in the environment, such as; sirens, chicken, dove, donkey and clock ticking, maintaining a steady beat, • imitate virtual/real games on performances of simple rhythmic patterns by clapping, tapping or humming, • recite and clap the natural speech rhythm of simple word patterns such as; coffee tea soda; cat cat, kitten kitten, cat; dog chicken dog elephant, • collaboratively create rhythmic patterns using a combination of simple words, 	<p>How can rhythmic patterns be made?</p>

			<ul style="list-style-type: none"> • clap/tap/recite own created rhythmic patterns to peers for feedback. • draw regular shapes to create patterns and colour them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: the learner speaks clearly as they talk about live or recorded performances of various ways of creating rhythms. • Creativity and Imagination: the learner makes a rhythmic pattern by combining different words. • Learning to Learn: the learner applies the knowledge acquired in the previous grades to maintain a steady beat while performing rhythmic patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference. • Unity: the learner displays team spirit as they work in to create rhythmic patterns. 				
<p>Pertinent and Contemporary Issues:</p> <p>Cyber Security: the learner observes security measures as they search for appropriate rhythmic games for performance from the virtual sources.</p>				
<p>Link to other learning areas:</p> <p>Mathematical Activities: the learner applies counting skills learnt to maintain the beat in simple songs.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.4 Turning (14 lessons) <ul style="list-style-type: none"> • <i>Body turning in different directions (left, right, half, full and combination)</i> 	By the end of the Sub Strand, the learner should be able to: a) identify the different directions of turning body in movement, b) perform turning body in different directions for coordination, c) appreciate turning activities as a basic skill for body movement during play.	The learner is guided to: <ul style="list-style-type: none"> • talk about various directions a body can face while turning through demonstration, • practise turning body in different directions, • sing action songs and make patterns while turning in different directions, • play games while practising turning activities in different directions for enjoyment, • talk about own and others ability to turn body in the activities. 	Why is turning an important skill for a player during a game?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: the learner creatively performs turning body in different directions. • Communication and Collaboration: the learner talks about various directions of turning while demonstrating. 				
Values: <ul style="list-style-type: none"> • Respect: the learner appreciates diverse opinions while discussing various directions the body turns. • Unity: the learner cooperates with others as they work in groups to perform turning in different directions. 				
Pertinent and Contemporary issues: Self-awareness and self-esteem: the learner displays confidence as they turn in different directions.				
Link to other learning areas: Mathematical Activities: the learner learns directions and patterns.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.5 Mosaic (14 lesson) <ul style="list-style-type: none"> • <i>Cutting tools</i> • <i>Pasting material</i> • <i>Mosaic</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a mosaic picture, b) identify materials and tools used in making a mosaic, c) make a mosaic for self-expression, d) appreciate mosaic for aesthetic awareness, 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual images of simple mosaics to; identify a mosaic, materials and tools, • collect materials and tools that can be used in mosaic, • safely, cut coloured papers into small pieces, • paste the coloured paper within a drawn shape/form (contrast the background and the paper), • show and talk about own and others' mosaic work. 	<ol style="list-style-type: none"> 1. What do you use to paste papers in mosaic? 2. How do we make mosaic?

Core Competencies to be developed:

- Creativity and Imagination: the learner express themselves through mosaic picture making.
- Self-efficacy: the learner expresses themselves about their artwork during display sessions.
- Digital Literacy: the learner explores digital devices to observe virtual images of simple mosaics.

Values:

- Responsibility: the learner acquires the value of responsibility, respect and sharing during group work.
- Patriotism: in reusing recycling waste materials from the environment, the learners demonstrate value of patriotism

Pertinent and Contemporary Issues:

- Life skills: the learner develops self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.
- Safety: the learner safely cut coloured papers into small pieces.

Link to other learning areas:

- Environmental Activities: the learner uses locally available materials to make a mosaic.
- English Language activities: the word Mosaic is added to the list of new vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.6 Melody (18 lessons) <ul style="list-style-type: none"> • <i>Melodic variation: similar and different tunes</i> • <i>Text improvisation</i> • <i>Basic shapes- circle triangle or square</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify melodic variations in simple tunes for aural discrimination, b) use basic shapes to represent melodic variations in a simple song, c) improvise new words to existing tunes for self-expression, d) enjoy improvising text to familiar tunes. e) value melodic variation in creating a melody. 	The learner is guided to: <ul style="list-style-type: none"> • listen to simple familiar songs with similar (repeated) and varied melodic phrases and sing along or hum the tune, • collaboratively listen to a familiar song and identify similar/repeated tunes or varied tunes by singing, • use basic shapes (circle, triangle or square) to identify similar tunes and those that are different in a short song, • listen to simple familiar songs and sing along, • select and fit appropriate text to an existing tune, • perform the song with the new words before peers for feedback, 	How can melodies be made interesting?

Core Competencies to be developed:

- **Communication and Collaboration:** the learner keenly listens to simple familiar tunes availed to them and sings along.
- **Creativity and Imagination:** the learner creates new text to existing tunes.
- **Critical thinking and Problem solving:** the learner uses basic shapes to identify tunes which are similar and different in a song.
- **Learning to Learn:** the learner applies knowledge and skills acquired in lower grades to sing simple songs and create new text.

Values:

- **Respect:** the learner performs before peers and accepts feedback,
- **Unity:** the learner in groups listens to simple songs and identifies repeated and varied tunes.

Pertinent and Contemporary Issues:

Peace Education: the learner sings familiar songs on various PCIs such as those that convey peace messages.

Link to other learning areas:

English Language Activities: the learner sings simple familiar songs in different languages to identify similar and varied tunes.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create and execute: <ul style="list-style-type: none"> - skill of hopping - draw and paint (texture) - create rhythmic patterns - turn in different directions - create a mosaic - new words to existing tune 	Creates and executes the 6 skills in Creative Activities skilfully.	Creates and executes the 6 skills in Creative Activities accurately	Creates and executes 5- 4 skills in Creative Activities.	Creates and executes 3-2 skills in Creative Activities.

STRAND 2: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	2.1 Singing Games- Western Style (18 lessons) <ul style="list-style-type: none"> • <i>Singing games in Western style</i> • <i>Aspects of a singing game; songs, game activities, costumes, props, formations, body movements and safety (Good posture, breath support, and correct physical technique)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify singing games in Western style, b) sing appropriate game songs in Western style, c) use props in performing a singing game in Western style, d) perform singing games in Western style observing performance aspects, e) enjoy performing singing games in Western style. 	The learner is guided to: <ul style="list-style-type: none"> • watch a live or recorded performance of singing games and identify singing games in Western style, • imitate the songs and body movements used in the Western singing games, • talk about how to keep safe when performing singing games, • take a role to perform appropriate singing games in Western style, combining aspects of a singing game; <ul style="list-style-type: none"> - songs - game activities - variety of body movements, - formations, - costumes and props, - safety. 	1. Why is it important to perform singing games from other cultures?

Core Competencies to be developed:

- Creativity and imagination: the learner creatively makes patterns while performing the singing games.
- Self-efficacy: the learner confidently makes a variety of body movements appropriate in performing the singing game.
- Learning to learn: the learner applies knowledge and skills acquired in pattern formation to perform a variety of singing games in Western style.

Values:

- Responsibility: the learner takes different roles while performing the singing game.
- Love: the learner shares and uses appropriate, varied props and costumes in performing the singing game.
- Unity: the learner works with others in groups as they perform singing games.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness and self-esteem: the learner makes a variety of body movements while performing the singing game making different line formations.
- Ethnic and racial relations: the learner talks about and imitates singing games in Western style in groups.

Link to other learning areas:

English Language Activities: the learner uses English Language to sing the Western style singing games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	2.2 Kicking (14 lessons) <ul style="list-style-type: none"> <i>Kicking directions: forward, backwards, left and right.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify parts of the leg used when kicking a ball, perform kicking a ball in different directions for skill acquisition, appreciate kicking the ball in different directions as a fundamental skill in games. 	The learner is guided to: <ul style="list-style-type: none"> talk about different parts of the leg that can be used to kick the ball, improvise a soft ball for kicking using reusable materials, demonstrate kicking the ball in different directions practise kicking a ball in different directions with peers, observe safety while playing simple games using kicking balls, collaboratively, practise kicking balls in different directions and give feedback. 	How can the ball be kicked using different parts of the leg?
Core Competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving: the learner applies creative skills while kicking a ball in different directions. Communication and collaboration: the learner works with others while kicking the ball in different directions and plays simple games. 				

Values:

- Peace: the learner follows the guidance in kicking a ball in different directions without hurting others.
- love: the learner portrays caring for others during practise in kicking activities.

Pertinent and Contemporary Issues (PCIs):

Parental Engagement and Empowerment: the learner receives support from their parent/guardian at home to improvise a ball and practises kicking.

Link to other learning areas:

English Language activities: the learner effectively communicates with others during group activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Plaited Ornament (single-stranded) (10 lessons) <ul style="list-style-type: none"> • <i>Materials (treads, reused polythene, banana fibre, sisal among others)</i> • <i>Plaiting</i> • <i>Ornament making</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different materials for plaiting a bracelet, b) make a single strand bracelet using the plaiting technique, c) value plaiting technique and ornament making, 	The learner is guided to: <ul style="list-style-type: none"> • identify plaited bracelets from actual or virtual sources for inspiration, • collect recyclable materials for making plaited bracelets, • prepare the material for plaiting, • practice plaiting using three strands focusing on colour variation, • use the strand to make a bracelet and attach any locally available beads for hooking, • showcase to peers plaited bracelets and talk about own and others' work. 	<ol style="list-style-type: none"> 1. What materials can be used in plaiting strands? 2. What beads would you attach to a bracelet?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: the learner identifies various materials and tools suitable for making plaited bracelets. • Creativity and Imagination: the learner uses recyclable materials to make a plaited bracelet. • Learning to Learn: the learner acquires new skills in plaiting and beading, demonstrating the ability to adapt and learn continuously in the creative process of making plaited bracelets. 				
Values: <ul style="list-style-type: none"> • Responsibility: the learner takes responsibility while collecting recyclable materials for making plaited bracelets. • Patriotism: learners exploring locally available materials and using them to make a plaited bracelet. 				

Pertinent and Contemporary Issues (PCIs):

- Economic Empowerment: learner understand the economic value of handmade plaited bracelets.

Link to other learning areas:

- Environmental Activities: the learner explores sustainable practises by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- Mathematical Activities: the learner understands the concept of plaiting three strands.
- English Language Activities: the learner's act of displaying, talking about, and appreciating plaited bracelet work provides opportunities for language development and expression within the context of language arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Egg Roll and Swan Balance (14 lessons) <ul style="list-style-type: none"> • <i>Improvising markers</i> • <i>Egg roll</i> • <i>Swan Balance</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions the body moves when performing an egg roll in gymnastics, b) identify body parts used to perform a swan balance in gymnastics, c) improvise markers for use during performance of the egg roll and swan balance, d) perform the egg roll and swan balance in gymnastics for skill acquisition, e) appreciate performing the egg roll and swan balance for fun. 	The learner is guided to: <ul style="list-style-type: none"> • talk about different directions the body moves during an egg roll, • demonstrate the egg roll, • talk about body parts used to perform swan balance, • demonstrate the swan balance, • identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials, • mark the field using the improvised marker, • practise the egg roll, • practise the swan balance, • sing action songs while performing the egg roll and swan balance, • play games using the egg roll and swan balance for enjoyment. 	<ol style="list-style-type: none"> 1. Which body parts are used in performing egg rolls 2. Why is it necessary to mark performing areas when performing swan balances?

Core Competencies:

- Creativity and Imagination: the learner improvises markers to use during practise of the egg roll and swan balance.
- Communication and Collaboration: the learner talks about different directions the body moves when performing egg roll and Swan balance.

Values:

- Love: the learner shares materials with peers while making the markers.
- Respect: the learner portrays positive regard for self and others as they work in groups during the practise of egg roll and Swan balance

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: the learner observes safety during the performance of egg roll and swan balance.
- Environmental conservation: the learner collects reusable materials to be used in improvising markers.

Link to other learning areas:

Environmental activities: the learner observes hygiene while collecting and sharing simple reusable materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.5 Wind Musical Instruments (18 lessons)</p> <ul style="list-style-type: none"> • <i>Flutes</i> <ul style="list-style-type: none"> - <i>Improvising a flute</i> - <i>Playing skills-holding, blowing</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify wind musical instruments from indigenous Kenyan communities, b) improvise a wind instrument using locally available materials, c) produce sound on an improvised musical wind instrument, d) enjoy playing an improvised musical wind instrument. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch audio- visual recordings or look at pictures of varied music instruments and identify flutes from indigenous Kenyan communities, • visually and aurally identify and talk about the flutes from the recordings and pictures, • imitate how to play flutes, • collaboratively collect appropriate materials and improvise a simple wind instrument, clearing and disposing off waste appropriately • practise playing the improvised wind instrument applying the skills of holding and blowing, for enjoyment, • display the improvised flute for peer critique. 	<p>Why are wind instruments played?</p>

Core Competencies to be developed:

- Communication and Collaboration: the learner identifies and clearly talks about the wind instruments from recordings and pictures.
- Creativity and Imagination: the learner improvises and decorates the wind musical instrument.
- Self-efficacy: the learner gains confidence as they practice playing the improvised wind instrument.

Values:

- Responsibility: the learner clears the working area and stores the tools and materials used to improvise the wind instrument.
- Unity: the learner cooperates with others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

Environmental conservation: The learner responsibly uses locally available materials to improvise wind instruments.

Link to other learning areas:

Environmental activities: the learner conserves the environment by sourcing for materials for making wind instruments responsibly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Modelling (Coiling technique) (10 lessons) <ul style="list-style-type: none"> • <i>Coil method</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items made by coil method, b) model items using the coil method, c) appreciate modelling using the coiling technique. 	The learner is guided to: <ul style="list-style-type: none"> • collaboratively, observe actual or virtual items modelled using the coil method, • collect materials and tools for use in the coil method modelling, • model simple objects using the coiling method, • showcase and talk about their own and others' work. 	<ol style="list-style-type: none"> 1. What items in the Inquiry Corner are modelled using the coil method? 2. What materials are used for modelling?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner actively engages in showcasing, discussing, and appreciating both their own and others' coil method modelled items. • Critical Thinking and Problem Solving: the learner analyses suitable materials and tools for modelling. • Creativity and Imagination: the learner crafts items using the coil method. 				

Values:

- Love: the learner showcases and talks about their own and others' work.
- Unity: as learner collaboratively, observe actual or virtual items modelled using coil method.

Pertinent and Contemporary Issues (PCIs):

- Health education: the learner observes hygiene during and after modelling.
- Life skills: the learner develops self-awareness and self-esteem through display of their work.

Link to other learning areas:

- English Language Activities: the learner, through narrating and discussing their coil method modelled items.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.7 Songs (10 lessons) <ul style="list-style-type: none"> • <i>Topical songs</i> • <i>Message</i> • <i>Performance techniques;</i> <ul style="list-style-type: none"> - <i>Accuracy of tune</i> - <i>Clarity of words</i> - <i>Gestures Facial expressions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a topical song for knowledge acquisition, b) describe the message of a given topical song, c) perform a topical song applying performance techniques, d) appreciate the importance of performing topical songs. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual performances of topical songs and describe what a topical song is, • collaboratively listen to the words /perform age-appropriate topical songs and talk about their message, • brainstorm and demonstrate the performance techniques to consider while singing, • sing topical songs on pertinent issues such as hygiene and road safety in unison focusing on performance techniques to convey the desired message; • perform a topical song to peers for feedback. • perform a topical song during school events. 	Why are topical songs performed?

Core Competencies to be developed:

- Communication and Collaboration: the learner actively engages in listening to and speaking about a topical song.
- Critical Thinking and Problem Solving: the learner analyses and identifies the message of a topical song.
- Creativity and Imagination: the learner applies appropriate performance techniques while performing a topical song to convey the desired message.

Values:

- Unity: the learner collaborates with peers in discussing the performance of topical songs appreciating diversity in unique artistic expressions.
- Responsibility: the learner takes their own part in performance of a topical song.

Pertinent and Contemporary Issues (PCIs):

- Health education: the learner discusses messages of topical songs on pertinent issues such as hygiene.
- Life skills: the learner develops self-awareness and self-esteem through the performance of topical songs that boosts their confidence by providing them with an opportunity to express their feelings, ideas and emotions.
- Safety: the learner discusses messages of topical songs on pertinent issues such as road safety.

Link to other learning areas:

- English Language Activities: the learner uses speaking skills to discuss the message of topical songs.
- Environmental Activities: the learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display <ul style="list-style-type: none"> - singing games in Western style, - using props in a singing game - kick a ball in different directions - make a single strand bracelet - an egg roll - a swan balance - an improvised wind instrument - produce sound on a wind instrument - model simple forms - topical songs 	Performs and/or displays the 10 items in Creative Activities skilfully	Performs and/or displays the 10 items in Creative Activities	Performs and/or displays the 6-9 items in Creative Activities.	Performs and/or displays 1-5 items in Creative Activities.

STRAND 3: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Singing Games- Western Style (18 lessons) <ul style="list-style-type: none"> • <i>Participants</i> • <i>Songs</i> • <i>Costumes</i> • <i>Props</i> • <i>Formations</i> • <i>Message</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the participants in a Western style singing game performance, b) identify costumes used in a Western style singing game performance, c) identify props used in a Western style singing game, d) describe the message in a singing game, e) appreciate the aspects in the performances of a singing game in Western style. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded performances in Western style singing games from different Western countries and talk about the participants, • name costumes and props used in a singing game performance, • talk about the body movements used in a singing game performance, • watch a live/recorded singing game and talk about its message. 	What makes a western singing game interesting?

Core Competencies to be developed:

Communication and collaboration: the learner speaks clearly about a Western singing game performance outlining its aspects and listens attentively to peers' opinions on the same.

Values:

- Integrity: the learner observes language etiquette as they describe body movements in Western style singing games.
- Unity: the learner works together with peers during group performances and rehearsals of Western singing games.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: the learner watches and discusses singing games from different countries with peers.

Link to other learning areas:

English Language Activities: the learner uses the speaking skills to describe props and costumes in Western singing game performances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.2 Water safety Awareness (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise different water points in the school environment, b) perform singing games on water safety around water points in school, c) narrate ways of applying water safety precautions in the school, d) appreciate water safety at school for life skills.	The learner is guided to: <ul style="list-style-type: none"> • walk around the school and observe water points with peers, • sing water safety songs, • talk about the dangers of water points at school, • talk about school precaution measures for water safety • talk about safety around water points at school with peers. 	<ol style="list-style-type: none"> 1. Why is water safety in the school environment important? 2. Which safety precautions should be taken when near water points in the school?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner talks about how to be safe around water points in the school environment. • Learning to learn: the learner keenly observes safety measures around water points at school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learner appreciates the safety precautions set by the school as they walk around the school. • Responsibility: the learner observes safety around water points at school with peers. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: the learner observes safety precautions around water points at school. • Disaster risk reduction: the learner uses the skills acquired in water safety during incidents such as floods. 				
<p>Link to other learning areas: Environmental Activities: the learner observes water safety around the school environment and learns about water safety.</p>				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - participants in a singing game - costumes in a singing game - games in a singing game - props in a singing game - message in a singing game - water points in school - water safety precautions in school. 	Identifies and/or explains the 7 items in appreciating Creative activities elaborately.	Identifies and/or explains the 7 items in appreciating Creative activities accurately	Identifies and/or explains the 4-6 items in appreciating Creative Activities.	Identifies and/or explains the 1-3 items in appreciating Creative Activities.

LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 CREATING AND EXECUTING	1.1 Hopping	<ul style="list-style-type: none"> • Demonstrations • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Patterns of different shapes • Digital devices • Pictures • visual recordings of performance in hopping • Relevant virtual sites • Open space • Resource persons 	<ul style="list-style-type: none"> • Creative Arts Competitions -Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions- Attend live performances and exhibitions for appreciation • Project work – The learners will be guided to consider the various
	1.2 Drawing and Painting	<ul style="list-style-type: none"> • Practical tests • Oral tests • Written tests • Peer Assessment • Display/showcase 	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Relevant virtual sites • 	
	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Peer Assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books 	

			<ul style="list-style-type: none"> • Audio /visual recordings of music • Relevant virtual sites • Reusable locally available material for making an improvised paper hats • Resource persons 	<p>PCIs provided in the learning area and choose one suitable to their context and reality.</p> <ul style="list-style-type: none"> • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school
	1.4 Turning	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes 	<ul style="list-style-type: none"> • Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. • School assembly activities – performing, watching, or listening to

	1.5 Mosaic	<ul style="list-style-type: none"> • Peer Assessment • Oral tests • Practical tests • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons 	<p>performances during school assemblies.</p> <ul style="list-style-type: none"> • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout or Girl Guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or Ensembles-Learner forms small groups for performance in all Creative Arts disciplines.
	1.6 Melody	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Resource persons 	
Performing and Displaying	2.1 Singing Games-Western style	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of singing games • Flashcards • Digital devices • Musical instruments • Pictures 	

			<ul style="list-style-type: none"> • Relevant props and costumes • Reference books • Relevant virtual sites • Relevant props and costumes 	
	2.2 Kicking	<ul style="list-style-type: none"> • Field work reports • Participatory assessment • Oral presentations • Self-assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Group makers • Resource persons • Visual recordings of kicking skills • Improvised balls • Reusable locally available material for making an improvised ball • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites 	

	2.3 Plaited Ornaments	<ul style="list-style-type: none"> • Oral tests • Peer assessment • Practical tests • Participatory assessment • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons • Reusable locally available material for making ornaments 	
	2.4 Egg Roll and Swan Balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Open space • Field markers • Flashcards • Digital devices • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites 	
	2.5 Wind Musical Instruments	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Checklist • Observation schedule • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised flutes • Resource persons 	

			<ul style="list-style-type: none"> • Visual recordings of musical instrument • Flashcards • Digital devices • Musical instruments • Pictures • Reference books 	
	2.6 Modelling	<ul style="list-style-type: none"> • Oral tests • Written tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Pictures • Reference books • Reusable locally available material for modelling • Resource persons 	
	2.7 Songs	<ul style="list-style-type: none"> • Oral tests • Aural tests • Project • Observation schedule • Checklist 	<ul style="list-style-type: none"> • Recordings of age-appropriate topical songs • Pitching instrument • Digital devices 	

3.0 Appreciation	3.1 Singing Games- Western Style	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of African-style singing games • Relevant virtual sites • Relevant props and costumes • Resource persons 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Pictures • Reference books • Relevant virtual sites 	

CREATIVE ACTIVITIES

GRADE 3

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft, and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore, and experiment with different learning materials. The learner is allowed to explore, create, perform, and appreciate different forms of Creative Arts. This learning area is grounded in John Dewey's Social constructivism theory, which emphasises that learning should be experiential, participatory, and arise from learners' interests. The learning area provides avenues for the learner to explore their own and others' cultures, discover and interpret the world around them. In line with emerging trends in education, current and emerging technologies will be integrated into the learning process through activities such as recording, creating, communicating, enhancing concepts, and reinterpreting ideas. Overall, the learner will be equipped with the necessary foundational knowledge, skills, attitudes, and values to progress to Upper Primary. They will also develop their potential to contribute to social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) appreciate own and others Creative Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Creative Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities Creative Activities self and others,
- d) generate Creative Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Creative Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Pushing and Pulling	14
	1.2 Drawing and Painting	14
	1.3 Rhythm and Pattern Making	18
	1.4 Skipping	14
	1.5 Collage	10
	1.6 Melody	14
	1.7 Weaving	14
2.0 Performing and Displaying	2.1 Rounds	18
	2.2 Galloping	14
	2.3 Sculpture	14
	2.4 Forward Roll and V-balance	14
	2.5 String Musical Instrument	14
	2.6 Modelling and Ornament Making	10
3.0 Appreciation	3.1 The Kenya National Anthem	14
	3.2 Water Safety Awareness	14
Total Number of Lessons		210

STRAND 1.0: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.1 Pushing and Pulling (14 lessons) <ul style="list-style-type: none"> • <i>Pushing activities</i> • <i>Pulling activities</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify pushing and pulling in physical activities for space and body awareness, b) perform pulling and pushing activities for flexibility, c) enjoy pushing and pulling for strength and flexibility. 	The learner is guided to: <ul style="list-style-type: none"> • watch virtual or a demonstration of pushing and pulling activities in physical activities, • demonstrate pushing and pulling activities, • practise pushing and pulling activities, • sing songs while pulling and pushing, • play games using pulling and pushing skills by observing safety. 	How can pulling and pushing skills be applied at home?
Core Competencies: <ul style="list-style-type: none"> • Digital literacy: the learner manipulates digital devices to watch clips showing pushing and pulling activities. • Self-efficacy: the learner appreciates their ability to demonstrate and practise pushing and pulling successfully. 				
Values: <ul style="list-style-type: none"> • Unity: the learner cooperates with others as they perform pushing and pulling activities. • Respect: the learner portrays positive regard for self and others as they practise pushing and pulling activities. 				
Pertinent and Contemporary Issues (PCIs): Safety: The learner individually observes safety while playing games involving pushing and pulling.				
Link to other learning areas: <ul style="list-style-type: none"> • Mathematical activities: the learner counts while pulling and pushing. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Drawing and Painting (14 lessons) <ul style="list-style-type: none"> • <i>Drawing</i> • <i>Painting</i> • <i>Colour mixing</i> 	By the end of the Sub Strand, the learner should be able to: a) identify colour mixing for familiarity, b) mix colours using spraying and blowing techniques, c) draw a picture using regular and irregular shapes, d) create a painting for self-expression, e) value drawing and painting for expression.	The learner is guided to: <ul style="list-style-type: none"> • watch videos/pictures to recognise how to mix colour by spraying and blowing technique, • spray colours randomly using recyclable old brushes/improvised brushes and clean the hands after the activity, • mix the colour by blowing randomly using straws and a biro pen tube among others while observing safety, • draw and colour a simple composition using regular and irregular shapes, • paint a picture creatively for expression, • collaboratively, display their work for peer feedback. 	Why is it important to clean the brush after painting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the learner watches videos with peers to recognises how to mix colours by using the spraying and blowing technique. • Creativity and Imagination: the learner explores colours mixing techniques in painting. 				

Values:

- Unity: the learner respects others' opinions while talking about their own and peers' pictures.
- Social justice: the learner shares resources and responsibilities equitably while mixing coloured water paints.

Pertinent and Contemporary Issues (PCIs):

Health promotion issues: the learner cleans the working area and washes hands after spraying paint.

Link to other learning areas:

Environmental Activities: the learner takes care of hygiene by cleaning their hands after painting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Rhythm and pattern making (18 lessons) <ul style="list-style-type: none"> ● <i>Short and long sounds (taa-aa-aa-aa taa-aa, taa and ta-te)</i> ● <i>Body Percussion-clapping, tapping, snapping, stamping</i> ● <i>Print making</i> ● <i>Pattern making</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different sound durations in simple songs, b) create a simple rhythmic pattern using long and short sounds, c) improvise rhythmic accompaniment to simple songs using long and short sounds, d) make a random repeat pattern using found objects, e) appreciate creating rhythms and patterns. 	The learner is guided to: <ul style="list-style-type: none"> ● sing simple familiar songs for familiarisation of short and long sounds used in creating their rhythmic patterns, ● listen to or watch live or recorded performances of simple songs and clap their rhythmic patterns, ● use short and long sounds to create simple rhythmic patterns using body percussion or a percussion instrument, ● provide rhythmic accompaniment to familiar songs using body percussion or a percussion instrument, ● explore virtual sources to identify random and an all over patterns, ● print a random pattern alternating colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others). 	How can rhythms be created?

Core Competencies to be developed:

- Creativity and imagination: the learner creates simple rhythmic patterns using short and long sounds.
- Self-efficacy: the learner confidently plays rhythmic accompaniment to familiar songs.

Values:

- Responsibility: the learner takes care of the digital devices as they record the rhythmic chant performances for future use.
- Respect: the learner gives a chance to peers as they take turns to recite short and long sounds using French rhythm names.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learner portrays team spirit as they work with peers to create rhythms using short and long sounds on a percussion instrument or body percussion.

Link to other learning areas:

Mathematical Activities: the learner applies knowledge and skill of counting to maintain the beat as they accompany songs with rhythmic accompaniment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.4 Skipping (14 lessons) <ul style="list-style-type: none"> <i>Directions in Skipping (Forward, Backward, Right, Left)</i> <i>Pattern making (Straight line, curved, circular, zigzag).</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify different ways of skipping in different directions, skip in different directions for skill acquisition, make patterns while skipping in different ways, appreciate skipping in different directions for balance and strength. 	The learner is guided to: <ul style="list-style-type: none"> talk about skipping in different directions, demonstrate skipping in different ways and directions, practise skipping in different ways and directions with peers, sing songs while skipping for enjoyment while making line patterns and shapes, play games involving skipping activities with peers while observing safety, share feedback about own and others performance in skipping. 	Why are skipping activities interesting?
Core Competencies: <ul style="list-style-type: none"> Creativity and Imagination: the learner pays attention to making patterns while skipping. Self- efficacy: The learner individually skips confidently in different ways. 				
Values: <ul style="list-style-type: none"> Unity: the learner cooperates with peers while skipping. Peace: the learner avoids hurting others by observing safety while playing games involving skipping. 				
Pertinent and Contemporary Issues: Gender issues in education: the learner shows respect for gender equality while playing games in skipping with peers.				
Link to other subjects: Mathematical Activities: the learner learns concepts of shapes and patterns.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.5 Collage (10 lessons) <ul style="list-style-type: none"> • <i>Pasting</i> • <i>Cutting</i> • <i>Drawing</i> 	By the end of the Sub Strand, the learner should be able to; a) identify a collage for familiarity, b) prepare materials for making the collage, c) create a collage for self-expression, d) appreciate using collage as an art of self-expression.	The learner is guided to: <ul style="list-style-type: none"> • observe images of simple collage from actual or virtual environment for motivation to make a collage, • collect varied recyclable materials for making collage, • sort out materials to make the collage, • outline a simple picture to guide the pasting of materials, • collaboratively, paste different materials on the outlined forms, • show and talk about own and others' collage, work. 	What materials can be used to make a collage?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: the learner works collaboratively to paste the different materials on the outlined forms, • Self-efficacy: the learner expresses themselves about their artwork during display sessions 				

Values:

- Responsibility: the learner uses recyclable materials from the environment responsibly.
- Love: the learner shows and talk about their own and others' collage, works.

Pertinent and Contemporary Issues (PCIs):

Life Skills: the learner develops self-awareness and self-esteem through display of their work and as they express their feelings, ideas and emotions.

Link to other learning areas:

- Environmental Activities: the learner uses locally available materials emphasising the concept of use of recycled/reusable materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Melody (14 lessons) <ul style="list-style-type: none"> • <i>Variation in rhythm, tempo (slow and fast), volume, (loud and soft), text, pitch,</i> • <i>Melodic patterns on improvised percussions</i> • <i>Performance directions- slow/fast. Soft/loud.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify variations in a simple melodic pattern for aural skill development, b) create melodic patterns using improvised percussions, c) apply performance directions in performing simple songs, d) enjoy creating melodies using the variation technique. 	The learner is guided to: <ul style="list-style-type: none"> • collaboratively listen to simple songs, noting variations in rhythm, volume, and speed in live or recorded performances and discuss them, • sing simple short songs and improvise variations in rhythm, tempo, volume, text and pitch, • use improvised pitched percussions such as bottles filled with water to different levels or two-tone wood blocks, to create melodic patterns, • collaboratively perform the created melodic patterns applying performance directions; slow/fast, soft/loud, • record the created melodies or play the melodies to peers for feedback. 	How can a song be varied to make it more interesting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner keenly listens to or watches live or recorded performances of simple songs and talks about the variations. • Creativity and Imagination: the learner creates melodic patterns from differently pitched objects. 				

Values:

- Respect: the learner provides feedback to peers' performances using appropriate language.
- Unity: the learner in groups researches from print and electronic media different simple ways of varying melodies.

Pertinent and Contemporary Issues:

- Safety and Security: the learner observes their safety as they create melodic patterns from differently pitched objects.
- Social Cohesion: the learner portrays team spirit as they find out from the electronic media different simple ways of varying melodies.

Link to other subjects:

Environmental Activities: the learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Weaving (14 lessons) <ul style="list-style-type: none"> • <i>Plain paper weave</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a plain paper weave for familiarity, b) create a plain paper weave to make c) enjoy making paper mat using weaving. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual samples of paper plain weaves of varied colours, • collect different coloured papers, • cut slits on a paper to make a paper loom, • cut paper strips of a different colour to the loom and dispose of waste responsibly, • interlace the strips by running over and under the slits on the paper frame to make paper mats in two colours, • experiment to make paper weaves with different colours, • showcase their plain weaves and ask their peers to comment. 	<ol style="list-style-type: none"> 1. Which other items can be woven? 2. Which other materials can be used for weaving?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: the learner experiments to make paper weaves with different colours. • Learning to Learn: the learner acquires new skills in interlacing to make a woven item. 				

Values:

- Responsibility: the learner disposes of paper cuttings after weaving.
- Respect: the learner showcases their plain weaves and ask their peers to comment

Pertinent and Contemporary Issues:

- Cultural Appreciation: the learner appreciates weaving as a traditional craft.

Link to other learning areas:

Environmental activities: the learner disposes of waste to maintain the environment.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to create and/or execute:</p> <ul style="list-style-type: none"> • pushing and pulling for flexibility • drawing a simple picture paint a simple picture • simple rhythmic pattern in music • random repeat pattern • Skipping in different directions • performance directions • melodic patterns using improvised percussions • a plain paper weave in two colours 	<p>Creates and/or executes the 8 items in Creative Activities correctly and aesthetically.</p>	<p>Creates and/or executes the 8 items in Creative Activities correctly.</p>	<p>Creates and/or executes the 5-7 items in Creative Activities.</p>	<p>Creates and/or executes the 2-4 items in Creative activities.</p>

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.1 Rounds (18 lessons) <ul style="list-style-type: none"> • <i>Rounds; two and three-part rounds</i> • <i>Performance techniques; posture, accuracy of tune, clarity of words, entries and keeping to own part</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) aurally identify a round performance, b) sing own part in a round applying appropriate performance techniques, c) describe the message in a round, d) enjoy singing in a round. 	The learner is guided to: <ul style="list-style-type: none"> • watch a variety of virtual or recorded clips on age-appropriate 2 and 3-part rounds and talk about what a round is, • talk about how to sing in a round focusing on; posture, accuracy of tune, clarity of words, entries and keeping to own part, • sing own part in a round on a specific theme for skill development, • sing rounds with peers applying appropriate performance techniques, • collaboratively, take turns to sing own part in a round as others give feedback, • talk about the message in a round sung. 	How are rounds sung?
Core Competencies: <ul style="list-style-type: none"> • Communication and Collaboration: the learner talks about the round songs, and sings rounds with clear diction. • Self- efficacy: the learner sings own part in round songs on a specific theme for skill development. 				

Values:

- Responsibility: the learner keeps to own part in a round performance.
- Unity: the learner cooperates with others in groups while singing own part in round songs.
- Respect: the learner portrays positive regard for self and others as they work in groups on rounds.

Pertinent and Contemporary Issues:

- Self-awareness and Self-esteem: the learner gains confidence as they sing round songs with appropriate performance techniques.
- Social Cohesion: the learner works with peers while singing round songs in groups.

Link to other subjects:

- English Language Activities: the learner applies the skill of communication acquired in English to clearly pronounce the words of the round.
- Religious Activities: the learner applies values such as unity and love acquired in Religious Education during group work on rounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.0 Performing and Displaying	2.2 Galloping (14 lessons) <ul style="list-style-type: none"> • <i>Galloping movement Directions : forward, left and right.</i> • <i>Patterns: straight, curved, circular and zigzag.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of galloping for agility and coordination, b) perform galloping movement in different directions for skill acquisition, c) enjoy playing galloping games while moving in different directions. 	The learner is guided to: <ul style="list-style-type: none"> • observe videos or demonstrations of galloping and talk about the body movement, • demonstrate galloping skills, • practise galloping in different directions, • practise galloping to make patterns, • play games while galloping in different directions, • give self and others feedback on their performance in galloping activities. 	Which animals use galloping movement?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner focusses on practising galloping skills by accepting feedback from peers. • Communication and collaboration: the learner interacts with peers while playing games that involve galloping. 				

Values:

- Love: the learner portrays respect in providing positive feedback to peers during practise of galloping activity.
- Respect: the learner allows other chances while demonstrating galloping skills.

Pertinent and Contemporary Issues:

Social Cohesion: the learner embraces own and others performance during practise of galloping.

Link to other subjects:

- Environmental activities: the learner learns about directions.
- Religious activities: the learner learns positive values while providing feedback to peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Sculpture (Toy Assemblage) (14 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify toys made by assemblage, make toys using assemblage, enjoy making and playing with the toys. 	The learner is guided to: <ul style="list-style-type: none"> observe actual or virtual samples of playing toys or dolls, collaboratively, collect and sort different recyclable material for assemblage of toys or dolls, safely, assemble the materials to get the structure of the doll or toy, add details to enhance features of the toy or doll, use the toys or dolls to play and sing with peers for enjoyment. 	<ol style="list-style-type: none"> What local materials can be used to make a toy? How can one join different materials to make a toy?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration: the learner use the toys or doll to play and sing with peers for enjoyment. Creativity and Imagination: the learner assemble the materials to get the structure of the doll or toy. 				

Values:

- Respect: the learner gives positive feedback as they display items made.
- Unity: the learner collaboratively, collect and sort different recyclable material for assemblage of toys or dolls.

Pertinent and Contemporary Issues:

- Safety and security: the learner observes their safety by collecting and sorting different recyclable material assemblage of toys or dolls
- Social Cohesion: the learner enjoys playing with peers using the toys or dolls created.

Link to other learning areas:

- Environmental Activities: the learner collect and sort different recyclable material for assemblage of toys or dolls.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Forward Roll and V-balance (14 lessons) <ul style="list-style-type: none"> • <i>Forward roll</i> • <i>V-balance</i> • <i>Making of markers</i> 	By the end of the Sub Strand, the learner should be able to: a) identify body parts used for performing forward roll and V-balance in gymnastics, b) make markers for use during forward roll and V-balance performance in gymnastics, c) perform forward roll for skill acquisition, d) perform V-balance for skill acquisition, e) enjoy performing forward roll and V-balance for flexibility and balance.	The learner is guided to: <ul style="list-style-type: none"> • watch video clips or a demonstration of a forward roll and V-balance, • perform a forward roll and talk about how the body moves, • perform V balance and talk about different parts of the body used, • identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials and paint them, • mark the field using the improvised markers, • practise forward roll and V-balance • play games using forward roll and V-balance in sequence. 	How can forward roll and V balances be used to improve flexibility and balance?

Core Competencies:

- Creativity and Imagination: the learner identifies simple reusable materials to use in improvised markers.
- Communication and Collaboration: the learner talks about different ways the body moves when performing forward roll and V-balance.

Values:

- Love: the learner appreciates their ability in practising the forward roll and V-balance.
- Social justice: the learner shares materials equitably with peers for making markers.

Pertinent and Contemporary Issues:

- Personal Hygiene: the learner cleans the working area and stores markers after the performance.
- Environmental conservation: the learner collects reusable materials.

Link to other subjects:

- Environmental Activities: the learner observes hygiene while collecting and sharing simple reusable materials.
- Religious Activities: the learner applies values while working in groups.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 String Musical Instruments (14 lessons) <ul style="list-style-type: none"> • <i>Identifying Fiddles/ground bows/mouth bow (name, community and method of playing),</i> • <i>Improvising fiddle/ground/mouth bow</i> • <i>Methods of playing- bowing, striking, plucking</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify Indigenous string musical instruments from Kenyan communities, b) improvise a string musical instrument using available materials, c) play an improvised string instrument for enjoyment, d) value Indigenous string instruments from Kenyan communities. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded performances and aurally and orally identify string instruments from Kenyan communities, • responsibly use digital devices or pictures to identify the local names of Indigenous string instruments from Kenyan communities, • improvise a Kenyan stringed instrument- either a fiddle, ground or mouth bow observing safety and hygiene by washing hands and cleaning the working area, • explore methods of playing the improvised string instruments, • practise producing sound from a string instrument. 	<ol style="list-style-type: none"> 1. Why is it important to learn about string instruments from different communities? 2. Which materials can be used to improvise a string instrument?

Core Competencies to be developed:

- Communication and Collaboration: the learner visually and aurally identifies and talks about the string instruments from the recordings and pictures.
- Creativity and Imagination: the learner uses locally available materials to improvise a string instrument.
- Digital Literacy: the learner responsibly searches for local names of string instruments- fiddles, ground and mouth bows.

Values:

- Responsibility: the learner takes care of digital devices as they search for information on string musical instruments.
- Unity: The learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures.

Pertinent and Contemporary Issues:

- Environmental Conservation: the learner responsibly uses locally available materials to improvise string instruments
- Self-awareness and Self-esteem: the learner plays the string instrument for enjoyment.

Link to other subjects:

Environmental Activities: the learner identifies string instruments from different Kenyan communities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Modelling and Ornament Making. (10 lessons)	By the end of the Sub Strand the learner should be able to: a) identify modelled beads for familiarity, b) model beads using the pellet technique, c) decorate the beads by painting, d) make an ornament using beads, e) appreciate making beads using the pellet technique.	The learner is guided to; <ul style="list-style-type: none"> • explore virtual and actual samples of beaded ornaments, • roll clay or papier mâché to make pellets for beading and clean hands, • pierce the pellets to make a hole through for stringing • dry the beads under shade, • decorate the beads by painting, • pass a string to make a single-stranded necklace, • display the ornament for peers' feedback. 	What other materials can be used to make beads?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner works with peers to prepare clay or papier mâché for modelling items. • Creativity and imagination: the learner creates a single-stranded necklace and a matching bracelet. 				

Values:

- Respect: the learner gives positive feedback as they display items made.
- Unity: the learner displays the ornament for peers' feedback.

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln.
- Social Cohesion: The learner portrays team spirit as they explore the pinch and pellet technique to make simple forms in pairs.

Link to other subjects:

Environmental Activities: The learner roll clay or papier mâché to make pellets for beading and clean hands.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform and/or display <ul style="list-style-type: none"> - own part in a round, - appropriate performance techniques in a round, - galloping in different directions, - makes toys - forward roll - V- balance - an improvised stringed instrument - ornament made using modelled beads 	Performs and/or displays the 8 items in Creative Activities skilfully.	Performs and/or displays the 8 items in Creative activities correctly	Performs and/or displays the 4-7 items in Creative Activities.	Performs and/or displays the 1-3 items in Creative Activities.

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	3.1 The Kenya National Anthem (14 lessons) <ul style="list-style-type: none"> • <i>Text of the Kenya National Anthem</i> • <i>Message in the first stanza</i> • <i>Occasions when the Kenyan National flag is hoisted (national holidays, school assemblies, heads of state visits, national meetings among others)</i> • <i>Performance etiquette.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the text of the first stanza of the Kenya National Anthem in Kiswahili, b) describe the message in the Kenya National anthem, c) identify occasions when the Kenya National Flag is raised, d) sing the Kenya National Anthem observing the anthem's etiquette, e) appreciate the performance of the Kenya National Anthem for patriotism. 	The learner is guided to: <ul style="list-style-type: none"> • listen to or watch a live or recorded performance of the first stanza of the Kenya National Anthem in unison and sing along, • write the text of the first stanza of the Kenya National Anthem and talk about the message in the stanza, • collaboratively perform the first stanza of the Kenya National Anthem observing appropriate etiquette, • talk about the occasions when the Kenyan National Flag is hoisted. 	<ol style="list-style-type: none"> 1 How is the Kenya National Anthem performed? 2 What can one learn from the Kenya National Anthem?

Core Competencies to be developed:

- Communication and Collaboration: the learner keenly listens to, and talks about the words of the Kenya National Anthem.
- Citizenship: the learner takes pride in performing the Kenya National Anthem.

Values:

- Respect: the learner performs the first stanza of the Kenya National Anthem observing the anthem's etiquette.
- Unity: the learner performs the first stanza of the Kenya National Anthem with peers.
- Patriotism: the learner internalizes the message of the Kenya National Anthem developing love for the country.

Pertinent and Contemporary Issues

Life skills: the learner applies the knowledge acquired in observing anthem etiquette in daily life.

Link to other subjects:

Kiswahili Language Activities: the learner sings the first stanza of the Kenyan National Anthem articulating the words in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation	3.2 Water Safety Awareness (14 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different water points and water bodies in the locality, b) explain water dangers arising from water points and water bodies in the locality, c) narrate ways of observing safety around water points and water bodies in the locality, d) appreciate water safety in the locality for life skills,	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of different water points and water bodies within your locality and share them with peers, • talk about the dangers of water points and water bodies in your locality with peers, • talk about ways of observing safety around water points and water bodies in your locality, 	<ol style="list-style-type: none"> 1. How safe are the water points and water bodies in your locality? 2. Why is water safety awareness important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner talks about the dangers of water points and water bodies in your locality with peers. • Learning to Learn: the learner learns to observe safety measures around different water points and water bodies in the locality. 				

Values:

- Responsibility: the learner observes safety precautions around water points and water bodies in their locality.
- Integrity: the learner exercises self-discipline around water points and water bodies within their locality.

Pertinent and Contemporary Issues:

- Health Promotion: the learner practises self-discipline around water points and water bodies in their locality to avoid injuries.
- Safety: the learner develops water safety awareness by practising safety measures around water points and water bodies in their locality.

Link to other subjects:

- Environmental Activities: the learner practises water safety awareness within their locality.
- Religious Activities: the learner applies values of self-discipline around water points and water bodies in their locality.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - the message in the Kenya National Anthem - occasions when the Kenya National flag is hoisted - water dangers in the locality - ways of observing water safety. 	Identifies and/or explains the 4 items in appreciating Creative Activities elaborately.	Identifies and/or explains the 4 items in appreciating Creative Activities accurately.	Identifies and/or explains the 2-3 items in appreciating Creative Activities.	Identifies and/or explains at least 1 item in appreciating Creative Activities.
Ability to: <ul style="list-style-type: none"> - sing the Kenya National Anthem 	Sings the Kenya National anthem with accuracy in pitch and rhythm observing the anthem etiquette expressively.	Sings the Kenya National anthem with accuracy in pitch and rhythm observing the anthem etiquette.	Sings the Kenya National anthem with minor inaccuracies in pitch and rhythm observing the anthem etiquette.	Sings the Kenya National anthem with many inaccuracies in pitch and rhythm observing the anthem etiquette.

APPENDIX 1: CSL at Early Years Education (PP1&2 and Grade 1-3)

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess the 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 three 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: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<p>1.0 Creating and Executing</p>	<p>1.1 Pushing and Pulling</p>	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and pushing and pulling skills • Relevant virtual sites • Relevant props and costumes • Resource persons 	<ul style="list-style-type: none"> • Creative Arts Competitions - Music festivals, internal competitions, Arts Fair and Sports competitions held in and out of school • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions-Attend live performances and exhibitions for appreciation • Concerts – Participating in and attending music concerts within the school and its environs.
	<p>1.2 Drawing and Painting</p>	<ul style="list-style-type: none"> • Orals tests • Written tests • Peer Assessment • Showcase 	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Resource persons • Flashcards 	

	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Aural tests • Orals tests • Written tests • Peer Assessment 	<ul style="list-style-type: none"> • Relevant virtual sites • Resource persons • Flashcards • Digital devices • Pictures • Reference books • Audio /visual recordings of music 	<ul style="list-style-type: none"> • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school • School assembly activities – performing, watching, or listening to performances during school assemblies. • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or Ensembles-Learners forms small groups for performance in all Creative Arts disciplines.
	1.4 Skipping	<ul style="list-style-type: none"> • Oral tests • Aural test • Performance assessment • Fieldwork reports 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books 	

		<ul style="list-style-type: none"> • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Audio /visual recordings of music and skipping skills • Relevant virtual sites • Relevant attire • Open space • Resource persons 	
	1.5 Collage	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Locally available materials • Reference books • Relevant virtual sites • Flashcards • Resource persons 	
	1.6 Melody	<ul style="list-style-type: none"> • Oral test • Aural tests • Written tests • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Flashcards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites 	

	1.7 Weaving	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Reference books • Relevant virtual sites • Flashcards • Resource persons • Locally available materials 	
Performing and Displaying	2.1 Rounds	<ul style="list-style-type: none"> • Oral tests • Practical tests • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of rounds • Flashcards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • Relevant virtual sites 	
	2.2 Galloping	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Safe space or playground • Digital devices • Reference books • Relevant virtual sites 	

	2.3 Sculpture	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Digital devices • Reference books • Relevant virtual sites • Locally available materials • Resource persons 	
	2.4 Forward Roll and V-balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • visual recordings of gymnastic performance • Relevant virtual sites • Reusable locally available material for making improvised makers 	
	2.5 String Musical Instrument	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised fiddle, musical bows and mouth bows 	

			<ul style="list-style-type: none"> • Resource persons • Visual recordings of musical instrument • Flashcards • Digital devices • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books 	
	2.6 Modelling and Ornament Making	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Locally available materials • Resource persons 	
3.0 Appreciation	3.1 The Kenya National Anthem	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of the Kenya National Anthem • Relevant virtual sites 	

			<ul style="list-style-type: none"> • Relevant props and costumes • Reusable locally available material for making improvised Kenyan national flag 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Pictures of water bodies • Digital devices • Pictures • Reference books • Relevant virtual sites 	

INDIGENOUS LANGUAGES

GRADE 1

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, Indigenous Language activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learner to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) express self, confidently in indigenous language in different contexts,
- b) use thematic vocabulary in indigenous language to communicate appropriately,
- c) read texts accurately and fluently in indigenous language to access information,
- d) express feelings, ideas, and opinions through writing in indigenous language,
- e) practice appropriate cultural norms and good conduct expected of societal members,
- f) apply indigenous knowledge to conserve and preserve the environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Listening to Instructions	4
	• Word Formation: Syllables	4
	• Listening to Stories	4
	• Listening to Songs	4
	• Responding to Information	4
	Total	20
READING	• Picture Reading	4
	• Reading: Letters of the Alphabet	4
	• Reading Words	4
	• Reading Simple Sentences	4
	• Reading for Information	4
	Total	20
WRITING	• Handwriting: Letters of the Alphabet	4
	• Handwriting: Neatness and Legibility	4
	• Spelling	4
	• Writing Words	4
	• Creative Expression	4
	Total	20
TOTAL NUMBER OF LESSONS		60

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

THEME 1: THE HOME

Suggested Vocabulary: house, home, mother, father, brother, sister, baby, bed, spoon, plate, chair, farm, cat, dog, cup, grandmother, grandfather, aunt, uncle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Listening to Instructions (4 lessons) <ul style="list-style-type: none"> • <i>Formal and Informal greetings</i> • <i>Vocabulary building - Family members</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify family members at home, b) use formal and informal greetings at home appropriately, c) enjoy listening and responding to instructions for communication. 	The learner is guided to: <ul style="list-style-type: none"> • label pictures of family members (<i>father, mother, grandfather, grandmother, brother, sister, baby, aunt, uncle</i>), • play singing games involving names of family members, • work collaboratively to role play formal and informal greetings at home, • recite rhymes related to formal and informal home greetings, • listen to a variety of simple instructions relating to accomplishing home tasks through various media (oral, audio and audio- visual), • play the 'broken telephone game' (whisper game) with peers in class. 	Why do we greet people at home?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner works collaboratively with peers to listen to and respond verbally and non-verbally to different instructions.
- Citizenship: This is enhanced as the learner appreciates their culture through role playing formal and informal greetings at home.

Values:

- Unity: This is achieved as the learner cooperates with peers to recite rhymes related to formal and informal greetings.
- Respect: This is enhanced as the learner displays patience with others as they play the 'broken telephone game'(whisper game) with peers in class.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is realised as the learner embraces peers' contribution for a common goal when giving and responding to different instructions.

Link to other Learning Areas:

The learner can relate the concept of greetings to their learning of similar concepts in English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Picture Reading (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary Building- Items found at home</i> • <i>Reading picture labels</i> 	By the end of the Sub Strand, the learner should be able to: a) describe items found at home from pictures, b) read labels of simple pictures of items found at home, c) enjoy reading pictures accompanying texts.	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of different items found at home, • work jointly with peers to talk about the pictures observed, • sort and group pictures of items found at home, • match pictures of items found at home with their labels, • colour and paint pictures of items found at home, • read labels of pictures on items found at home, • work with peers to stick the pictures onto a gallery board to form a simple collection about the home, • organise their pictures in a class portfolio. 	How do we describe pictures?

Core Competencies to be developed:

- Creativity and Imagination: This is enhanced as the learner embraces new ideas when colouring and painting pictures of items found at home.
- Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts logically when matching pictures of items found at home with their names.

Values:

- Unity: This is achieved as the learner cooperates with peers to stick pictures on a gallery board to form a simple collection about the home.
- Responsibility: This is enhanced as the learner diligently works to organise their pictures in a class portfolio.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is developed as the learner interacts with cultural elements such as names of different items found at home.

Link to other Learning Areas:

The learner can connect the concept of picture reading with their learning in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting- Letters of the Alphabet (4 lessons) <ul style="list-style-type: none"> • <i>Letters of the language alphabet</i> • <i>Upper case</i> • <i>Lower case</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the letters of the language alphabet, b) copy names of things found at home in upper case and lower case, c) develop an interest in writing using letters of the language alphabet. 	The learner is guided to: <ul style="list-style-type: none"> • trace letters of the language alphabet neatly, • colour and paint the letters of the language alphabet, • work collaboratively to model letters of the language alphabet, • match lower case letters with their corresponding upper case letters, • work jointly with peers to solve letter puzzles, • re-write names of simple words based on the theme e.g. names of family members and items found at home in upper case and lower case. 	How do we write letters of the alphabet?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: This is developed as the learner embraces new ideas that inspire creativity when modelling the letters of the alphabet. • Critical Thinking and Problem Solving: This is enhanced as the learner explores concepts logically when solving letter puzzles. 				

Values:

- Love: This is promoted as the learner portrays a caring attitude as they work collaboratively with peers to model letters of the language alphabet.
- Peace: This is enhanced as the learner works harmoniously with peers to solve letter puzzles.

Pertinent and Contemporary Issues (PCIs):

Healthy relationships: This is fostered as the learner collaborates in sharing learning resources to complete tasks like painting and modelling letters of the alphabet.

Link to other Learning Areas:

The learner can relate the concept of modeling and colouring to their learning in Creative Activities.

THEME 2: THE SCHOOL

Suggested Vocabulary: school, teacher, bell, desk, chair, table, chalk, book, pencil, class, door, chart

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Word Formation – Syllables <i>(4 lessons)</i> <ul style="list-style-type: none"> • <i>Pronunciation</i> • <i>Blending syllables</i> • <i>Segmenting syllables</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce syllables in words accurately for communication, b) blend syllables to form simple words for accuracy, c) enjoy blending syllables to form words for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen to pre-recorded clips with common syllables forming simple words, • imitate the syllables from the audio clip recording, • work with peers to blend the syllables to form words, • segment words into syllables, • work collaboratively to match syllables from flashcards to form complete words, • conduct a mini tour within the school to identify things found in school, • play a singing game involving pronouncing simple words related to the theme. 	1. How can we take care of things found at school? 2. Why should we pronounce words well?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively with peers to blend syllables to form words.
- Learning to Learn: This is enhanced as the learner engages in collective learning when conducting a mini tour within the school to identify things found in school.

Values:

- Unity: This is achieved as the learner works collaboratively to match syllables from flashcards to form complete words.
- Responsibility: This is realised as the learner takes a role as they play singing games involving pronunciation of simple words related to the theme.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner participates in a mini tour to identify things found in the school environment.

Link to other Learning Areas:

The learner can connect the concept of sounds and word formation to the learning of similar concepts in English and Kiswahili Language activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading —Letters of the Alphabet (4 lessons) <ul style="list-style-type: none"> • <i>Vowel sounds</i> • <i>Consonant sounds</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vowel and consonant letter sounds for accuracy, b) read words related to the school for comprehension, c) develop an interest in reading texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • recognise individual vowel and consonant letter sounds, • read the vowel letter sounds from charts, • work collaboratively to sing rhymes on words with the vowel letter sounds, • take turns to lead peers in reading letter sounds aloud, • watch video clips on letter sounds, • identify letter sounds from words on flashcards, • read words with target letter sounds collaboratively, • work with peers to conduct a mini-contest to read target words. 	How do we read words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is developed as the learner engages actively when taking turns to lead peers in reading letter sounds aloud. • Learning to Learn: This is achieved as the learner builds on their own learning experience when conducting a reading mini-contest to practise reading target words correctly. 				

Values:

- Social Justice: This is promoted as the learner gives others an equal opportunity to read letter sounds aloud.
- Unity: This is developed as the learner jointly sings rhymes on words related to the theme with peers.

Pertinent and Contemporary Issues (PCIs):

Citizenship: This is developed as the learner works jointly and mutually with peers to conduct a mini-contest to read target words.

Link to other Learning Areas:

The learner can relate the vocabulary learnt on the school to their learning of environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Handwriting – Neatness and Legibility (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Neatness</i> • <i>Legibility</i> • <i>Writing words</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline items in the school neatly and legibly, b) re-write simple words related to school, c) enjoy writing words using acquired language neatly and legibly. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the various items found in school, • differentiate neat and legible texts from illegible texts, • write letters neatly in the air and on surfaces, • team up to trace words related to the theme neatly, • fill in missing letters to complete words, • write down dictated words and sentences neatly and legibly, • write words on digital slate boards, • display their neatly written words in the class language corner or gallery. 	How can we describe good handwriting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: This is developed as the learner shows concerted attention when writing dictated words neatly and legibly. • Digital Literacy: This is developed as the learner interacts with technology to write words on digital slate boards. 				

Values:

- Unity: This is developed as the learner works harmoniously with peers to complete word puzzles.
- Integrity: This is enhanced as learner embraces transparency by displaying their neatly written words in the class language corner or gallery.

Pertinent and Contemporary Issues (PCIs)

Social cohesion: This is enhanced as the learner relates with peers positively and respectfully while carrying out group tasks.

Link to other Learning Areas:

The learner can apply the concept of legibility and neatness in their writing of texts in Kiswahili and English Language Activities.

THEME 3: GOOD MANNERS

Suggested Vocabulary: manners, please, sorry, thank you, excuse me, welcome, may I, well done, rude, etiquette

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Listening to Stories (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building - Polite words</i> 	By the end of the Sub Strand, the learner should be able to: a) identify words that show etiquette from a story, b) use polite words in a conversation for communication, c) acknowledge the importance of etiquette in speech and action for peaceful coexistence.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story on good manners from a resource person, • work jointly with peers to list words or phrases that show etiquette and good manners from the story, • retell stories fluently and creatively with peers, • role play a conversation between a motorist and a Grade 1 learner accompanied by a parent on their way to school, using polite words, • play a ‘shop-shop’ fantasy game to show the use of polite language, • play musical games on polite language and etiquette. 	<ol style="list-style-type: none"> 1. Why do we listen to stories? 2. Why is it important to be polite in a conversation?

Core Competencies to be developed:

- **Self-efficacy:** This is enhanced as the learner retells stories to their peers confidently and coherently.
- **Digital Literacy:** This is promoted as the learner interacts with digital content by listening to a conversation on good manners on digital devices.

Values:

- Respect: This is enhanced as the learner ensures positive regard for others when playing a ‘shop-shop’ fantasy game to show use of polite language.
- Responsibility: This is enhanced as the learner takes up assigned tasks when role playing a telephone conversation using polite words.

Pertinent and Contemporary Issues (PCIs):

Cultural Awareness: This is enhanced as the learner teams up with peers to listen to stories from their communities that teach etiquette.

Link to other Learning Areas:

The learner can relate the concept of politeness and etiquette in language to their learning in English and Kiswahili language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading Words (4 lessons) <i>Vocabulary building-polite words</i>	By the end of the Sub Strand, the learner should be able to: a) identify words related to good manners in a written text, b) read words related to good manners, c) develop interest in reading words in indigenous language.	The learner is guided to: <ul style="list-style-type: none"> • identify courteous (polite) words or phrases from texts, • read words on flashcards related to good manners, • say when to use polite words at home and in school, • work collaboratively to build a vocabulary bank on words related to good manners, • compose simple sentences using the collection of words, • take turns to play reading games involving words showing good manners. 	1) Why should we use polite words in communication? 2) Why should we be polite to drivers and pedestrians?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: This is enhanced as the learner builds on their learning experiences when working with peers to search and build a vocabulary bank on polite words. • Critical Thinking and Problem Solving: This is developed as the learner follows simple instructions to identify courteous (polite) words or phrases from texts. 				
Values: <ul style="list-style-type: none"> • Responsibility: This is developed as the learner exhibits a self-driven attitude when reading words on flashcards related to good manners. • Respect: This is enhanced as the learner appreciates the participation of peers as they take turns to play reading games. 				

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner interacts with texts that show and encourage the use of polite language when interacting with others.

Link to other Learning Areas:

The learner can relate the concept of reading fluently to their learning of similar concepts in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Spelling (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building - polite words</i> • <i>Simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) write simple words related to good manners accurately, b) use simple words related to good manners to make simple sentences, c) enjoy writing texts accurately for communication. 	The learner is guided to: <ul style="list-style-type: none"> • practise joining dots to create words related to good manners, • copy courteous words neatly and legibly, • play word matching games with peers to match words that show good manners with when they are used, • work collaboratively with peers to form polite words from jumbled letters, • rewrite simple sentences with polite words, • fill in missing words in sentences correctly, • take part in solving word puzzle games on polite words with peers. 	Why is spelling important in writing?

Core Competencies to be developed:

Critical Thinking and Problem Solving: This is enhanced as the learner works with peers to form polite words from jumbled letters.

Learning to Learn: This is developed as the learner engages in collective learning when practicing to join dots to create words related to good manners.

Values:

Respect: This is enhanced as the learner shows love and tolerance to the ideas of their peers as they play matching games.

Unity: This is achieved as the learner works collaboratively with peers to form polite words from jumbled letters.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: This is enhanced as the learner engages peers as they solve word puzzles.

Link to other Learning Areas:

The learner can apply the concept of using polite words to show good manners to their learning in Religious Education Activities.

THEME 4: PERSONAL HYGIENE

Suggested Vocabulary: head, teeth, face, hand, leg, fingers, hair, waist, shoulder, knees, eyes, nose, mouth, wash, body, brush, comb, nails, bathe, handkerchief

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Listening to Songs (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building- parts of the body</i> • <i>Songs</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) label parts of the body for comprehension, b) identify personal hygiene practices from songs, c) appreciate the need for good personal hygiene practices. 	The learner is guided to: <ul style="list-style-type: none"> • identify parts of the body, • sing rhyme songs that identify parts of the body, • collaborate with peers to draw and colour/paint different parts of the body, • work jointly with peers to identify personal hygiene practices for different parts of the body (<i>e.g. face, hands, legs, nose, hair, teeth</i>), • listen to songs and rhymes on personal hygiene and sing along, • work with peers to role play personal hygiene practices. 	<ol style="list-style-type: none"> 1. How do songs help us in learning? 2. Why should we maintain good hygiene practices?

Core Competencies to be developed:

- **Digital Literacy:** This is enhanced as the learner interacts with digital content to listen to songs and rhymes on personal hygiene and sing along.
- **Self-efficacy:** This is developed as the learner shows defining personal skills when working with peers to role play personal hygiene practices.

Values:

- Respect: This is enhanced as the learner teams up with peers and accommodates divergent ideas as they perform tasks such as singing and role-playing.
- Unity: This is enhanced as the learner collaborates with peers to draw and colour/paint different parts of the body.

Pertinent and Contemporary Issues (PCIs):

Health Education on personal hygiene: This is promoted as the learner works with peers to identify personal hygiene practices and sing songs based on theme.

Link to other Learning Areas:

The learner can relate the concept of personal hygiene to their learning of hygiene practices in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Simple Sentences (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building-personal hygiene</i> • <i>Simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to personal hygiene from simple texts, b) read simple sentences on personal hygiene for comprehension, c) advocate for proper personal hygiene practices in daily living.	The learner is guided to: <ul style="list-style-type: none"> • identify vocabulary from the sentences on personal hygiene, • work together to find out the meaning of the vocabulary, • organise pictures on the theme in a vocabulary picture bank or portfolio, • match parts of the body to hygiene practices related to them, • read simple sentences based on the theme aloud, • arrange jumbled-up picture cards to form a short story on personal hygiene, • take turns to play reading games, • create an artistic story basket to store their collection of stories. 	Why is reading important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner engages actively by teaming up with peers to play reading games harmoniously. • Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts to match parts of the body to hygiene practices related to them. 				

Values:

- Responsibility: This is enhanced as the learner takes personal initiative to organise words to create a vocabulary bank or portfolio.
- Unity: This is achieved as the learner works with peers collaboratively to find out the meaning of vocabulary.

Pertinent and Contemporary Issues (PCIs):

Social Justice: This is enhanced as the learner teams up with peers and shares roles as they create an artistic story basket to store their collection of stories.

Link to other Learning Areas:

The learner can relate and apply the concept of reading words to their reading activities in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Writing Words (4 lessons) <ul style="list-style-type: none"> • <i>Word formation</i> • <i>Simple words</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) combine letters to form words related to the theme, b) write simple words related to personal hygiene for expression, c) enjoy creating texts on personal hygiene for information. 	The learner is guided to: <ul style="list-style-type: none"> • practise word building using letter flashcards and letter cut outs, • collaborate with peers to arrange jumbled up letters to form words related to the theme, • complete word puzzles with peers, • fill in missing letters to complete words on personal hygiene, • match pictures of parts of the body and hygiene practice items to their names, • write simple words related to the theme, • work jointly to develop simple sentences by sequencing jumbled up words on flashcards. 	How do we write neatly?

Core Competencies to be developed:

- **Citizenship:** This is enhanced as the learner collaborates with peers peacefully to write simple words related to personal hygiene.
- **Critical Thinking and Problem Solving:** This is promoted as the learner logically arranges jumbled up letters to form words.

Values:

- Responsibility: This is achieved as the learner takes up assigned tasks in the group as they sequence jumbled words to make simple sentences.
- Social Justice: This is promoted as the learner gives peers equal chances when completing word puzzles.

Pertinent and Contemporary Issues (PCIs):

Personal hygiene: This is enhanced as the learner works with peers to identify and match parts of the body with respective personal hygiene practice items.

Link to other Learning Areas:

The learner can relate the concept on writing words to their learning of similar concepts in English and Kiswahili Language Activities.

THEME 5: TIME (DAY, WEEK AND MONTHS)

Suggested Vocabulary: day, week, month, year, morning, afternoon, evening, night, today, tomorrow, yesterday, now, numbers (one, two, three, four, five, six, seven, eight, nine, ten)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.1 Listening and Speaking	5.1.1 Responding to Information (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building (Times of the day, Days of the week)</i> • <i>Numerals</i> • <i>Pronunciation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words correctly to express different aspects of time for clarity, b) respond to instructions related to time for communication, c) enjoy responding to instructions in varied communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> • listen to simple songs on times of the day, days of the week and months of the year, • pronounce words on different times correctly from the songs (<i>yesterday, today, morning, evening, afternoon, night, tomorrow</i>), • listen to a resource person talk about different times of the day and days of the week and activities that take place at those times. • respond to questions on times of the day, • recite numerals used to identify months of the year (<i>one, two, three, four, five, six, seven, eight, nine, ten</i>), 	<ol style="list-style-type: none"> 1. How do we tell time? 2. Why should we pronounce words well?

			<ul style="list-style-type: none"> • work collaboratively to sing rhymes and songs to depict various times of the day and days of the week, • role play various activities carried out in the community at various times and days of the week. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is enhanced as the learner creatively role plays various activities carried out in the community at various times and days of the week. • Critical Thinking and Problem Solving: This is enhanced as the learner weighs concepts to respond to questions on times of the day. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is enhanced as the learner appreciates peer’s contributions when singing rhymes and songs to depict various times. • Peace: This is developed as the learner works mutually with peers to role play various activities carried out in the community at various times. 				
<p>Pertinent and Contemporary Issues (PCIs): Cultural Awareness: This is promoted as the learner engages with a resource person to understand various activities that happen in their community at various times of the day, months and year.</p>				
<p>Link to other Learning Areas: The learner can relate the concept of time (days of the week and months of the year) to their learning of counting in Mathematical Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (4 lessons) <ul style="list-style-type: none"> • <i>Picture stories</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key messages in picture stories related to time for comprehension, b) respond to questions on simple texts related to time for comprehension, c) enjoy reading simple texts related to the theme for information. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to interpret the meaning of pictures related to the theme, • read words related to time from flashcards, charts or digital devices, • reorganise pieces of a broken picture to form a complete picture, • identify the main idea from the picture put together, • read simple community stories related to time, • team up with peers to respond to questions related to the stories, • collaborate to play games involving words and simple sentences related to time. 	How do we read to understand texts?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: This is promoted as the learner reorganises pieces of a broken picture to form a complete picture.
- Creativity and Imagination: This is enhanced as the learner embraces new ideas when playing games involving words and simple sentences related to time.

Values:

- Responsibility: This is developed as the learner takes initiative to read words and respond to questions from texts.
- Unity: This is achieved as the learner collaborates and cooperates with peers to play games on reorganising broken picture stories.

Pertinent and Contemporary Issues (PCIs):

Peer teaching: This is promoted as the learner assists peers in responding to questions related to the stories correctly.

Link to other Learning Areas:

The learner can relate the concept of putting picture parts together to their learning of putting concepts together to form a whole in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Expression (4 lessons) <ul style="list-style-type: none"> • <i>Forming sentences</i> • <i>Creating pictures</i> 	By the end of the Sub Strand, the learner should be able to: a) order words to form clear sentences for effective communication, b) create pictures to describe events at different times in sequence, c) appreciate the writing of texts for self-expression.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to play syllable fishing games to create names on time (days, week and moths), • write names of different times of the days and weeks as dictated, • combine jumbled-up words from cards to form correct sentences, • observe drawings and paintings describing different times of the day, • work with peers to describe the pictures in a paragraph, • team up to conduct a Pictionary session with peers to draw and paint different events at different times of the day, • display their pictures on the class gallery. 	Why are stories fun to hear?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: This is enhanced as the learner works jointly with peers to combine jumbled up words to form correct sentences.
- Creativity and Imagination: This is enhanced as the learner embraces new ideas to conduct a Pictionary session to draw and paint different events at different times of the day.

Values:

Integrity: This is enhanced as the learner exhibits transparency by displaying their pictures on the class gallery for others to see.
Unity: This is enhanced as the learner cooperates with peers to conduct a drawing and painting session.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: This is enhanced as the learner works and relates positively with peers as they describe the pictures and participate in a Pictionary session.

Link to other Learning Areas:

The learner can apply their drawing skills to their learning of similar concepts in Creative Activities.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Listening for information	Ability to identify vocabulary related to the theme	Identifies vocabulary related to the theme with accurate examples	Identifies vocabulary related to the theme	Identifies most vocabulary related to the theme	Identifies a few vocabulary related to the theme
	Ability to use formal and informal greetings appropriately	Uses formal and informal greetings appropriately and creatively	Uses formal and informal greetings appropriately	Uses either formal or informal greetings	Uses formal and informal greetings with clues
Word formation	Ability to pronounce syllables and words accurately	Pronounces varied syllables and words accurately and with ease	Pronounces syllables and words accurately	Pronounces some syllables and words accurately	Pronounces syllables and words accurately with scaffolding
	Ability to blend syllables to form words	Blends a variety of syllables to form words with ease and precision	Blends syllables to form words	Blends some syllables to form some words	Blends syllables to form words with assistance
Listening to stories	Ability to use polite words in conversations	Uses a wide variety of polite words in a conversation creatively	Uses polite words in a conversation	Uses a limited variety of polite words in a conversation	Uses polite words in a conversation with clues

Responding to instructions	Ability to pronounce words correctly to express different aspects of time	Pronounces words correctly and with precision to express different aspects of time	Pronounces words correctly to express different aspects of time	Pronounces most of the words correctly to express different aspects of time	Pronounces a few words correctly to express different aspects of time
	Ability to respond to instructions	Responds to instructions with precision	Responds to instructions	Partially responds to instructions	Responds to instructions when prompted
STRAND: READING					
Picture reading	Ability to describe pictures related to the theme	Describes elaborately and with ease pictures related to the theme	Describes pictures related to the theme	Describes most of the pictures related to the theme	Describes a few of the pictures related to the theme
Reading words	Ability to identify vowel and consonant sounds	Identifies vowel and consonant sounds in varied contexts	Identifies vowel and consonant sounds	Identifies some vowel and consonant sounds	Identifies vowel and consonant sounds with prompts
	Ability to read words and sentences related to the theme	Reads a variety of words and sentences related to the theme with the correct articulation and pronunciation	Reads words and sentences related to the theme	Reads some words and sentences related to the theme with correct pronunciation	Reads words and sentences related to the theme with scaffolding

Read for information	Ability to identify the key message from a text	Identifies the key message from varied texts with accurate supporting details	Identifies the key message from a text	Makes attempts to identify the key message from a text	Identifies the key message from a text with guidance
	Ability to respond to questions on simple texts	Responds to questions from varied texts elaborately	Responds to questions from varied texts	Responds to most questions from varied texts	Responds to a few questions from varied texts
STRAND: WRITING					
Letters of the alphabet	Ability to write using lower and upper case letters of the language alphabet	Writes neatly and legibly using lower and upper case letters of the language alphabet meticulously	Writes using lower and upper case letters of the language alphabet	Writes using lower and upper case letters of the language alphabet with few errors	Writes using lower and upper case letters of the language alphabet with many errors
Handwriting- words and simple sentences	Ability to write letters and words neatly and legibly	Writes a variety of letters and words neatly and legibly	Writes letters and words neatly and legibly	Makes attempts to write some letters and words neatly and legibly	Writes letters and words neatly and legibly with assistance
	Ability to re-write simple sentences neatly and legibly	Re-writes simple sentences neatly, legibly and with ease	Re-writes simple sentences neatly and legibly	Re-writes most sentences neatly and legibly	Re-writes few simple sentences neatly and legibly

Spelling	Ability to write words and sentences accurately	Writes a variety of words and sentences with ease and with correct spelling	Writes words and sentences using the correct spelling	Writes some words and sentences using the correct spelling	Writes some words and sentences using the correct spelling with prompts
Creative Expression	Ability to re-order words and sentences to form coherent texts	Re-orders words and sentences to form coherent texts in varied contexts	Re-orders words and sentences to form coherent texts	Re-orders some words and sentences to form coherent texts	Re-orders words and sentences to form coherent texts with scaffolding
	Ability to create picture stories to describe events related to the theme	Creates picture stories to describe events related to the theme creatively	Creates picture stories to describe events related to the theme	Partially creates picture stories to describe events related to the theme	Creates picture stories to describe events related to the theme with clues

LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Oral interviews • Oral discussions • Oral presentations 	<ul style="list-style-type: none"> • Manilla papers • Painting Materials • Plasticine • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> • Games • Songs • Electronic and digital devices • Charts • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Coming up with speeches and deliver them during prize giving days, school assemblies, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills.

READING	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer • Learner portfolios • Peer assessment • Self-assessment 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Models • Pictures and photographs • Newspapers • Course books • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital storybooks • Electronic and digital devices • Flashcards • Charts • Other web resources 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Virtual tours using Google maps and establishing the direction of various locations using Google Maps • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Club Activities to improve reading.
WRITING	<ul style="list-style-type: none"> • Peer assessment • Self-assessment • Portfolio • Dictation 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital course books 	<ul style="list-style-type: none"> • Interclass or school spelling contests • Mentorship in writing • Compiling pieces of artwork to nature talent.

		<ul style="list-style-type: none">• Journals• Electronic and digital devices• Electronic or online dictionaries• Flashcards• Other web resources	
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INDIGENOUS LANGUAGES

GRADE 2

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, Indigenous Language activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learners to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) express self, confidently in indigenous language in different contexts,
- b) use thematic vocabulary in indigenous language to communicate appropriately,
- c) read texts accurately and fluently in indigenous language to access information,
- d) express feelings, ideas, and opinions through writing in indigenous language,
- e) practice appropriate cultural norms and good conduct expected of societal members,
- f) apply indigenous knowledge to conserve and preserve the environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Responding to Instructions	4
	• Simple Riddles	4
	• Story Telling	4
	• Self-Expression: Poetry	4
	• Responding to Instructions	4
Total		20
READING	• Picture Reading	4
	• Picture Stories	4
	• Reading Aloud	4
	• Reading Simple Sentences	4
	• Reading Simple Texts	4
Total		20
WRITING	• Handwriting: Lowercase and Upper Case	4
	• Writing Simple Sentences	4
	• Spelling Words	4
	• Handwriting: Sentences	4
	• Creative Writing	4
Total		20
TOTAL NUMBER OF LESSONS		60

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

THEME 1: THE SCHOOL

Suggested Vocabulary: teacher, class, school, chair, table, book, pen, bell, rubber, pencil, flag, bag, greetings (<i>good morning, good afternoon, good day</i>)				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Responding to Instructions (4 lessons) <ul style="list-style-type: none"> • <i>Formal and informal greetings in school</i> • <i>Verbal and non-verbal cues</i> • <i>Instructions in school</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify simple greetings used in school, b) use verbal and non-verbal cues to respond to instructions in school, c) embrace the importance of greetings in daily living . 	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to identify greetings used at different times of the day and with different people in school, • role play various greetings (formal and informal) used in school, • sing rhymes and singing games on various greetings in school, • listen attentively to recorded clips on a series of instructions in school, • respond to the instructions using verbal and non-verbal cues, • recite simple poems about people found in school. 	Why is it important to follow instructions?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: This is developed as the learner engages actively when role playing various greetings (formal and informal) used in school. 				

- **Critical thinking and Problem solving:** This is developed as the learner analyses concepts to respond to the instructions using verbal and non-verbal cues.

Values:

- **Respect:** This is enhanced as the learner displays patience to obey instructions given to them by peers.
- **Unity:** This is acquired as the learner collaborates with peers to identify greetings used at different times of the day and with different people in school.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is enhanced as the learner works harmoniously and cooperatively with peers to perform tasks.

Link to other Learning Areas:

The learner can relate the learning of people found in school to their learning of the environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Picture Reading (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building - Items found in school</i> • <i>Making predictions on pictures</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify pictures of items found in school for comprehension, b) make predictions on picture stories before reading to enhance comprehension, c) appreciate the importance of various items found in school for day to day living. 	The learner is guided to: <ul style="list-style-type: none"> • observe simple pictures of items found in the class or school environment, • collaborate with peers to name items in the pictures, • play a singing game on identifying items found in school or in class, • study a simple picture story related to the theme, • work jointly with peers to predict/discuss the events and items in the pictures, • take turns to practise reading picture stories related to the pictures discussed, • use a digital device to study pictures of items found in school, • collaborate to arrange pictures of items found in school in a class portfolio. 	<ol style="list-style-type: none"> 1. Why should we take care of things found in school? 2. How can we make predictions on stories?

Core Competencies to be developed:

- Digital Literacy: This is developed as the learner interacts with technology when using digital devices to access and study pictures of items found in school.
- Learning to Learn: This is developed as the learner engages in collective learning when reading and making predictions on pictures of objects in the school environment.

Values:

- Respect: This is achieved as the learner appreciates peers' efforts as they take turns to practise reading picture stories.
- Responsibility: This is enhanced as the learner engages in assigned roles when arranging pictures of items found in school in a class portfolio.

Pertinent and Contemporary Issues (PCIs):

Environmental knowledge: This is promoted as the learner identifies and discusses with peers things found in their class and school environment.

Link to other Learning Areas:

The learner can relate the concept of reading visuals to their learning of drawing and painting in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	<p>1.3.1 Handwriting - Lower Case and Upper Case Letters</p> <p>(4 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary building-items in school</i> • <i>Writing- Upper case</i> • <i>Writing- Lower case</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify names of items found in the school for comprehension, b) write the names of items in the school environment in lower case and upper case, c) appreciate writing neatly for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • collaborate with peers to observe and identify items in the school environment, • match pictures of items found at school to their names, • draw and colour pictures of items found in the school, • trace names of the items found in school in lower case and upper case letters, • work jointly with peers to display their own work in the language corner, • take pictures of their displayed work and share with parents/ guardians, • write dictated names of things found in the school environment neatly. 	<p>Why should we write neatly?</p>

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner expresses himself/herself through identifying names of items in the class and school environment.
- Creativity and Imagination: This is developed as the learner embraces new ideas when drawing and colouring pictures of items in the school environment.

Values:

- Unity: This is enhanced as the learner collaboratively works with peers to observe and identify the names of items found in the school environment.
- Love: This is promoted as the learner portrays a caring attitude when sharing drawing and colouring materials with peers in class during the drawing session.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner interacts with technology as they use digital devices to take pictures of their displayed work and shares them with parents/guardians .

Link to other Learning Areas:

The learner can relate the concept of lower and upper case letters to their writing in English and Kiswahili Language Activities.

THEME 2: ACTIVITIES AT SCHOOL

Suggested Vocabulary: read, play, write, flag, teacher, football, assembly, break time, class, field, friends, run				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	<p>2.1.1 Simple Riddles (4 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary Building-Common activities in school</i> • <i>Simple riddles</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify common activities at school for comprehension, solve simple riddles for information, appreciate using riddles in communication for pleasure. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • work jointly with peers to identify common activities carried out in school (e.g. <i>reading, playing, writing, drawing, raising the flag</i>), • role play mimic games on activities carried out in school, • use digital devices to play language games that require following instructions on school activities, • solve simple riddles related to school activities with peers e.g. <i>I stand on four legs while you sit on me. Who am I? - A Chair</i> 	<p>How do we use riddles in our community?</p>

			<ul style="list-style-type: none"> • collaborate with peers to create their own riddles and solve them, • collaborate with peers to participate in a riddling contest to solve simple riddles. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and Problem solving: This is developed as the learner explores possible views when listening to and solving simple riddles related to school activities with peers. • Digital Literacy: This is developed as the learner interacts with technology by using digital devices to find and participate in language games related to school activities that require following instructions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is achieved as the learner exhibits a self-driven attitude when striving to follow instructions to create their own riddles and solve them. • Unity: This is enhanced as the learner collaborates with peers to participate in a riddling contest to solve simple riddles. 				
<p>Pertinent and Contemporary Issues (PCIs): Effective communication: This is enhanced as the learner solves riddles accurately and appreciates the use of riddles in their community.</p>				
<p>Link to other Learning Areas: The learner can relate the concept of riddles to their learning of similar concepts in English and Kiswahili Language Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Picture Stories (4 lessons) <ul style="list-style-type: none"> • <i>Reading Picture stories</i> • <i>Creating picture stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read picture stories about school activities for comprehension, b) create a coherent story about school activities from jumbled pictures for expression, c) appreciate reading picture stories for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • relate pictures with what they know about school activities, • work with peers to read picture stories related to activities done at school, • collaborate with peers to re-organise jumbled up pictures to create a story related to school activities, • take turns to narrate their picture story to peers in the correct sequence of events, • work jointly with peers to record narrations of their picture stories, • team up with peers to put together parts of a broken picture to form a complete picture. 	<ol style="list-style-type: none"> 1. How can pictures to tell a story? 2. Why is it important to participate in school activities?

Core competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively by taking turns to narrate their picture story to peers in correct sequence of events.
- Critical thinking and Problem solving: This is promoted as the learner explores possible ideas to re-organise jumbled up pictures to create stories related to school activities.

Values:

- Unity: This is developed as the learner cooperates with peers to read picture stories related to school activities.
- Responsibility: This is enhanced as the learner engages diligently when working with peers to record narrations of their picture stories.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is acquired as the learner works with peers peacefully and mutually to create stories from pictures.

Link to other Learning Areas:

The learner can connect the concept of interpreting picture stories to their learning of similar concepts in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Writing Simple Sentences (4 lessons) <ul style="list-style-type: none"> • <i>Forming simple sentences</i> • <i>Rewriting sentences-upper case and lower case</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) arrange words in the correct order to form simple sentences for communication, b) re-write simple sentences about school activities for expression, c) develop an interest in writing simple sentences for language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • model lower case and upper case letters with peers, • form logical sentences from jumbled-up words on flashcards, • identify sentences from charts and copy them, • practise writing simple sentences about school activities using upper case and lower case letters correctly, • collaborate with peers to use digital devices to view simple sentences about school activities and copy them, • work jointly to display their written work in class. 	<ol style="list-style-type: none"> 1. How do we use upper and lower-case letters in sentences? 2. Why is it important to arrange words in the correct order in a sentence?

Core Competencies to be developed:

- Critical thinking and Problem solving: This is developed as the learner explores possible ideas when arranging jumbled words on flashcards to form logical sentences.
- Creativity and Imagination: This is developed as the learner embraces new ideas to model lower and upper case letters.

Values:

- Love: This is developed as the learner portrays a caring attitude by sharing modelling materials when modelling lower case and upper case letters with peers.
- Unity: This is enhanced as the learner works collaboratively with peers to display their written work in class.

Pertinent and Contemporary Issues(PCIs):

Digital awareness: This is enhanced as the learner uses digital devices with peers to view simple sentences about school activities.

Link to other Learning Areas:

The learner can relate the concept of sentence formation to their learning of similar concepts in English Language Activities and Kiswahili Language Activities.

THEME 3: DOMESTIC ANIMALS

Suggested Vocabulary: animal, dog, hen, cat, cow, bull, sheep, goat, camel, chicken, duck, donkey, care, meat, milk, egg

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	<p>3.1.1 Story Telling</p> <p>(4 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary building - domestic animals</i> • <i>Retelling stories</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify domestic animals for information,</p> <p>b) retell a story about domestic animals for expression,</p> <p>c) develop an interest in caring for domestic animals.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • collaborate with peers to identify domestic animals from their community, • listen to a story about domestic animals, • retell the story to peers, • respond to questions on the stories listened to, • take turns to talk about the importance of domestic animals at home, • collaborate with peers to role-play the story as they record themselves using a digital device. 	<p>Why do we listen to stories?</p>

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner contributes to group decision making to identify domestic animals from their community.
- **Self-efficacy:** This is developed as the learner shows defining personal skills when retelling stories confidently.

Values:

- Unity: This is enhanced as the learner collaborates with peers to role-play the story as they record themselves using a digital device.
- Respect: This is developed as the learner appreciates diverse opinions when taking turns to talk about the importance of domestic animals at home.

Pertinent and Contemporary Issues (PCIs):

Animal welfare education: This is promoted as the learner gets exposed to knowledge on domestic animals and their importance.

Link to other Learning Areas:

The learner can relate the knowledge on the care for domestic animals to their learning of care of creation in Religious Education Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading Aloud (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Reading simple sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify target words from a text for comprehension, b) read simple sentences on domestic animals fluently, c) adopt reading of texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • pick out hidden names of domestic animals from a jumbled up collection of words, • work jointly with peers to read the target words aloud, • identify names of animals from pictures in a digital device, • pick cards from a basket containing simple sentences based on the theme, • read the simple sentences in turns, • answer oral questions from the text. 	Why do we read?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is enhanced as the learner engages with digital content when identifying the names of animals from pictures in a digital device. • Learning to Learn: This is developed as the learner engages in collective learning to pick out hidden names of domestic animals from a jumbled-up collection of words. 				

Values:

- Respect: This is enhanced as the learner patiently waits for their turn to read texts.
- Responsibility: This is enhanced as the learner handles the digital devices with care when identifying names of animals from pictures in a digital device.

Pertinent and Contemporary Issues (PCIs):

Animal Welfare: This is enhanced as the learner interacts with simple words on domestic animals and reads them aloud.

Link to other Learning Areas:

The learner can relate the concept of reading aloud to their learning of similar concepts in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Spelling Words <i>(4 lessons)</i> <ul style="list-style-type: none"> • <i>Spelling words</i> • <i>Writing words</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) spell words related to the theme accurately, b) write familiar words using phonetic knowledge correctly, c) value the importance of correct spelling in writing texts. 	The learner is guided to: <ul style="list-style-type: none"> • observe a word tree and read the words, • say the letters forming words from the word tree, • copy the words neatly and legibly, • team up with peers to participate in a class contest to reorganise jumbled-up letter blocks to form words, • write dictated words on familiar vocabulary, • collaborate with peers to identify spelling areas of improvement and correct them, • build a vocabulary bank of words neatly spelt, • collaborate with peers to complete simple word puzzles related to the theme. 	Why is it important to spell words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: This is enhanced as the learner builds on their own learning experiences to take up dictation of familiar vocabulary. 				

- **Critical thinking and Problem solving:** This is developed as the learner analyses concepts critically when collaborating with peers to complete word puzzles.

Values:

- **Respect:** This is enhanced as the learner compliments others as they collaborate with peers to identify spelling areas of improvement and corrects them.
- **Peace:** This is achieved as the learner works harmoniously with peers to participate in a class contest to reorganise jumbled-up letter blocks to form words.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: This is enhanced as the learner works collaboratively to complete word puzzles.

Link to other Learning Areas:

The learner can relate the concept of spelling to their writing of words in English Language Activities.

THEME 4: PERSONAL HYGIENE

Suggested Vocabulary: hygiene, brush, wash, nails, comb, hair, face, smart, neat, shaggy, dirty, germs, disease, clean, water, hands, sick

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Self-Expression: Poetry (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building - Personal hygiene activities</i> • <i>Reciting poems</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify personal hygiene activities from a poem, b) recite a poem on personal hygiene for self-expression, c) recite poems for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • listen to poems on personal hygiene, • work jointly with peers to select personal hygiene activities in the poems, • collaborate with peers to recite poems on personal hygiene expressively and creatively, • team up with peers to use digital devices to record the poem recitations based on the theme, • work with peers to role-play hygiene practices, • participate in a class exhibition to display personal hygiene items. 	Why is personal hygiene important?

Core Competencies to be developed:

- Self –efficacy: This is developed as the learner exhibits personal skills when reciting poems expressively and creatively.
- Digital Literacy: This is developed as the learner interacts with technology to record the poem recitations based on the theme.

Values:

- Responsibility: This is enhanced as the learner takes up assigned tasks to participate in a class exhibition to display personal hygiene items.
- Unity: This is developed as the learner works jointly with peers to select personal hygiene activities in the poems.

Pertinent and Contemporary Issues(PCIs):

Health education: This is addressed as the learner acquires knowledge about personal hygiene practices from the poems they recite.

Link to Other Learning Areas:

The learner can relate knowledge on hygiene practices to their learning of health and hygiene in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading Simple Texts (4 lessons) <ul style="list-style-type: none"> • <i>Reading words</i> • <i>Reading sentences</i> 	By the end of the Sub Strand, the learner should be able to: a) read words related to personal hygiene aloud for accuracy, b) read sentences about personal hygiene for comprehension, c) develop interest in reading texts correctly and aloud.	The learner is guided to: <ul style="list-style-type: none"> • read words on personal hygiene practices aloud in turns, • paint letters in words using different colours, • form words based on the theme using sounds, • engage in a fishing game, to pick and read words related to personal hygiene from flashcards, • use digital devices to find the tap and read game and practise reading words related to personal hygiene correctly, • collaborate with peers to construct sentences from a substitution table, • work jointly to read the sentences aloud. 	Why should we read words aloud?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively when reading words accurately with peers.
- Creativity and Imagination: This is enhanced as the learner artistically paints letters and words using different colours.

Values:

- Integrity: This is promoted as the learner embraces transparency when participating in the fishing game.
- Unity: This is enhanced as the learner cooperates with peers in a fishing game, to pick and read words related to personal hygiene from flashcards.

Pertinent and Contemporary Issues (PCIs):

Digital Awareness: This is enhanced as the learner harmoniously works with the others to interact with digital devices to play online language games.

Link to Other Learning Areas:

The learner can relate the concept of reading aloud to developing their reading fluency in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Handwriting (4 lessons) <ul style="list-style-type: none"> • <i>Shaping of letters</i> • <i>Word spacing</i> • <i>Neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) shape letters accurately to write sentences neatly and legibly, b) re-write simple sentences with correct spacing between words, c) desire to use clear and legible handwriting for communication. 	The learner is guided to: <ul style="list-style-type: none"> • practise joining letters to form meaningful words, • copy letters, words and sentences from wall charts while shaping letters accurately, • practise writing sentences with correct spacing between words, • write simple sentences on personal hygiene neatly and legibly with correct spacing, • rewrite a variety of handwriting activities using accurate word spacing and shaping of letters, • work with peers to organise their neatly written texts in the class portfolio. 	Why is it important to write well?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: This is developed as the learner analytically practises joining letters to form meaningful words. • Learning to Learn: This is promoted as the learner engages in collective learning with peers to organise their neatly written texts in the class portfolio 				

Values:

- Peace: This is enhanced as the learner works harmoniously with others to avoid hurting one another during tasks.
- Responsibility: This is enhanced as the learner engages in assigned tasks when working with peers to organise their neatly written texts in the class portfolio.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is promoted as the learner collaborates with peers harmoniously as they practice a variety of handwriting activities to improve their writing.

Link to other Learning Areas:

The learner can apply the concept of handwriting in their learning of English and Kiswahili Language Activities.

THEME 5: SAFETY AT HOME

Suggested Vocabulary: safe, home, dangerous, foot path, road, help, electricity, sharp object, bush, stranger, dirty, adult, hurt, injury, first aid, rules

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Responding to Instructions (4 lessons) <ul style="list-style-type: none"> • <i>Responding verbally and non-verbally</i> • <i>Narrating stories</i> 	By the end of the Sub Strand, the learner should be able to: a) respond to simple sequenced instructions verbally and non-verbally, b) narrate stories on safety measures at home for expression, c) appreciate the need for taking safety precautions in daily living.	The learner is guided to: <ul style="list-style-type: none"> • name some accidents that can happen at home, • attentively listen to instructions on safety at home (<i>e.g. do not handle sharp objects, avoid playing near deep waters and bushes, do not touch electric appliances, stay away from incomplete buildings, do not talk to strangers, do not eat dirty food, safety when using footpaths and roads at home</i>), • respond to simple instructions related to safety at home verbally and non-verbally to indicate true or false, • re-tell stories on safety at home, • collaborate with peers to role-play short skits on safety measure procedures or accidents at home, • present their short skits during class or school festivals, • use digital devices to take videos as they role-play. 	Why should we follow instructions?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner speaks engagingly when responding accurately to instructions on safety at home using verbal and non-verbal cues.

<ul style="list-style-type: none">• Digital Literacy: This is promoted as the learner interacts with technology when using digital devices to take videos as they role play.
<p>Values:</p> <ul style="list-style-type: none">• Respect: This is enhanced as the learner displays patience when working with peers to name some accidents that can happen at home.• Unity: This is developed as the learner collaborates with peers to role play short skits on safety measure procedures or accidents at home.
<p>Pertinent and Contemporary Issues (PCIs): Safety and security: This is enhanced as the learner is exposed to information on taking precautions while at home.</p>
<p>Link to other Learning Areas: The learner can relate the concept of safety to their learning of similar concepts in Environmental Activities.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading Simple Texts (4 lessons) <ul style="list-style-type: none"> • Reading comprehension • Oral questions 	By the end of the Sub Strand, the learner should be able to: a) read simple texts about safety at home for comprehension, b) respond to oral comprehension questions from the text, c) develop interest in reading texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to discuss safety precautions they take while at home, • collaborate with peers to read simple texts (for example <i>safety when using footpaths and roads at home</i>) about safety at home, • identify key safety precautions from the text read on safety at home, • answer simple comprehension questions on safety at home from texts read, • team up with peers to recite singing games on safety measures on possible accidents at home, • stage the singing games during a class singing game or music festival. 	1. Why is it important to observe safety at home? 2. How can we get information from a text?

Core Competencies to be developed:

- Self-efficacy: This is promoted as the learner shows concerted attention when answering simple comprehension questions on safety at home from texts read.
- Communication and Collaboration: This is developed as the learner engages actively with facts and examples when discussing safety precautions they take while at home.

Values:

- Responsibility: This is enhanced as the learner diligently takes up assigned roles when staging the singing games during a class singing game or music festival.
- Unity: This is achieved as the learner teams up with peers to recite singing games on safety measures on possible accidents at home.

Pertinent and contemporary Issues (PCIs):

Safety and security: This is promoted as the learner interacts with texts on safety at home and stages relevant singing games.

Link to other Learning Areas:

The learner can relate the skill on reading simple texts to their reading of materials in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing (4 lessons) <ul style="list-style-type: none"> • <i>Composing creative texts</i> 	By the end of the Sub Strand, the learner should be able to: a) compose simple sentences about safety at home for communication, b) arrange sentences in correct sequence to form creative texts for expression, c) appreciate creativity in writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • observe and talk about pictures on safety at home with peers, • write simple sentences on safety at home, • use digital devices collaboratively to type simple sentences about safety at home, • work with peers to sequence jumbled-up sentences strips to form a coherent paragraph, • display their simple paragraph for peer appreciation, • organise their paragraphs in a portfolio for future reference. 	How can we write stories?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: This is developed as the learner embraces new ideas that inspire creativity when sequencing sentences to form a coherent story paragraph. • Self-efficacy: This is developed as the learner effectively prioritizes tasks when organising their paragraphs in a portfolio for future reference. 				

Values:

- Respect: This is enhanced as the learner appreciates diverse contributions when observing paragraph displays and appreciates each other's work.
- Integrity: This is enhanced as the learner exhibits transparency by displaying their simple paragraph for peer appreciation.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner uses digital devices and works with peers to type simple sentences and organise their work.

Link to other Learning Areas:

The learner can apply creative writing skills to their learning of writing in English and Kiswahili Language Activities.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding to Instructions	Ability to use verbal and non-verbal cues to respond to instructions	Uses varied verbal and non-verbal cues to respond to instructions	Uses verbal and non-verbal cues to respond to instructions	Uses some verbal and non-verbal cues to respond to instructions	Uses verbal and non-verbal cues to respond to instructions with prompts
	Ability to respond to sequenced instructions	Responds to sequenced instructions with precision	Responds to sequenced instructions	Responds to sequenced instructions but omits minor steps	Responds to sequenced instructions but omits critical steps
Vocabulary Building	Ability to identify vocabulary related to the theme	Identifies vocabulary related to the theme in varied contexts	Identifies vocabulary related to the theme	Occasionally identifies vocabulary related to the theme	Rarely identifies vocabulary related to the theme
Simple Riddles	Ability to solve simple riddles related to school	Solves simple and complex riddles related to school	Solves simple riddles related to school	Solves some simple riddles related to school	Solves simple riddles with guidance
Self- expression	Ability to recite poems and tell stories related to the theme for self-expression	Recites poems and tells stories related to the theme for self-expression creatively and with appropriate non-verbal cues	Recites poems and tells stories related to the theme for self-expression	Recites poems and tells stories related to the theme for self-expression with few inconsistencies	Recites poems and tells stories related to the theme with numerous inconsistencies

STRAND: READING					
Picture Reading	Ability to identify items in pictures by name	Identifies items in pictures by name in varied contexts	Identifies items in pictures by name	Identifies most items in pictures by name	Identifies a few items in pictures by name
	Ability to make predictions on picture stories	Makes predictions on picture stories with supporting evidence	Makes predictions on picture stories	Partially makes predictions on picture stories	Makes predictions on picture stories with clues
	Ability to create a coherent picture story from jumbled-up pictures	Creates varied coherent picture stories from jumbled-up pictures creatively	Creates a coherent picture story from jumbled-up pictures	Creates a partially coherent picture story from jumbled-up pictures	Creates a coherent picture story from jumbled-up pictures with clues
Reading Aloud	Ability to read words, simple sentences and texts aloud	Reads words, simple sentences and texts articulately	Reads words, simple sentences and texts	Reads most words, simple sentences and texts	Reads a few words, simple sentences and texts
	Ability to identify key ideas from a text for comprehension	Identifies key ideas from a variety of texts for comprehension	Identifies key ideas from a text for comprehension	Identifies key ideas from a text but leaves out some details	Identifies key ideas from a text with guidance
STRAND: WRITING					
Writing Words	Ability to write in upper case and lower case letters	Writes in upper case and lower case letters in varied contexts	Writes in upper case and lower case letters	Writes in either upper case or lower case letters only	Writes in upper case and lower case with prompts

Writing Simple Sentences	Ability to arrange jumbled words to form a sentence	Arranges jumbled words to form a sentence with precision	Arranges jumbled words to form a sentence	Partially arranges jumbled words to form a sentence	Arranges jumbled words to form a sentence with assistance
Handwriting	Ability to write simple sentences and texts neatly and legibly	Writes varied simple sentences and texts neatly and legibly	Writes simple sentences and texts neatly and legibly	Partially writes simple sentences and texts neatly and legibly	Writes simple sentences and texts neatly and legibly with scaffolding
Spelling Words	Ability to spell words correctly	Spells varied words correctly	Spells words correctly	Spells most words correctly	Spells a few words correctly
	Ability to write vocabulary using phonetic knowledge	Writes vocabulary using phonetic knowledge with precision	Writes vocabulary using phonetic knowledge	Makes attempts to write vocabulary using phonetic knowledge	Writes vocabulary using phonetic knowledge with assistance
Creative Writing	Ability to arrange sentences in a sequence to form creative texts	Arranges sentences with ease in a sequence to form creative texts	Arranges sentences in a sequence to form creative texts	Arranges sentences in a sequence to form creative texts with a few inconsistencies	Arranges sentences in a sequence to form creative texts with many inconsistencies

APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Oral interviews • Oral discussions • Oral presentations • Peer assessment 	<ul style="list-style-type: none"> • Manilla papers • Painting materials • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> • Games • Songs • Electronic and digital devices • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Coming up with speeches and deliver them during prize giving days, school assemblies, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills.
READING	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Models 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	<ul style="list-style-type: none"> • Learner portfolios • Peer assessment • Self-assessment 	<ul style="list-style-type: none"> • Poetry books • Pictures and photographs • Newspapers • Course books • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital storybooks • Electronic and digital devices • Flashcards • Charts • Other web resources 	<ul style="list-style-type: none"> • Virtual tours using Google Maps and establishing the direction of various locations using Google Maps • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Junior Club Activities to improve reading.
WRITING	<ul style="list-style-type: none"> • Peer assessment • Self-assessment • Portfolio • Dictation 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital course books • Journals 	<ul style="list-style-type: none"> • Interclass or school Spelling contests • Mentorship in writing • Compiling pieces of artwork for the school magazine to nature talent

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
		<ul style="list-style-type: none"> • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources 	

INDIGENOUS LANGUAGES

GRADE 3

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, Indigenous Language Activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learners to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) express self, confidently in indigenous language in different contexts,
- b) use thematic vocabulary in indigenous language to communicate appropriately,
- c) read texts accurately and fluently in indigenous language to access information,
- d) express feelings, ideas, and opinions through writing in indigenous language,
- e) practice appropriate cultural norms and good conduct expected of societal members,
- f) apply indigenous knowledge to conserve and preserve the environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Self-expression	4
	• Story Telling	4
	• Presentation Skills	4
	• Active Listening	4
	• Expressing Self Creatively	4
	Total	20
READING	• Independent Reading	4
	• Reading Aloud	4
	• Reading Comprehension	4
	• Reading for Fluency	4
	• Reading for Information	4
	Total	20
WRITING	• Sentence Formation	4
	• Writing Simple Stories	4
	• Spelling: Rules of Spelling	4
	• Writing to Give Information	4
	• Creative Writing	4
	Total	20
TOTAL NUMBER OF LESSONS		60

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

THEME 1: INTRODUCING SELF AND OTHERS

Suggested Vocabulary: hello, name, please meet, friend, classmate, polite, introduce, class, thank you

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Self expression (4 lessons) <ul style="list-style-type: none"> • <i>Words used to introduce self formally</i> • <i>Expressions to introduce self</i> 	By the end of the Sub Strand, the learner should be able to: a) identify simple expressions used when introducing self and others, b) apply appropriate expressions in introductions for effective communication, c) appreciate using expressions to introduce self and others.	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to listen to recorded clips on introducing self and others, • introduce self and others formally to peers in class, • listen to conversations from a radio lesson about the importance of introducing self and others, • respond to questions from the radio lesson with peers, • collaborate with peers to role play a short skit where they introduce themselves and their friends to others, • conduct a peer review to help each other improve on their introductions. 	Why is it important to introduce self and others?

Core Competencies to be developed:

- Communication and Collaboration: This is enhanced as the learner speaks engagingly when introducing self and others formally.
- Learning to Learn: This is developed as the learner engages in collective learning by conducting a peer review to help each other improve on their introductions.

Values:

- Unity: This is enhanced as the learner collaborates with peers to role play a short skit where they introduce themselves and their friends to others.
- Social Justice: This is promoted as the learner fosters inclusivity of ideas when responding to questions from the radio lesson with peers.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learner practises ways of introducing self and others formally to enhance social relationships.

Links to Other Learning Areas:

The learner can relate the use of expressions to introduce self and others to their learning of similar concepts in English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Independent Reading (4 lessons) <ul style="list-style-type: none"> • <i>Simple texts</i> • <i>Answering questions</i> 	By the end of the Sub Strand, the learner should be able to: a) read simple texts related to the theme for information, b) answer questions based on texts for comprehension, c) develop an interest in reading for pleasure.	The learner is guided to: <ul style="list-style-type: none"> • read a passage on the theme on introduction of self and others, • work with peers to practise identifying the main idea and specific information (<i>e.g. characters</i>) from a passage, • collaborate with peers to answer questions based on the texts read, • identify vocabulary related to the theme from a text, • list the vocabulary on charts and display them on the talking wall, • form a reading club/group and select level readers to read with peers for enjoyment. 	<ol style="list-style-type: none"> 1. What are the benefits of reading on your own? 2. How do you identify the main idea from a passage?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner contributes to group decision making when working with peers to practise identifying the main idea and specific information. • Learning to Learn: This is developed as the learner enhances collective learning by forming a reading club/group to read with peers for enjoyment. 				

Values:

- Responsibility: This is acquired as the learner diligently works with peers to list the vocabulary on charts and display on the talking wall.
- Respect: This is enhanced as the learner demonstrates tolerance for individual differences as they collaborate with peers to answer questions based on the texts read.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learner works with peers to form reading clubs/groups to develop and grow a reading culture for enjoyment.

Link to Other Learning Areas:

The learner can relate the concept of reading for enjoyment to their learning of similar concepts in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Sentence Formation (4 lessons) <ul style="list-style-type: none"> • <i>Forming sentences</i> 	By the end of the Sub Strand, the learner should be able to: a) arrange words to form sentences for expression, b) write simple sentences based on the theme for communication, c) enjoy forming sentences correctly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to identify words related to introducing self and others from charts, • team up to arrange word cards to form simple sentences about introducing self and others, • use thematic words to form simple sentences about introducing self, • use digital devices to play ‘drag and drop’ games to re-arrange jumbled-up sentences to form meaningful sentences on introducing self and others, • work with peers to complete sentences on the theme, • participate in fishing games to look for and arrange word cards to form simple sentences about introducing self and others with peers. 	How do we arrange words to form sentences?

Core Competencies to be developed:

- Citizenship: This is developed as the learner demonstrates tolerance when teaming up to arrange word cards to form simple sentences about introducing self and others.
- Learning to Learn: This is enhanced as the learner engages in collective learning by participating in fishing games to fish and arrange word cards to form simple sentences.

Values:

- Responsibility: This is promoted as the learner handles digital devices carefully to play the ‘drag and drop’ games from online platforms.
- Unity: This is enhanced as the learner cooperates with peers to engage in a fishing game to form simple sentences.

Pertinent and Contemporary Issues (PCIs):

Ethnic and racial relations: These are promoted as the learner gets to initiate interactions with others through introductions for co-existence.

Links to Other Learning Areas:

The learner can relate the concept of sentence formation to their learning of language use in English and Kiswahili Language Activities.

THEME 2: THE COMMUNITY-OCCUPATIONS

Suggested Vocabulary: occupation, work, teacher, farmer, driver, pilot, trader, driver, doctor, fisherman

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Storytelling (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Re-telling stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words related to the types of occupations in the community, b) re-tell a story creatively on occupations in the community, c) develop an interest in storytelling for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories related to occupations in the community from recorded clips, a guest speaker or teacher, • identify words related to types of occupations from the story, • respond to oral questions from the story, • work jointly with peers to use creative words and expressions to retell stories in the correct sequence, • with peers, role play a skit (with a narrator) on different occupations and jobs in the community, • chant singing games on occupations and jobs, • participate in an interclass career fair to showcase various occupations and jobs. 	<ol style="list-style-type: none"> 1. Why are occupations important? 2. How do we tell stories in sequence?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively to use creative words and expressions to retell stories in correct sequence.
- Critical thinking and Problem solving: This is developed as the learner explores views to respond to oral questions from the story.

Values:

- Respect: This is developed as the learner ensures positive regard for others as they role play a skit (with a narrator) on different occupations and jobs in the community.
- Responsibility: This is promoted as the learner diligently takes up assigned roles when participating in an interclass career fair to showcase various occupations and jobs.

Pertinent and Contemporary Issues (PCIs):

Career Education: This is promoted as the learner talks about occupations and jobs in the community.

Links to Other Learning Areas:

The learner can relate the concept of storytelling to their learning of creative recitations in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading Aloud (4 lessons) <ul style="list-style-type: none"> • <i>Pronouncing words</i> • <i>Simple stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words in sentences related to the theme for accuracy, b) read simple stories fluently and clearly for communication, c) develop an interest in reading with correct pronunciation. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to practise pronouncing words on the theme fluently and clearly, • team up to practise pronouncing target words correctly, • collaborate to use word attack strategies to read simple texts on the theme correctly, • select an appropriate story book from the reading corner or library, • read the stories aloud and at the correct speed, • work jointly to peer review one another's reading by giving fair and honest feedback. 	<ol style="list-style-type: none"> 1. Why is it important to read stories? 2. How can we ensure we read well?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: This is developed as the learner practises pronouncing words correctly, as they read sentences about occupations in the community correctly and give feedback. • Citizenship: This is promoted as the learner engages in constructive dialogue when peer reviewing one another's reading by giving fair and honest feedback. 				

Values:

- Responsibility: This is acquired as the learner takes care of storybooks or resources selected from the reading corner or library for reading.
- Unity: This is enhanced as the learner collaboratively works with peers to practise reading simple stories about occupations in the community fluently and clearly.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner interacts with various stories on occupations in the community to appreciate each person's role in the community/nation building.

Links to Other Learning Areas:

The learner can relate the word attack skills and library reading skills to their learning in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Writing Simple Stories (4 lessons) <ul style="list-style-type: none"> • <i>Spelling</i> • <i>Correct word spacing</i> • <i>Shaping of letters</i> • <i>Re-writing simple stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) spell words in sentences correctly for accuracy, b) re-write simple stories using correct spacing and shaping of letters for effective communication, c) develop an interest in writing simple stories about topical issues for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to trace and model letters correctly, • team up to write thematic words using correct spacing and shaping of letters, • write words dictated by the teacher, • neatly copy simple stories about occupations in the community, • review their stories for correct spelling, spacing and shaping of letters, • collaborate with peers to organise their best stories in the class portfolio. 	<ol style="list-style-type: none"> 1. What is the importance of spacing words when writing? 2. Why is it important to spell words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is promoted as the learner engages actively to trace and model letters correctly. • Self-efficacy: This is enhanced as the learner effectively prioritises and orders tasks to collaborate with peers to organise their best stories in the class portfolio. 				

Values:

- Respect: This is developed as the learner appreciates peers as they review their stories for correct spelling, spacing and shaping of letters.
- Love: This is acquired as the learner portrays a caring attitude when reviewing their stories for correct spelling, spacing and shaping of letters.

Pertinent and Contemporary Issues (PCIs):

Career guidance: This is enhanced as the learner is able to identify and take an interest in various occupations in the community as they grow up.

Links to Other Learning Areas:

The learner can relate and use creative writing skills in their learning for effective communication in Kiswahili and English Language Activities.

THEME 3: WILD ANIMALS

Suggested Vocabulary: animal, lion, cheetah, monkey, crocodile, zebra, giraffe, tortoise, hyena, wild, forest, birds				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Presentation Skills (4 lessons) <ul style="list-style-type: none"> • <i>Audience awareness skills</i> <ul style="list-style-type: none"> – <i>gestures</i> – <i>tonal variation</i> – <i>facial expressions</i> – <i>eye contact</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify non-verbal cues used during presentations for effective communication, b) make a presentation using audience awareness skills for communication, c) embrace the importance of presentation skills for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • share their ideas about various wild animals in the community, • identify presentation skills (<i>use of gestures, tonal variation, facial expressions, eye contact</i>), • listen to a resource person or audio-visual clip on stories about wild animals, • team up to present an oral narrative or recite a poem on wild animals using correct articulation, gestures and voice projection, • use digital devices to record themselves as they make presentations, 	<ol style="list-style-type: none"> 1. Why is it important to use gestures when making a presentation? 2. How can we protect animals?

			<ul style="list-style-type: none"> participate in an inter-class public speaking contest to strengthen their public presentation and audience awareness skills. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: This is promoted as the learner contributes to group decision making to talk about types of wild animals in the community. Self- efficacy: This is enhanced as the learner shows defining personal skills by participating in an inter-class public speaking contest. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: This is developed as the learner recognises the efforts of others when sharing about wild animals. Responsibility: This is acquired as the learner handles digital devices carefully when recording themselves as they make presentations. 				
<p>Pertinent and Contemporary Issues (PCIs): Digital awareness: This is acquired as the learner uses digital devices to record themselves as they make presentations.</p>				
<p>Links to Other Learning Areas: The learner can relate the audience awareness skills learnt to their learning of performance and presentation skills in Creative Arts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading Comprehension (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Responding to comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) create personal collections of thematic words from texts, b) respond to questions from passages about wild animals for comprehension, c) embrace reading comprehension texts for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • practise locating thematic words from texts on wild animals, • make a creative personal word bank based on vocabulary (names of wild animals), • team up to read short passages related to the theme, • respond to direct questions based on the passages, • give personal opinions about stories read on wild animals, • team up to identify favourite animals and give reasons why, • team up with peers to make creative drawings and mosaics on wild animals and display in class, • collaborate with peers to form a reading club and collect various simple stories about wild animals from the community and other sources. 	<ol style="list-style-type: none"> 1. Why is it important to read passages fluently? 2. How can we protect ourselves from wild animals?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively with facts and examples to identify favourite animals and give reasons why.
- Creativity and Imagination: This is cultivated as the learner embraces creative ideas to create a personal word bank based on vocabulary (names of wild animals).

Values:

- Responsibility: This is enhanced as the learner exhibits a self-driven attitude to form a reading club and collect various simple stories about wild animals.
- Integrity: This is enhanced as the learner gives their own truthful opinion on stories read about wild animals.

Pertinent and Contemporary Issues (PCIs):

Animal welfare education: This is enhanced as the learner interacts with texts about the different types of wild animals in the environment.

Link to Other Learning Areas:

The learner can relate the knowledge on wild animals to similar concepts learnt in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Spelling-Rules of Spelling (4 lessons) <ul style="list-style-type: none"> • <i>Spelling words</i> • <i>Short paragraphs-neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: a) spell target words accurately for communication, b) re-write short paragraphs on wild animals using correct spelling, c) value the importance of accurate spelling in the understanding of written texts.	The learner is guided to: <ul style="list-style-type: none"> • team up to spell new words related to wild animals correctly, • work jointly to fill in word puzzles on vocabulary related to the theme, • re-write short paragraphs legibly with correct spelling, • sort words related to wild animals into well spelt and misspelt words, • team up to make corrections on misspelt words, • engage in digital spelling games with peers, • collaborate with peers to participate in class language games to form words using letter cut outs and scrabble. 	<ol style="list-style-type: none"> 1. Why is it important to spell words correctly? 2. How does the spelling of words influence meaning?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages in group decision making when working jointly to fill in word puzzles on vocabulary related to the theme.
- Learning to Learn: This is promoted as the learner builds on their own learning experiences by using a range of spelling strategies to correct misspelt words.

Values:

- Respect: This is achieved as the learner appreciates peer's opinions as they brainstorm on new words related to wild animals.
- Unity: This is enhanced as the learner works harmoniously with peers to participate in class language games to form words using letter cut outs and scrabble.

Pertinent and Contemporary Issues (PCIs):

Environmental Education: This is enhanced as the learner is exposed to information on wild animals and their habitat.

Links to Other Learning Areas:

The learner can relate the concept of spelling to their learning of similar concepts in Kiswahili and English Language Activities.

THEME 4: ROAD SAFETY

Suggested Vocabulary: road, safe, cross, stop, wait, pedestrian, passenger, vehicle, help, accident, road signs, driver				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Active Listening (4 lessons) <ul style="list-style-type: none"> • <i>Main ideas</i> • <i>Retelling experiences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main idea from aural texts on road safety, b) retell experiences related to the theme for effective communication, c) desire to develop active listening skills for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to observe pictures on road safety and talk about them with peers, • listen to passages on road safety (features of a tarmac road such as bus stops, traffic lights) • work jointly to identify the main idea from the passage listened to, • share personal experiences with peers on their use of the road and observing road safety, • collaborate with peers to make creative drawings and mosaics on road safety, 	<ol style="list-style-type: none"> 1. Why do we observe road safety? 2. How can we the get main ideas from texts?

			<ul style="list-style-type: none"> display the posters and mosaics on the class gallery for awareness creation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: This is enhanced as the learner shares personal experiences with peers on their use of the road and road safety. Creativity and Imagination: This is achieved as the learner embraces creative ideas to make creative drawings and mosaic on road safety. 				
<p>Values:</p> <ul style="list-style-type: none"> Peace: This is enhanced as the learner displays tolerance when presenting the posters and mosaics on the class gallery for awareness creation. Social Justice: This is developed as the learner accords equal opportunities to peers when sharing personal experiences with peers on their use of the road and road safety. 				
<p>Pertinent and Contemporary Issues (PCIs): Child road safety: This is promoted as the learner gains knowledge on road safety to prevent possible accidents.</p>				
<p>Link to Other Learning Areas: The learner can relate the knowledge acquired on road safety to their learning in Environmental Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading for Fluency (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building- road safety</i> • <i>Reading speed</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify road safety measures from a comprehension passage, b) read a passage on road safety with the correct speed for fluency, c) desire to acquire reading skills for self- fulfilment. 	The learner is guided to: <ul style="list-style-type: none"> • observe road sign pictures on charts and interpret them with peers, • read a comprehension passage based on the theme (features of a tarmac road such as bus stops, traffic lights), • pick out road safety measures from the comprehension passage, • take turns to read a paragraph at the correct speed, • work jointly to conduct a readers’ theatre for fluency and peer review, • role play a speech at a school function on road safety while reading texts fluently and at the correct speed. 	Why should we read at the right speed?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner participates actively in a reader’s theatre to practise reading fluently and gives peer reviews.
- **Critical thinking and Problem solving:** This is enhanced as the learner analyses concepts by logical reasoning when observing road sign pictures on charts and interpreting them with peers.

Values:

- Responsibility: This is developed as the learner diligently takes their turns during the reading comprehension activity in class.
- Love: This is promoted as the learner gives sincere feedback on peer's work during the review session.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is enhanced as the learner works harmoniously with peers to read passages in turns and participates in the readers' theatre.

Links to Other Learning Areas:

The learner can apply the fluency strategies to their reading of texts in Kiswahili and English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Writing to Give Information (4 lessons) <ul style="list-style-type: none"> • <i>Creating coherence in paragraphs</i> • <i>Neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) re-organise sentences to form a coherent paragraph for comprehension, b) write a paragraph legibly and neatly for effective communication, c) value the importance of writing coherently to give information. 	The learner is guided to: <ul style="list-style-type: none"> • engage in a fishing game to practise combining short sentences to create a paragraph about road safety in a logical sequence, • take up a challenge with peers to write sentences legibly and neatly, • peer review each other's work for constructive feedback, • organise their best written paragraph in the class portfolio, • work jointly to take part in a writing contest to organise jumbled up sentences to form sequenced paragraphs. 	Why should we write neatly and legibly?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is enhanced as the learner interacts with technology when engaging in a fishing game to practise combining short sentences to create a paragraph about road safety in logical sequence. • Learning to Learn: This is promoted as the learner builds on their own learning experiences to take up a challenge with peers to write sentences legibly and neatly. 				

Values:

- Unity: This is enhanced as the learner cooperates with peers to review one another's work for constructive feedback.
- Love: This is developed as the learner portrays a caring attitude when playing language games and assists peers in performing challenging tasks.

Pertinent and Contemporary Issues (PCIs):

Safety and security: This is achieved as the learner writes paragraphs on road safety which is a way of creating awareness.

Links to Other Learning Areas:

The learner can relate paragraph writing skills acquired to similar concepts learnt in Kiswahili and English Language Activities.

THEME 5: SEASONS OF THE YEAR

Suggested Vocabulary: rain, drought, floods, year, sun, wind, planting, harvesting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Expressing Self Creatively (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building- seasons of the year</i> • <i>Solving riddles</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify seasons of the year for information, b) solve riddles on the theme for comprehension, c) appreciate riddles in communication for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • listen to a guest speaker make a presentation on different seasons of the year, • pick out the various seasons mentioned in the presentation, • prepare flashcards with the various seasons and display them in class, • answer oral questions based on oral texts listened to, • participate in a riddling session with peers, • work collaboratively to collect more riddles from the community, • team up with peers to create a class riddle collection and organise in a class portfolio. 	<ol style="list-style-type: none"> 1. How can we solve riddles accurately? 2. Why are riddles important?

Core competencies to be developed:

- Learning to Learn: This is enhanced as the learner is motivated to learn continuously when listening to a guest speaker make a presentation on different seasons of the year.
- Critical thinking and Problem solving: This is achieved as the learner analyses concepts when participating in a riddling session with peers.

Values:

- Social Justice: This is promoted as the learner gives others equal opportunities to participate in a riddling session.
- Integrity: This is enhanced as the learner displays transparency by preparing flashcards with various seasons and displaying them in class for all to see.

Pertinent and Contemporary Issues (PCIs):

Climate change issues: This is promoted as the learner interacts with various sources to acquire knowledge on the seasons of the year.

Links to Other Learning Areas:

The learner can relate the concept of seasons of the year to their learning in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (4 lessons) <ul style="list-style-type: none"> • <i>Simple texts</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read a simple text about seasons and activities of the year with accuracy, b) respond to questions based on a text for comprehension, c) develop an interest in reading simple texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures based on the theme with peers and talk about them, • conduct a reader’s theatre on texts based on the theme, • work jointly to answer comprehension questions, • use digital devices to find information about seasons and activities of the year, • collaborate with peers to prepare a painting or mosaic creation on the theme, • display their artistic works during indigenous languages festivals and school events. 	What materials do you enjoy reading?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner engages actively when answering comprehension questions.
- **Digital Literacy:** This is enhanced as the learner interacts with technology when using digital devices to find information about seasons and activities of the year.

Values:

- Unity: This is enhanced as the learner collaboratively works with others to prepare a painting or mosaic creation on the theme.
- Social Justice: This is developed as each learner is given an equal opportunity to read a passage during the reader's theatre.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner interacts with texts on various seasons of the year and activities carried out in those seasons.

Links to other Learning Areas:

The learner can apply the reading strategies acquired in their reading sessions in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing (4 lessons) <ul style="list-style-type: none"> • <i>Short poems</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) compose short sentences about the seasons of the year, b) create short poems about seasons using vocabulary related to the seasons of the year, c) acknowledge the importance of poems for cultural awareness. 	The learner is guided to: <ul style="list-style-type: none"> • copy short sentences from charts using correct spacing and shaping of letters, • draft and arrange points in sequence about the seasons of the year, • proof read the points they have written about seasons of the year for each other and give feedback, • collaborate with peers to create short poems about the seasons of the year, • publish the simple poems composed in magazines or the school library collection, • stage their poems during school events. 	Why are poems important?

Core Competencies to be developed:

- Creativity and Imagination: This is enhanced as the learner embraces creative ideas to compose short poems about seasons of the year with peers.
- Learning to Learn: This is enhanced as the learner publishes the simple poems composed in magazines or the school library collection.

Values:

- Integrity: This is developed as the learner honestly gives feedback during peer review sessions and helps others to improve on their work.
- Responsibility: This is enhanced as the learner stages their poems during school events.

Pertinent and Contemporary Issues (PCIs):

Climate Change: The concept of climate change is addressed as the learner appreciates changing weather patterns that affect livelihoods.

Link to Other Learning Areas:

The learner can apply the concept of creative writing to their learning of writing literature pieces in Creative Arts.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Self- expression	Ability to apply appropriate expressions in introducing self and others	Applies appropriate expressions in introducing self and others creatively	Applies appropriate expressions in introducing self and others	Applies some appropriate expressions in introducing self and others	Applies appropriate expressions in introducing self and others with prompts
Story telling	Ability to identify words related to the themes	Identifies a variety of words related to the themes	Identifies words related to the themes	Identifies most words related to the themes	Identifies a few words related to the themes
	Ability to retell a story creatively on a theme	Retells a story creatively and artistically on various themes	Retells a story creatively on a theme	Retells a story on a theme with minor omission of details	Retells a story on a theme with major omissions of details
Presentation skills	Ability to make a presentation using audience awareness skills	Makes a presentation using audience awareness skills creatively	Makes a presentation using audience awareness skills	Attempts to make a presentation using audience awareness skills	Makes a presentation using audience awareness skills with assistance

Active listening	Ability to identify the main idea from an aural text	Identifies the main idea from an oral text with rich details	Identifies the main idea from an oral text	Partially identifies the main idea from an oral text	Identifies the main idea from an oral text with clues
	Ability to retell experiences	Retells detailed experiences related to the theme	Retells experiences related to the theme	Retells experiences but omits minor details	Retells experiences but omits major details
Expressing self creatively	Ability to solve simple riddles	Solves simple and complex riddles with precision	Solves simple riddles	Makes attempts to solve simple riddles	Solves simple riddles with peer prompts
STRAND: READING					
Independent Reading	Ability to read simple texts based on the theme fluently and clearly	Reads a variety of simple texts based on the theme fluently and clearly	Reads simple texts based on the theme fluently and clearly	Reads portions of simple texts based on the theme fluently and clearly	Reads simple texts based on the theme with assistance
	Ability to answer questions based on texts	Answers questions based on a text with precision	Answers questions based on texts	Answers most questions based on texts	Answers a few questions based on texts

Reading Aloud	Ability to read simple stories fluently and clearly	Reads a variety of simple stories fluently and clearly	Reads simple stories fluently and clearly	Reads simple stories with less fluency and clarity	Reads simple stories with assistance
	Ability to pronounce words related to the theme	Pronounces words related to the theme articulately	Pronounces words related to the theme	Pronounces most words related to the theme	Pronounces a few words related to the theme
Reading Comprehension	Ability to create a collection of vocabulary based on the themes	Creates a rich collection of vocabulary based on the themes meticulously	Creates a collection of vocabulary based on the themes	Creates a collection of limited vocabulary based on the themes	Creates a collection of vocabulary based on the themes with prompts
	Ability to respond to questions from passages	Responds to questions from passages	Responds to questions from passages	Responds to most questions from passages	Responds to a few questions from passages

Reading Fluency	Ability to read a passage at the correct speed	Reads a passage at the correct speed with understanding and correct intonation	Reads a passage at the correct speed	Reads a passage at a slow speed	Reads a part of the passage at the correct speed with prompts
STRAND: WRITING					
Sentence Formation	Ability to arrange words to form sentences	Arranges words to form sentences with precision	Arranges words to form sentences	Makes attempts to arrange words to form sentences	Arranges words to form sentences with clues
Handwriting	Ability to write words and simple sentences neatly and legibly	Writes words and simple sentences neatly and legibly in a variety of contexts	Writes words and simple sentences neatly and legibly	Attempts to write words and simple sentences neatly and legibly	Writes words and simple sentences neatly and legibly with assistance
Spelling	Ability to spell thematic words for comprehension	Spells varied thematic words for comprehension	Spells thematic words for comprehension	Spells most thematic words for comprehension	Spells a few thematic words for comprehension

	Ability to write short passages using correct spelling	Writes short and long passages using correct spelling	Writes short passages using correct spelling	Writes very short passages with few spelling errors	Writes very short passages with many spelling errors
Creative writing	Ability to compose paragraphs about the theme	Composes a variety of paragraphs about various themes	Composes paragraphs about the theme	Composes portions of a paragraph leaving out minor details	Composes a paragraph with assistance
	Ability to create short poems	Creates short poems creatively	Creates short poems about themes	Creates short poems but leaves out a few details	Creates short poems but leaves out most details

APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<p>LISTENING AND SPEAKING</p>	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Peer assessment 	<ul style="list-style-type: none"> • Dictionaries • Painting materials • Manilla papers • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> • Games • Songs • Digital story books • Pictures and photographs • Electronic and digital devices • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Coming up with speeches and deliver them during prize giving days, school assemblies, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills.

<p>READING</p>	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading assessments • Keeping a record of books read 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Word trees • Posters • Models • Storybooks • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital storybooks • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Other web resources 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Collecting different forms of oral literature from their community for a school magazine • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Junior Club Activities to improve reading.
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WRITING	<ul style="list-style-type: none"> • Learner journals • Peer assessment • Self-assessment • Portfolio • Dictation • Standardized writing assessment 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital course books • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources 	<ul style="list-style-type: none"> • Essay writing competitions • Writing clubs and compiling pieces of artwork for the school magazine to nurture writing talent • Interclass or school Spelling contests • Mentorship in writing
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APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT LOWER PRIMARY.

INTRODUCTION

There will be one integrated Community Service Learning activity that will be conducted **annually** for learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the 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 annually.

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

ASSESSMENT OF CSL INTEGRATED PROJECT

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

