



REPUBLIC OF KENYA

PRE PRIMARY TWO
CURRICULUM DESIGNS



KENYA INSTITUTE OF CURRICULUM EDUCATION

2017

First Published in 2017

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FOREWARD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission of Kenya's curriculum reforms. The vision of the curriculum reforms is to develop an engaged, empowered and ethical citizen. The mission is to nature the potential of every learner.

The framework adopts a Competency-based Curriculum and has identified seven core competencies, namely; communication and collaboration, critical thinking and problem solving, creative and imagination, citizenship, digital literacy, learning to learn and self-efficacy. It provides a variety of opportunities for identification and nurturing of a learner's potentials and talents in preparation for life and the world of work. The framework is geared towards making learning enjoyable.

Suitable curriculum designs have been developed to facilitate the implementation of the Basic Education Curriculum Framework. The designs contain the National Goals of Education, outline of the Early Years Education (EYE) and general and specific learning outcomes of each subject. They also suggest a variety of learning experiences, assessment and resources. The designs also link the topics to values, and Pertinent and Contemporary Issues (PCI).

It is my hope that all educators in Early Years Education Level will anchor their delivery of Basic and Teacher education on the curriculum designs.

A handwritten signature in dark ink, appearing to read 'Fred Matiang'i', with a stylized, flowing script.

**FRED MATIANG'I, PHD, EGH,
CABINET SECRETARY,
MINISTRY OF EDUCATION**

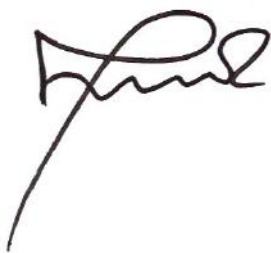
PREFACE

Kenya values the education of its citizen. At the heart of this education is the school curriculum. The constitution and the Kenya Vision 2030 clearly outline the role of education in the country. The dictates of the Constitution and the national aspirations of Vision 2030 triggered the curriculum reforms process. The process began with a needs assessment that was meant to identify and address the development agenda of the country.

The Basic Education Curriculum Framework (BECF) is a first for this country. The Curriculum Reform Technical Team at the Kenya Institute of Curriculum Development developed the framework. The team, led by experienced curriculum developers, benchmarked with various countries and developed a framework that aptly resonates with national needs.

The BECF is the guide to all education stakeholders on the national curriculum. It outlines the vision and mission of the curriculum, the structure of education, the levels of education, the learning areas for each level and the learning outcomes. It also stipulates the pillars that guide the reform process.

The learning areas are supported with curriculum designs that cover the educational content and guide the development of teachers' guides and various formats of curriculum support materials. The competency based curriculum in Kenya targets to develop globally competitive citizens who embrace 21st Century Skills.

A handwritten signature in dark ink, appearing to read 'Belio R. Kipsang', with a long, sweeping underline.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY,
STATE DEPARTMENT OF BASIC EDUCATION

ACKNOWLEDGMENT

This curriculum design has been developed to facilitate the implementation of the Competence Based Curriculum for Pre Primary 2. The curriculum designs contains Language, Mathematics, Psychomotor and Creative Arts, Environmental, Christian Religious Education, Islamic Religious Education and Hindu Religious Education Activities.

The Curriculum designs for the Competence Based Curriculum for Early Years Education have been developed through a participatory approach embracing the various stakeholders at different levels of development. My sincere gratitude goes to all officers of Kenya Institute of Curriculum Development who ably guided the various panels. I am also grateful to all the panel members in the various learning areas for Early Years Education for their commitment, dedication and diligence in accomplishing this task. I also wish to thank all the Development Partners who provided financial and technical support throughout the process. My sincere thanks to the colleagues at the Ministry of Education for all their support.

It is my conviction that these designs will lay the foundation of the Competence Based Curriculum geared towards ensuring all our learners achieve their full potential through the learning experiences and activities they will be engaged in.

A handwritten signature in black ink, appearing to read 'J. O. Jwan', is written diagonally across the page.

JULIUS O. JWAN, PhD., MBS
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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

4 **Promote sound moral and religious values**

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

5. **Promote social equity and responsibility**

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

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By end of Early Years Education, the learner should be able to:

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever-changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cut across all the activity areas. Learning at the pre-primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

PRE-PRIMARY TWO (LEVEL II)

1. OUR NEIGHBOURHOOD

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

2. MY SCHOOL

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

3. ANIMALS

- Domestic animals
- Wild animals
- Pests

4. WEATHER CONDITIONS

- Sunny
- Cloudy
- Rainy
- Windy

5. WATER

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

6. OUR MARKET

- Things found in the market

- Buying and selling
- People found at the market

7. HOSPITAL/DISPENSARY

- People in the hospital/dispensary
- Buildings in the hospital/dispensary
- Activities in the hospital/dispensary
- Clothes worn by people in the hospital/dispensary
- Tools and items used in the hospital/dispensary

8. TIME

- Telling time through daily routine
- Days of the week
- Public holidays
- National days

9. TRANSPORT

- By people
- By bicycles
- By boat/ship
- By motorcycles
- By animals
- By motor vehicles
- By railway
- By aeroplane

NB: *The support materials used should be gender sensitive.*

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Environmental Activities	5
4.	Psychomotor and Creative Activities	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	25

Note:

1. The time allocated for each activity area is 30 minutes.
2. There should be 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

LANGUAGE ACTIVITIES

LANGAUGE ACTIVITIES

ESSENCE STATEMENT

Language is a medium of communication. At the pre-primary level, children will be involved in activities that enhance the ability to become active listeners and speakers in diverse situations as well as express their feelings, ideas and opinions clearly and with confidence. In addition, learners will be involved in reading readiness and writing readiness activities in order to lay a good foundation for formal reading and writing instruction in grade one.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner should be able to:

- a) Develop appropriate listening skills from varied experiences to enrich their ability to communicate.
- b) Express own opinions, ideas and feelings creatively, freely and confidently in varied situations as they appreciate others.
- c) Participate in conversation using appropriate verbal and non-verbal language in their everyday experiences.
- d) Articulate letter sounds correctly in preparation for reading.
- e) Develop appropriate reading readiness skills in varied learning experiences.
- f) Apply appropriate writing readiness skills in varied learning experiences.

Strand	Sub-strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry questions
1.0 LISTENING	1.1 Common greetings and farewell related to relationship. (2 HRS)	By the end of the sub-strand, the learner should be able to: - Respond appropriately to greetings with reference to relationship in and out of school. - Respond appropriately to farewell with reference to relationship in and out of school. - Enjoy responding to greetings and farewell with reference to relationship in and out of school.	- Learners could respond to greetings and farewell with reference to relationship. - In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. - Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. - Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. - Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. - Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same.	- What opportunities arise for responding to greetings with reference to relationship at home and at school? - What opportunities arise for responding to farewell with reference to relationship at home and at school? - Whose greetings do you respond to at home and at school? - Whose farewell do you respond to at home and at school?

			• Learners role play responding to greetings and farewell with reference to relationship. • Learners could sing interactive songs related to responding to greetings and farewell with reference to relationship.	
Core-competence developed: Digital literacy, communication and collaboration, learning to learn.				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, inter-personal relationship,			Link to Values: Peace, unity, respect, love.	
Link to other activity areas: Environmental and Social Activities.			Suggested community service learning Arrange for a visit to a needy family in the neighborhood. Learners greet the family members with reference to relationship. Learners also collect litter within the compound and sing a song or recite a poem on greetings and farewell to the family before bidding them farewell.	
Suggested Non-formal activity to support learning through application Organise an inter class activity where learners visit pre-primary one class and practise appropriate ways of responding to greetings and farewell with reference to relationship.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Video clips, pictures of people greeting, charts, ICT device.				

Suggested Assessment Rubrics

Exceeding expectation	Meets Expectation	Approaching Expectation	Below Expectation
The learner listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses.	The learner listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses most of the time.	The learner consistently listens carefully and is able to respond to greetings and farewell appropriately both verbally and non-verbally sometimes.	Appears to listen carefully but is not able to respond appropriately to greetings and farewell.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 LISTENING	1.2 Listening for comprehension (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Answer questions correctly after a listening experience in class. b) Solve simple riddles in and out of school. c) Sing songs with actions in and out of school. d) Recite poems and rhymes with actions in and out of school. e) Take pleasure in activities that involve listening for comprehension.	• Learners could respond to simple verbal instructions. • Learners could be engaged in listening to a story and be encouraged to answer questions. • Learners could answer simple questions after listening to a recorded story. • Learners could be guided to solve simple riddles. • Learners could be guided to solve oral language puzzles. • Learners could be guided to recite poems and rhymes with actions. • Learners could practise singing songs with actions. • Learners could listen to audio-visual digital comics and answer simple questions. • In pairs, learners could practise solving simple riddles.	1. How does a child develop comprehension skills? 2. How does a child demonstrate comprehension? 3. What daily opportunities require listening for comprehension? 4. What makes listening comprehension fun?
Core-competence developed: Communication and collaboration, critical and creative thinking for problem solving, learning to learn, and digital literacy.				
Link to PCIs : Citizenship: Social integration. Life skills: Problem solving, effective communication, critical thinking, Interpersonal relationship.			Link to Values: unity	
Link to other activity areas: Psychomotor and Creative Activities			Suggested community service learning Visit an elderly person for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host.	
Suggested Non-formal activity to support learning through application			Suggested assessment: Oral question, observation, portfolio	

Organise for a story telling session at a suitable place outside the class. The learners tell or retell stories. Encourage learners to wear costumes and participate in story telling as guided.	
Suggested Teaching/Learning Resources: Recorded songs, musical instruments, instrumental songs, poems, rhymes, puppets, pictures, animated clip, realia, resource person, radio programmes.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching Expectation	Below Expectation
Consistently pays attention and responds with a variety of actions.	Pays attention and responds appropriately most of the time.	Pays attention and responds appropriately sometimes.	Appears to listen but makes no visible response.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 LISTENING	1.3 Active listening (2 HRS)	By the end of the sub-strand, the learners should be able to: a) Pay attention to conversations in and out of school. b) Answer questions after listening to a story. c) Respond to simple instructions in and out of school. d) Appreciate the contribution of others during conversations.	- In pairs or small groups, learners could tell stories and poems while others listen. They could be encouraged to ask and answer questions. - Learners could be encouraged to retell stories told by the teacher and other learners. - Learners could listen to and solve riddles. - Learners could view recorded content and imitate. - Learners could be given simple instructions and encouraged to respond. - In pairs or small groups, learners could be guided to take turns in conversations and answer simple questions.	- How do you show interest during a conversation? - When should you speak during a conversation? - How do you seek clarification in a conversation? - How do people respond to instructions? - How do people respond during a conversation?

			• Learners could view recorded clips of their own conversations as they are appreciated and corrected. • Learners could be guided to appreciate the contribution of others during conversations. • In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking. • Learners could demonstrate an activity involving turn taking.	
Core-competence developed: Digital literacy, communication and collaboration, critical thinking and problem solving, learning to learn.				
Link to PCIs: Citizenship: Social integration. Life skills: Effective communication, self -awareness, self-esteem, critical thinking.			Link to Values; Unity, peace.	
Link to other activity areas: Environmental and Social activities, Religious Education Activities.			Suggested community service learning Organise for an elderly person to visit the class for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host.	
Non-formal activity to support learning through application Organise for a story telling session at a suitable place outside the class. The learners tell or retell stories. Encourage learners to wear costumes and participate in story telling as guided.			Suggested Assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded programmes, video clips, ICT devises, realia				

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaching Expectation	Below expectation
Consistently responds to simple instructions and takes turns during a conversation.	Responds to simple instructions and takes turns during a conversation most of the time.	Responds to simple instructions and takes turns during a conversation sometimes.	Responds to simple instructions but does not sustain attention during conversations.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 LISTENING	1.4 Passing information (1 1/2 HRS)	By the end of the sub-strand, the learners should be able to: a) Convey verbal messages effectively in and out of school. b) Retell short stories in and out of school. c) Engage in dialogue in and out of school. d) Take pleasure in passing verbal messages and retelling short stories in and out of school.	• Learners could be asked to deliver verbal messages to and from parents/guardians. • In pairs and small groups, learners could tell and retell news and short stories. • Learners could be appreciated when they convey verbal messages effectively. • Learners could be encouraged to engage in dialogue with parents. • Learners could be engaged in short discussions and encouraged to ask and answer questions. • Learners could be engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups.	1. What opportunities arises for learners to pass information to and from parents? 2. What could learners tell their teachers about their parents? 3. What could learners tell their parents about teachers?
Core-competence developed: Digital literacy, communication and collaboration, learning to learn.				
Link to PCIs: Citizenship: Social integration. Life skills: Effective communication, inter-personal relationship.			Link to Values; Unity, respect, responsibility.	
Link to other activity areas: Environmental and Social activities, Religious Education Activities.			Suggested community service learning Organise learners to pay a visit to an elderly family. Learners could collect litter within the compound, sing songs or recite poems on the importance of caring and respecting the elderly.	
Suggested Non-formal activity to support learning through application Learners could be involved in activities where the teacher sends a learner to pass information to another teacher. The learner is expected to bring feedback			Suggested Assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Audio clips, locally made telephone, envelopes, realia, ICT devices.				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching Expectation	Below Expectation
Consistently listens attentively, conveys intended message and actively engages in dialogue.	Listens attentively and delivers intended message most of the time.	Listens and delivers a related but not fully accurate message	With guidance, listens attentively but delivers distorted message.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 LISTENING	1.5 Auditory discrimination (2HRS)	By the end of the sub-strand, the learners should be able to: a) Identify all letter sounds in the classroom environment. b) Differentiate closely related letter sounds in and out of school. c) Experience pleasure through play in and out of school.	- Learners could be guided to articulate letter sounds. - Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds. - Learners could articulate closely related letter sounds as demonstrated. e.g. /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/ and /q/. - Learners could listen to recorded audio clips of closely related sounds and recognize the sounds. - In pairs and small groups, learners could be involved in letter sound games. - Learners could sing songs and recite letter sound rhymes. - Learners could be guided to use interactive programmes on letter sounds.	- What are some of the closely related letter sounds? - What experiences could enhance letter sound discrimination?
Core competence developed: Digital Literacy, learning to learn, communication and collaboration.				
Link to PCIs:			Link to Values: Unity	

Citizenship: Social integration. Life skills: Effective communication, self-awareness.	
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning Arrange for learners to present a singing game incorporating auditory discrimination in a community function.
Suggested Non-formal activity to support learning through application Organise for a nature walk within the school compound. Learners listen to and identify various sounds in the environment.	Suggested Assessment: Oral questions, observation, portfolio
Suggested Learning Resources: Recorded audio clips, letter sound games, ICT devices, radio programmes, musical instruments, realia	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently identifies and differentiates closely related sounds.	Responds appropriately to sounds and differentiates closely related sounds most of the time.	Identifies closely related sounds and responds appropriately sometimes.	With guidance, identifies some letter sounds but does not differentiate between closely related sounds.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.6 Auditory memory (1 HR)	By the end of the sub-strand, the learner should be able to: a) Say letter sounds after the teacher in class. b) Recall letter sounds in and out of class. c) Enjoy playing auditory memory games in and out of class.	- Learners could be guided to recall letters of the alphabet. - Learners could listen to audio clips on letter sounds and be encouraged to recognize or name corresponding letters. - Learners could be involved in letter recall/memory games e.g. fishing game, letter hunt. - In pairs or small groups, learners could be engaged in letter recall games e.g. search and pair.	- What is the sound corresponding to each letter? - Which letter sounds are closely related?
Core competence developed: Learning to learn, digital Literacy, communication and collaboration.				
Link to PCIs:			Link to Values: Unity, respect.	

Citizenship: Social integration Life skills: Effective communication, critical thinking, turn taking.	
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning Arrange for learners to present a singing game incorporating auditory memory during the school open day.
Non-formal activity to support learning through application: Organise for an outdoor language games where learners use toy phones and walkie talkies to role play telephone conversations.	Suggested assessment: Oral questions, observations, portfolio

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently recalls letters of the alphabet and demonstrates letter sound correspondence through auditory memory games.	Recalls letters of the alphabet and can demonstrate letter sound correspondence.	Recalls most letters of the alphabet and the letter sounds.	With guidance, recalls a few letters of the alphabet and letter sounds.

Strand	Sub-strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry questions
2.0 SPEAKING	2.1 Common greetings and farewell related to relationship. (2HRS)	By the end of the sub-strand, the learners should be able to: a) Use vocabulary related to greetings with reference to relationship in and out of school. b) Use vocabulary related to bidding farewell with reference to relationship in and out of school. c) Greet people appropriately with reference to relationship in and out of school.	- Learners could imitate greetings and farewell with reference to relationship.(<i>e.g good morning teacher, good evening mother, Good night father</i>) - In pairs or small groups, learners could practise greetings and farewell with reference to relationship. - Learners could be guided to greet as well as bid farewell to visitors who come to class with reference to relationship. - Learners could be encouraged to greet and bid farewell to	- How do you greet people at home and at school? - How do you respond to greetings at school and at home? - How do you bid farewell at home and at school?

		d) Bid people farewell appropriately with reference to relationship in and out of school. e) Appreciate greeting and bidding people farewell with reference to relationship in and out of school.	family members at home with reference to time and relationship using appropriate words. • Learners could listen to recorded clips on greetings and farewell with reference to relationship and imitate. • Learners could practise greetings and bidding farewell with reference to relationship through role playing. • Learners could sing interactive songs on greetings and farewell with reference to relationship.	
Core-competence developed: Digital literacy, communication and collaboration, learning to learn.				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, inter-personal relationships.			Link to Values: Peace, unity, respect.	
Link to other activity areas: Environmental and social activities.			Suggested community service learning Arrange for the learners to welcome and greet parents appropriately during a school open day. The learners can also bid parents farewell appropriately after the function.	
Non-formal activity to support learning through application Learners visit the pre-primary one class and practise appropriate ways of greeting and bidding farewell.			Suggested assessment: Oral questions, observation, portfolio	
Suggested learning materials: Video clips, realia, pictures, ICT devices				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently greets and bids farewell using a variety of words	Greets and bids farewell using a range of words for greeting and	Greets and bids farewell with a limited range of words.	With guidance, greets and bids farewell but has difficulty using appropriate words.

for greetings and bidding farewell related to relationship.		bidding farewell related to relationship most of the time.		
Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.2 Self-expression (1 1/2HRS)	By the end of the sub-strand, the learners should be able to: - Express their needs and ideas verbally in and out of school. - Use appropriate vocabulary to express their needs and ideas in and out of school. - Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school.	- Learners could be encouraged to express their needs, ideas and thoughts freely. - Learners could be encouraged to sing songs that express their needs. - Learners could be appreciated when they express their needs and ideas. - In pairs and small groups, learners could tell each other news and stories. - Learners could be encouraged to participate in conversations on topics of their choice. - Learners could be engaged in discussions involving problem solving tasks such as puzzles, riddles among others. - Learners could be encouraged to express themselves verbally in school and at home. - Learners could be encouraged to use appropriate means when expressing needs. - The learners could be encouraged to talk about what they are doing during activities. - Learners could be encouraged to talk about themselves. - Learners could be engaged in short discussions and encouraged to answer questions.	- What do you do when you need something? - What can you say about yourself? - What do you do when someone wrongs you?

Core-competence developed: Digital literacy, communication and collaboration, critical thinking and problem solving, learning to learn	
Link to PCIs: Citizenship: Social integration. Life skills: Effective communication, self-awareness, self-esteem, critical thinking.	Link to Values: Cooperation, respect, love, peace.
Link to other activity areas: Environmental and social activities, religious education.	Suggested community service learning/ Involve learners in organising, planning and conducting an end of year party for the class to be held in children's home in the neighbourhood. Ensure learners are actively involved in decision making and buying items in the shop. Learners could invite children from needy families to the party.
Suggested Non-formal activity to support learning through application Organise for an inter-class session where learners tell stories, riddles, tongue twisters and puzzles.	Suggested assessment: Oral questions, Observations, portfolio
Suggested Learning resources: Masks, puppets, costumes, realia, video clips, puzzles, pictures	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently expresses his /her feelings and emotions using a variety of appropriate vocabulary.	Uses appropriate vocabulary to express his/her needs and emotions most of the time.	Expresses needs and emotions using appropriate vocabulary sometimes.	With guidance, expresses his/her needs and emotions but has difficulty using appropriate vocabulary.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.3 Polite Language (2 HRS)	By the end of the sub-strand, the learners should be able to: a) Use appropriate vocabulary when making requests in and out of school. b) Use appropriate vocabulary to excuse self and apologize in and out of school.	• Learners could demonstrate making requests, excusing self and apologizing. e.g. ('May I', 'Excuse me' and 'I am sorry,') • In pairs or small groups, learners could practise and role play making requests, excusing self and apologizing?	1. What do you say when you want to make a request? 2. What do you say when you want to be excused to go somewhere?

		c) State the appropriate vocabulary for excusing self and making requests in and out of school. d) Appreciate making requests, excusing self and apologizing when need arises.	• Learners could listen to stories that incorporate making requests, excusing self and apologizing. • Learners could view video clips on making requests, excusing self, apologizing and imitating. • Learners could be encouraged to make requests, excuse self and apologize during relevant situations in school and at home. • Learners could view a video clip demonstrating situations for making requests, excusing self and apologizing.	3. What do you say when you have wronged someone?
Core-competence developed: Digital literacy, communication and collaboration, learning to learn				
Link to PCIs: Citizenship: Social interaction. Life skills: Effective communication, inter-personal relationship,			Link to Values: Unity, humility, peace, respect, integrity	
Link to other activity areas: Environmental and Social Activities, Religious Education Activities.			Suggested community service learning Learners to present a role play on use of polite language during a school open day.	
Suggested Non-formal activity to support learning through application Involve learners in a pretend play activity depicting a classroom experience that incorporates scenes for making requests, excusing themselves and making apologies.			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: Costumes, video clips, ICT devices, pictures, realia				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently makes requests, uses courteous expressions and	Makes requests, uses courteous expressions and appreciates	Makes requests, uses courteous expressions and appreciates	With guidance, makes requests and appreciates others but with difficulty.

appreciates others using a variety of vocabulary.	others using appropriate vocabulary most of the time.	others with limited vocabulary.	
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.4 Audience awareness (1 1/2HRS)	By the end of the sub-strand, the learners should be able to: a) Speak clearly when talking to others in and out of class. b) Speak loud enough for the audience to hear in school and at home. c) Demonstrate ability to speak confidently in and out of class. d) Enjoy speaking to others in and out of class.	• Learners could be encouraged to listen to recorded pieces of their own voice. • Learners could be encouraged to sing songs, tell stories and recite poems and rhymes with clarity. • Learners could be engaged in conversations whenever opportunities arise. • In pairs and small groups, learners could be encouraged to retell stories told by adults and other learners. • Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade. • Learners could be encouraged to make presentations and be appreciated. • Learners could be given opportunities to dramatise.	1. How should I speak to be heard? 2. What should I do to make myself clear e.g when narrating a story, reciting a poem or rhyme?
Core competence developed: Digital literacy, communication and collaboration, learning to learn.				
Link to PCIs: Citizenship: Social interaction. Life skills: Effective communication, self-awareness, self-esteem.			Link to Values: Unity, respect, responsibility.	
Link to other activity areas: Psychomotor and Creative Activities.			Suggested community service learning Organise learners to present songs, poems, rhymes and speeches during a joint learning fun day.	
Suggested Non-formal activity to support learning through application			Suggested Assessment: Oral questions, observation, portfolio	

Organise for inter-class learning fun day with an emphasis on singing songs, reciting poems, rhymes and making speeches.	
Suggested learning resources: Realia, recorded clips, masks, costumes, puppets,	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently projects and varies own voice and speaks with confidence.	Speaks with appropriate projection and variation most of the time.	Speaks with appropriate projection and variation sometimes.	With guidance, controls own voice but demonstrates difficulty in projection and variation.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.5 Passing information (2HRS)	By the end of the sub-strand, the learners should be able to: a) Convey messages effectively at home and in school. b) Retell short stories in and out of school. c) Use relevant vocabulary when engaging in dialogue. d) Take pleasure in passing verbal messages and retelling stories in and out of school.	• Learners could deliver verbal messages to and from home. • In pairs and small groups learners could tell and retell news and short stories. • Learners could be encouraged to convey verbal messages effectively. • Learners could be engaged in dialogue with parents. • Learners could be engaged in short discussions and encouraged to answer questions. • Learners could be asked to ask and respond to questions. • Learners could be engaged in activities where they view a video clip and then talk about it in pairs or in small groups.	1. What opportunities arise for learners to pass information to and from parents? 2. What do learners like to tell teachers about their parents? 3. What do learners like to tell parents about teachers?

			Learners could be encouraged to talk about what they saw in a field trip or nature walk.	
Core competence developed: Digital Literacy, communication and collaboration, learning to learn.				
Link to PCIs: Citizenship: Social integration. Life skills: Effective communication, self-awareness, self-esteem, inter-personal relationships.			Link to Values: Unity, responsibility.	
Link to other activity areas: Environmental activities.			Suggested community service learning Organise learners to present songs, poems, rhymes and speeches during a joint learning fun day. Emphasis should be on clarity and loudness.	
Suggested Non-formal activity to support learning through application Organise for an inter-class contest that includes activities on speech, clarity and loudness.			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: Realia, video clips, locally made telephones, costumes, puppets, ICT devices				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Efficiently and effectively passes information	Passes information accurately.	Passes information accurately sometimes.	Passes information accurately but not effectively.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.6 Naming (2 HRS)	By the end of the sub-strand, the learners should be able to: a) Name objects, animals, people and colours in the immediate environment.	- Learners could name objects, animals, people and colours. - Learners could recite poems and rhymes related to colours. - Learners could be involved in naming colours with reference to relevant objects.	1. What objects, colours and people are we likely to find in our neighbourhood?

		b) Name safe objects in the immediate environment. c) Name unsafe objects in the immediate environment. d) Experience pleasure in naming colours, objects and people in the immediate environment.	• Learners could be taken for a nature walk and encouraged to identify colours, safe and unsafe objects in the immediate environment. • Learners could be guided to name concrete objects and pictures using ICT devices.	2. What safe and unsafe objects are we likely to find our environment? 3. How do you integrate new words into the child’s play and daily experiences by naturally weaving them in and out of conversations and vocabulary games?
Core competence developed: Digital literacy, learning to learn, communication and collaboration				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, ECD:DRR; Safety			Values: Unity, love, responsibility.	
Link to other activity areas: Psychomotor and Creative Activities, Environmental and Social Activities			Suggested community service learning/ Organise learners for a nature walk around a place of worship. Learners to name objects, people, colours and animals. Learners should also collect litter within such places.	
Suggested Non-formal activity to support learning through application Take learners for a walk within the school compound. Learners name objects, animals, people and colours in that setting.			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: Realia, pictures ,charts, flashcards, learning corners				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently names objects, animals, people and colours with a variety of vocabulary.	Uses appropriate vocabulary to name objects, animals, people and colours most of the time.	Names objects, animals, people and colours appropriately sometimes.	With guidance, names a few objects, animals, people and colours appropriately.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.7 Articulation of letter sounds (3 HRS)	By the end of the sub-strand, the learners should be able to: - Articulate vowels and consonants correctly in and out of class. - Demonstrate awareness of letter-sound correspondence in and out of class. - Take pleasure in activities relating to letter sounds in and out of class.	- Learners could observe charts and flashcards with all the letters of the alphabet. - Learners could be guided to articulate consonant sounds. - Learners could be guided to recite letters of the alphabet. - Learners could be encouraged to practise articulating vowel sounds. - Learners could be engaged in singing songs and reciting poems and rhymes relating to all letter sounds. - Learners could be engaged in activities e.g. fishing games, skittle games, dice games among others to enhance sound articulation. - Learners could be encouraged to integrate letter sounds into the learner's play and daily experiences. - Learners could be encouraged to use flash cards and charts to enhance articulation of all letter sounds. - Learners could be involved in viewing and listening to sound and video clips that enhance letter sound articulation. - Learners could be guided to relate the upper case (capital) letters and the lower case (small) letters with the corresponding sounds. - Learners could be encouraged to articulate closely related letter sounds such as /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/ and /q/.	- What is the sound corresponding to each upper case (capital) letter and its equivalent lower case (small) letter? - What opportunities are there for learners to practise articulation of letter sounds? e.g the sub-theme 'market' provides opportunities for learners to hear articulation of the sound /p/ as in pineapple, pawpaw, peas, pepper, pumpkins, potatoes. - Which letter sounds are closely related?

Core competence developed: Learning to learn, digital literacy, communication and collaboration.	
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, turn taking.	Link to Values: Unity, responsibility.
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning Learners to make a presentation on sound articulation during a school open day.
Suggested Non-formal activity to support learning through application: Involve learners in an inter-class contest on sound articulation	Suggested assessment: Oral questions, observation
Suggested learning Materials: Flash cards, letter cut-outs, letter charts, ICT devices.	

Suggested Assessment Rubrics

Exceeds expectation consistently	Meets expectation	Approaching expectation	Below expectation with guidance.
Articulates vowels and consonants correctly corresponds letters to sounds appropriately.	Articulates vowels and consonants correctly and corresponds letters and sounds appropriately most of the time.	Articulates vowels and consonants correctly and corresponds letters to sounds appropriately sometimes.	Articulates some vowels and consonants but has difficulty corresponding letters to sounds.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.1 Book handling skills (1 HR)	By the end of the sub-strand, the learners should be able to: a) Demonstrate book handling skills in and out of school. b) Demonstrate ability to arrange books properly.	- In pairs and groups learners can be encouraged to cover books. - Learners could be engaged in book arranging activities and guided to store them properly.	- How do we handle a book when reading? - How do you take care of books? - How do you open pages of a book when reading?

		c) Take pleasure in book handling and storage activities.	• In pairs or small groups learners could practise arranging books topside up in shelves or book corner. • Learners could be guided to recite rhymes with simulated actions. • In pairs or small groups, learners practise dusting, covering and arranging books at an appropriate place.	
Core competence developed: Communication and collaboration, digital, learning to learn				
Link to PCIs: Citizenship; Social Integration Life skills: Creative thinking, critical thinking			Link to Values: Unity, responsibility.	
Link to other activity areas: Psychomotor and Creative Activities			Non Formal Organise learners to arrange books in book shelves and book corners in their school	
Suggested Community Service activity to support learning through application: Organise for a book handling day where the ECD teachers guide learners on holding books properly, turning pages, left-right orientation, covering and arranging books.			Suggested assessment: oral questions, observation, portfolio	
Suggested learning resources: Book covers, books, shelves, boxes, bags, pictures, realia				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently handles books properly and demonstrates effective topside up orientation.	Handles books appropriately and demonstrates stores topside up orientation most of the time.	Arranges books appropriately and sustains the topside up sometimes.	Arranges books with guidance but does not sustain the topside up orientation.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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3.0 READING	3.2 Reading readiness skills (1 HRS)	By the end of the sub-strand, the learners should be able to: a) Demonstrate left-right eye orientation when reading b) Demonstrate top-bottom orientation skills when reading c) Turn pages from right to left when opening a page d) Enjoy participating in pre-reading activities in and out of school	• In pairs or in groups, learners could arrange pictures from left to right. • Learners could view animated pictures that drag and drop from left to right in a digital clip. • Learners could be engaged in a picture walk activity and guided to turn pages from right to left. • Learners could record themselves as they practise turning pages from right to left and view the video clip for self-assessment. • Learners could sing rhymes related to left-right and top to bottom eye orientation and turning pages from right to left as they simulate. • In pairs or small groups, learners could practise looking at pictures from left to right, moving the eye from top-to-bottom of the page and turning pages from right to left.	1. How do you move your eyes when reading? 2. How do you turn pages of a book when reading?
Core competence developed: Learning to learn, digital literacy, communication and collaboration.				
Link to PCIs: Life skills: Effective communication, turn taking.			Link to Values: Cooperation, responsibility.	
Link to other activity areas: Psychomotor and Creative Activities			Suggested community service learning/ Learners to make a presentation on sound articulation during a school open day.	
Suggested Non-formal activity to support learning through application: Involve learners in an inter-group contest on sound articulation			Suggested assessment: oral questions, observation, portfolio	
Suggested learning resources: books, pictures, video clips				

Suggested Assessment Rubrics

Below expectation	Approaching expectation	Meets expectation	Exceeds expectation
Consistently turns pages from right to left, and effectively sustains left to right and top-bottom eye orientation.	Turns pages from right to left and sustains left to right and top to bottom eye orientation most of the time.	Turns pages from right to left and attempts to sustain left to right top to bottom eye orientation.	Turns the pages from right to left with guidance but does not demonstrate left to right, top to bottom eye orientation.

Strand	Sub Strand	Specific learning outcome	Suggested learning experience	Kenya inquiry question
3.0 READING	3.3 Print Awareness (2 Hours)	By the end of the sub-strand, the learners should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school.	- Learners could be provided with relevant pictures and encouraged to talk about them. - In pairs, learners could be involved in reading picture stories to each other. - Learners could view animated pictures and encouraged to answer questions. - Learners could view video clips depicting stories and be asked to ask and answer questions on the story. - In pairs or in small groups, learners could ask and answer questions. - Learners could be encouraged to bring pictures related to safe and unsafe places. - Learners could be encouraged to bring their own pictures from home and talk about them. - Learners could be encouraged to share pictures and books.	- What pictures do you enjoy looking at? - What pictures interest learners?
Core competence developed: Learning to learn, digital Literacy, communication and collaboration.				
Link to PCIs: Citizenship: Social Integration			Link to Values: Unity, respect.	

Life skills: Effective communication, critical thinking	
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning/ Organise for a school open day where parents are invited to view learners' displayed work in class. Encourage parents and the learners to talk about and appreciate the displayed work.
Suggested Non-formal activity to support learning through application: Organise for a school open day where learners from other classes are invited to view the learners displayed work in class. Encourage learners to talk about and appreciate the work displayed.	Suggested assessment: oral questions, observation, portfolio
Suggested learning resources: flash cards, letter cut-outs, letter charts, ICT devices	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Meets expectation	Below expectation
Consistently observes and talks about pictures with interest and detail.	Observe and talks about pictures with interest and sustained attention.	Observes and talks about pictures with interest and sustained attention sometimes.	With guidance, observes and talks about pictures but with little interest and attention.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 READING	3.4 Visual discrimination (1 HRS)	By the end of the sub-strand, learners should be able to: a) Identify differences and similarities in objects and pictures at home and at school. b) Match and pair pictures and objects at home and at school. c) Take pleasure in visual discrimination activities at home and at school.	- Learners could identify odd-one out pictures, objects from a set of pictures or objects respectfully. - In pairs and small groups, learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities.	1. What visual discrimination experiences do children enjoy?
Core-competence developed: Communication and collaboration, learning to learn, critical and creative thinking for problem solving.				
Link to PCIs: Citizenship: Social integration			Link to Values: Unity, responsibility, love.	

Life Skills: Decision making, critical thinking, creative thinking	
Link to other activity areas: Environmental and Social Activities	Suggested Community service learning Organise for an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in visual discrimination activities.
Suggested Non-formal to support learning through application Involve learners in an inter-class group contest that includes visual discrimination activities.	Suggested assessment: oral questions, observations, portfolio
Suggested Learning Resources: Puzzles, pictures, charts, learning corners	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Efficiently recognizes similarities and differences in objects and pictures.	Recognizes similarities and differences in objects and pictures.	Identifies differences and similarities in objects and pictures sometimes.	With guidance, identifies differences and similarities in objects and pictures.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 READING	3.5 Visual memory (2 HRS)	By the end of the sub-strand, learners should be able to: a) Recall objects, colours and pictures in the immediate environment. b) Recall letters of the alphabet in and out of class. c) Talk about what they have seen in the immediate environment. d) Have pleasure in visual memory activities in and out of class.	- Individually, in pairs or small groups, learners could be engaged in visual memory games. - In pairs or small groups, learners could be guided to play letter memory games. - Learners could visit a learning corner within the class and recall what they saw. - In pairs and small groups, learners could be engaged in interactive digital visual memory games. - Learners could be encouraged to recall what they saw at home, on the way and in school.	- What do you see around the home? - What do you see on your way from home to school?

Core-competence developed: Communication and collaboration, learning to learn, digital literacy	
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, problem solving.	Link to Values: Unity, honesty.
Link to other activity areas: Psychomotor and Creative activities, Environmental and Social Activities.	Suggested Community Service Learning Organise learners to make cards for parents and give them during the school open day.
Suggested Non- Formal Activity to support learning through application Involve learners in an inter-class group contest that incorporates visual memory activities.	Suggested Assessment: oral questions, observations, portfolio
Suggested learning resources: Language games, picture, learning corners, video clips, flash cards, ICT devices.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Effectively recalls colours, pictures and all letters of the alphabet in the immediate environment.	Recalls colours, pictures and all letters of the alphabet in the immediate environment.	Recalls colours, pictures and most letters of the alphabet in the immediate environment.	Recalls colours, pictures and some letters of the alphabet in the immediate environment.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.5 Reading posture (1 ½ HRS)	By the end of the sub-strand, learners should be able to: a) Identify correct reading posture in pictures. b) Sit appropriately when reading in and out of class. c) Enjoy participating in activities on reading posture in and out of class.	- Learners could be guided to visit a local library to experience reading posture. - Learners could view video clips on appropriate reading posture. - Learners could be encouraged to practice appropriate reading posture - Learners could practise sitting properly when picture reading in class. - Learners could sing songs and recite poems and rhymes related to appropriate reading posture. - In pairs, learners practise correct reading posture.	- How do we sit when reading? - Why should you sit appropriately when reading? - What are the inappropriate reading postures?

Core-competence developed: Learning to learn, digital literacy, communication and collaboration	
Link to PCIs: ESD: Health education	Values: Responsibility, unity.
Link to other activity areas: Psychomotor and Creative Activities.	Suggested Community Service Learning Organise learners to role play and recite poems on appropriate reading posture during school assembly and open days.
Suggested Non- Formal Activity to support learning through application	Suggested Assessment: oral questions, observations, portfolio

Visit a library or another class and identify correct and incorrect reading postures.	
Suggested learning resources: Video clips, pictures ,recordings (songs, poems and rhymes), library, chair and table	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Effectively sits in appropriate posture.	Sits in appropriate posture.	With some guidance sits and sustains appropriate posture.	With guidance, sits in appropriate posture for some time.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 READING	3.6 Letter recognition (2HRS)	By the end of the sub-strand, learners should be able to: a) Match upper case letters with corresponding lower case letters in class. b) Take pleasure in letter matching activities in and out of class.	- Learners could be engaged in matching upper and lower case letters using skittle game. - Learners could label objects using letter stickers and encouraged to identify the letters. - Learners could be guided to fix letter jigsaws. - Learners could be exposed to talking walls, which contain various materials on letters, e.g. charts, cards, classroom labeling to enhance letter recognition. - Learners could demonstrate matching lower and upper case letters. - Learners could sing letter songs or recite poems and rhymes related to letter recognition while displaying letters. - Individually or in small groups, learners could be engaged in activities related to letter recognition games e.g. letter fishing games, letter sorting trays, letter basket balls, letter hunting games among others. - Learners could compete in letter recognition competition games. Encourage fairness in winning and acceptance in losing.	- How do we match lower and upper case letters? - In which play experiences can we integrate letter recognition?

			Learners could be exposed to digital content on letter recognition.	
Core-competence developed: Learning to learn, digital literacy, communication and collaboration.				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, friendship			Link to Values: Fairness, unity, peace	
Links to other activity areas: Psychomotor and Creative Activities, Religious Education Activities			Suggested Community Service Learning Organise learners to engage in letter recognition presentations during school open day.	
Suggested Non- Formal Activity to support learning through application Organise an interschool language contest incorporating letter recognition activities.			Suggested Assessment: oral questions, observations, portfolio	
Suggested learning resources: letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently recognizes letters in upper and lower case and matches all letters.	Recognizes letters in upper and lower case and can match all letters.	Recognizes letters in lower and upper case and can match appropriately sometimes.	With guidance, recognizes letters in lower case and upper case but has difficulty matching them.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.7 Reading syllables (3 HRS)	By the end of the sub-strand, learners should be able to: a) Read syllables in and out of class.	Learners could be engaged in blending sounds to make syllables e.g ta, pa, da, ma	1) How do we blend letter sounds to make syllables? 2) What activities would enhance the learner's ability to read syllables?

		b) Demonstrate ability to read syllables in class. c) Enjoy participating in activities that involve reading syllables.	• Learners could be encouraged to read syllabuses • Learners could be introduced to different consonants and guided to master reading syllables relating to all letters. • Learners could practise reading syllables in pairs and small groups. • Learners could be involved in a variety of activities to practise reading syllables.	
Core competence to be developed: Digital literacy, critical thinking for problem solving, learning to learn, communication and collaboration.				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, self-esteem, critical thinking.			Values: Unity, responsibility, sharing, turn taking.	
Link to other activity areas: Psychomotor and Creative Activities.			Suggested community service learning activities: Organise for an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in activities that involve reading syllables.	
Suggested Non-formal activity to support learning: Organise for an inter-group contest where learners participate in reading syllables.			Suggested assessment: observation, oral questions, observation, portfolio	
Suggested resources: Video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items (stones ,blocks, bottle tops, dice)				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently recognizes syllables and can read a variety of words using syllables.	Recognizes and can read most syllables.	Recognizes some syllables.	• With some guidance, recognizes some syllables but has difficulty joining sounds to form syllables.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.8 Reading three to four letter words (3 HRS)	By the end of the sub-strand, learners should be able to: a) Demonstrate ability to blend syllables to read three to four letter words in and out of class. b) Read three to four letter words correctly in and out of class. c) Enjoy participating in activities that involve reading three to four letter words in and out of class.	• Learners could be engaged in blending syllables to form three to four letter words and guided to read the words. • Learners could practise reading three and four letter words in pairs and small groups. • Learners could be involved in a variety of activities to read three to four letter words.	1. How do we blend syllables to make words? 2. What activities enhance learner’s ability to read words?
Core competence developed: Learning to learn and digital literacy.				
Link to PCIs: Citizenship: Social integration Life skills: Effective communication, .			Values: Unity, peace, self-esteem, critical thinking, responsibility	
Link to other activity areas: Psychomotor and Creative Activities.			Suggested Community Service Learning Organize an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in activities that involve reading syllables.	
Non- Formal Activity to support learning through application Organize an interclass or intergroup reading contest. Learners participate in activities that involve reading three to four letter words.			Suggested Assessment: oral, questions, observation and portfolio	
Suggested learning resources: Charts, books, electronic devices, flashcards, newspapers, ICT devices				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently reads a variety of words.	Blends syllables and reads three to four letter words.	Blends syllables and sounds to read three to four letter words sometimes.	With guidance, blends syllables but has difficulty joining them to form words.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.1 Book handling (1 HR)	By the end of the sub-strand, the learner should be able to: a) Demonstrate ability to handle books appropriately in and out of class. b) Arrange books properly in and out of class. c) Enjoy participating in book handling activities in and out of class.	- Learners could practise arranging books appropriately (top side up). - Learners could practise writing in their books (with the correct grip of writing material) without pressing forcefully. - Learners could practise caring for and storing books in the appropriate places. - Learners could practise handling books with clean hands. - Learners could be guided to sing songs and rhymes related to book handling, care and proper storage. - In pairs and groups learners could take turns in keeping books on book shelves. - Learners could be engaged in cleaning and arranging books in the book corner. - Learners could be guided to avoid leaning on their books and writing forcefully during a writing activity. - Learners could be guided on how to cover their books properly.	- How do we handle books? - How do we keep books? - Where do we place our books when writing? - How do we keep our books clean? - How do we keep our books intact?
Core Competence to be developed: Communication and collaboration, learning to learn.				
Link to PCIs: ESD: Care for learning resources.			Link to Values: Unity, responsibility	

Citizenship: Leadership, social integration	
Link to other activity areas: Environmental and Social Activities.	Suggested community service learning Organise learners to carry out a book handling activity in a pre-primary 1 classroom/ book corner/library/self. Involve learners in dusting, covering and arranging books.
Suggested Non-formal activity to support learning through application Organise for a book handling day where the ECD teachers guide learners on holding books properly, turning pages, left to right orientation, covering and arranging books.	Suggested application: portfolio, observation, oral questions
Suggested learning resources: Books, realia, boxes, shelves, book covers, materials, video clips, school bags	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Consistently handles books appropriately and consistently arranges books properly on shelves	Handles books appropriately and arranges books on shelves properly	Can handle books appropriately and arranges book on shelves sometimes.	With guidance, attempts to handle books appropriately and arranges books on shelves with guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.2 Writing readiness skills (2HRS)	By the end of the sub-strand, the learners should be able to: a) Hold a writing tool properly in and out of class. b) Turn pages from right to left during a writing activity in and out of class.	- Learners could practise a writing walk where they turn pages from right to left as they write on each page. - Learners could be guided to write patterns from left to right individually or in groups. - Learners could be guided in activities on appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger - Learners practise holding the writing tool with the right grip.	- Where do we place our books when writing? - Where do we place our hands when writing? - How do we position our hands while writing? - How do we hold the writing tool when writing?

		c) Take pleasure in pre-writing activities in and out of class.	• Learners could practise writing in their books without pressing forcefully. • Learners could be engaged in activities where they write line and cursive patterns from left to right across a line and filling each page from top to the bottom. • Learners could view video clips demonstrating appropriate pencil grip and imitate the same.	
Core competence to be developed: Learning to learn, communication and collaboration				
Link to PCIs: Life skill: Self-esteem, effective communication Citizenship: Social integration			Link to values Responsibility, unity	
Link to other subjects: Psychomotor and Creative Activities,			Suggested community service learning activities Invite parents to class to observe and recognize learners work.	
Suggested non –formal activity to support learning: Organize for learners to visit other classrooms within the school to observe the languages corner.			Suggested assessment: Observation, oral questions, portfolio	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently turns pages from right to left, writes from left to right across the line and effectively sustains eye hand coordination.	Turns pages from right to left, writes from left to right across the line.	Turns pages from right to left, writes from left to right across the line sometimes.	With guidance, turns pages from right to left but does not demonstrate eye- hand coordination.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 WRITING	4.3 Writing posture (1 HRS)	By the end of the sub-strand, the learner should be able to: a) Sit appropriately when writing in and out of class. b) Derives pleasure in activities for writing posture in and out of class.	- Learners could be guided to continue practising the correct writing posture every time they are involved in a writing activity. - In pairs learners could practise the correct writing posture. - Learners could recite rhymes on the appropriate writing posture as they write. After adopting the appropriate writing posture learners could be encouraged to practise writing. - Learner could view a video clip demonstrating the correct writing posture and practice it. - In pairs and small groups learners could practise the appropriate writing posture. - In pairs or small groups learners could take turns to recite rhymes on writing posture as others practise it.	- How do we sit when we are writing? - How do we position a book when writing? - How do we position hands when writing? - Where do you place your feet while writing?
Core Competence: Communication and collaboration, learning to learn.				
Link to PCIs Life-skills: Self awareness Health Education: Caring for my body. Citizenship: Social Integration.			Link to Values: Unity, Responsibility.	
Links to other activity areas: Psychomotor and Creative Activities			Suggested community service learning Organise learners to present a writing posture, rhyme, poem or song during a school open day.	
Non-formal activity to support learning through application Organise for an interschool language contest that incorporates games, songs, rhymes and play relating to writing posture.			Suggested assessment: Oral questions, observation, portfolio	
Suggested learning resources: Books, writing materials, chairs ,tables, video clips, ICT devices, pictures, charts				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Consistently sits appropriately using correct posture when writing.	Sits appropriately using correct sitting posture when writing most of the time.	Sits appropriately using correct sitting when writing posture sometimes.	With guidance, sits appropriately using correct sitting posture when writing.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 WRITING	4.4 Eye-hand coordination skills (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate eye-hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class.	- Learners could be involved in pegging puzzles and fitting templates. - Learners could fix jigsaw puzzles. - Learners could fix letter jigsaws. - Learners could practise typing letters on a computer key board. - Learners could be involved in modeling letters using clay, dough or plasticine. - Learners could be involved in painting and printing activities - Learners could join dots to make letters or trace letters. - Learners could play digital games that enhance eye-hand coordination. - In pairs and groups learners could practise eye-hand coordination activities.	- What are the necessary skills for preparing a learner to write? - What activities/experiences will promote eye- hand co-ordination?
Core Competence developed: Communication and collaboration, digital literacy, learning to learn.				
Link to PCIs: Life skills: Self-awareness, self-esteem. Citizenship: Social integration.			Link to Values: Unity, responsibility	
Links to other subjects: Psychomotor and Creative Activities			Suggested community service learning Learners to visit the pre-primary one class and play games, sing rhymes and songs that enhance eye-hand coordination.	
Non-formal activity to support learning through application			Suggested Assessment: observation, portfolio, oral questions	

Organize an inter-group language contest that incorporates eye-hand coordination activities including singing games/ Learners can continue playing games that enhance eye-hand coordination at home.	
Suggested learning resources: Video clips, jig saw puzzles, realia, charts, computer, brushes, paint	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently coordinates eye to hand when writing.	Coordinates eye and hand when writing most of the time.	Coordinates eye and hand when writing sometimes.	Has difficulty coordinating eye and hand when writing.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.5 Pattern writing (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class.	- Learners could be engaged in writing simple cursive patterns in the air. - Learners could practise writing cursive patterns in the air. - Learners could be engaged in tracing simple cursive patterns. - Learners could join dots to form simple cursive patterns. - Learners could be guided to copy cursive patterns. - Learners could practise writing simple varied cursive patterns. - Learners could view the process of drawing cursive patterns on the computer and copy them. - Learners could write cursive patterns using digital audio- visual materials such as using the writing wizard application. - Learners could practise writing cursive patterns using a computer.	- Which cursive patterns are easy for learners to write? - What materials can learners use to form cursive patterns? - What items in the environment could have cursive patterns?
Core competence developed: Learning to learn, creativity and imagination, digital literacy.				

Link to PCIs: Citizenship: Social Integration. Life Skills: Creative thinking.	Link to Values: Cooperation
Links to other activity areas: Psychomotor and Creative Activities.	Suggested community service learning Learners write/make cursive patterns and showcase to parents during open days.
Non-formal activity to support learning through application Involve parents in helping their children to collect and bring to school materials with cursive patterns and materials for forming patterns.	Suggested assessment Observation, portfolio, oral question
Suggested Learning Resources: Charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Effectively and consistently arranges objects in a line, forms a variety of print and simple line patterns.	Consistently arranges objects in line, forms print patterns and draws simple line patterns.	Arranges objects in line, forms print patterns and draws simple line patterns.	With guidance, holds writing tools appropriately but demonstrates difficulty in arranging objects in a line and drawing simple line patterns.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.6 Letter formation (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Form letters correctly in and out of class. b) Demonstrate ability to form letters correctly in and out of class. c) Have pleasure in letter formation activities in and out of class.	- Learners could sing rhymes related to letter formation. - Learners could practise modeling, colouring and painting letters while singing related rhymes. - Learners could practise threading beads and lacing through holes on a card to make letters. - Learners could shade within letter outlines.	- How do you shape each letter of the alphabet? - How can a teacher incorporate letter formation in children's play?

			• Learners could be guided to recite letter formation rhymes as they write letters in air and on the sand. • Learners could be engaged in pricking the edges of letter outlines and cutting out the letters. • Learners could be guided to do drag and drop activities that enhance eye-hand coordination using digital devices. • In pairs and small groups, learners could practise various letter formation activities. • Learners could be engaged in joining dots to form letters. • Learners could view video clips demonstrating letter formation and practise writing letters. • Learners could recite letter formation rhymes as they write letters. • Learners could be engaged in activities on letter formation movements; beginning with the starting point followed by successive movements until the end.	
Core Competence: Learning to learn, communication and collaboration, creativity and imagination				
Link to PCIs Citizenship: Social integration. Life-skills: Creative thinking.				
Links to other activity areas: Psychomotor and Creative Activities			Suggested community service learning Involve children to assist adult learners in the community how to form letters.	
Non-formal activity to support learning through application			Suggested Assessment: observation, oral questions, portfolio	

Involve the parents in collecting print materials at home with the learners. Learners bring these to school and use them to trace letters.	
Suggested Learning Resources: Video clips, ICT devices, letter cut-outs, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Consistently demonstrates proper writing-tool grip and forms all letters legibly	Demonstrates proper writing tool grip and forms most letters legibly.	Demonstrates proper writing –tool grip and forms letter shape sometimes.	Has developed proper writing tool grip but forms letter shapes with difficulty.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.7 Writing letters of the alphabet (3 HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate ability to write letters properly in and out of class. b) Write letters of the alphabet properly in and out of class. c) Enjoy using basic tools for letter writing activities in and out of class.	• Learners could be encouraged to join dots to make letters of the alphabet • Learners could be encouraged to trace letters of the alphabet. • Learners could copy letters of the alphabet. • Learners could be guided in writing letters of the alphabet. • Learners could be involved in pattern making using letters of the alphabet. • In pairs and in small groups, learners could make patterns using letters of the alphabet. • Learners could practise writing letters of the alphabet using digital devices.	1. What opportunities arise for writing letters of the alphabet? 2. How can a teacher incorporate letter writing in children’s play?

			• In pairs and small groups, learners could write letters and appreciate each other’s work. • Learners could be encouraged to display their work in class and to appreciate each other’s work. • Learners could practise writing letters on worksheets.	
Core competence developed: Learning to learn, digital literacy, communication and collaboration				
Link to PCIs: Citizenship: Social integration. Life-skills: Creative thinking, self-esteem.			Values: Unity.	
Links to other activity areas: Psychomotor and Creative Activities, Religious Education Activities.			Suggested community service learning Learners take letters they have written in worksheets in class to their homes for parents to see and appreciate.	
Non-formal activity to support learning through application Invite an ICT person to guide learners on how to write letters using digital tools.			Suggested Assessment: Observation, oral questions, writing activities, portfolio	
Suggested Learning resources: Video clips, ICT devices, letter cut-outs, flash cards, plasticine, clay, paint, paint brush, crayons, realia, pencils				

Suggested Assessment Rubrics:

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently holds varied writing tools appropriately and consistently writes all letters of the alphabet appropriately.	Holds writing tools appropriately and writes letters of the alphabet properly.	Holds the writing tools and writes letters of the alphabet correctly sometimes.	With guidance, holds the tools and write a few letters correctly

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 WRITING	4.8 Writing three to four	By the end of the sub-strand, the learner should be able to:	• Learners could practise writing of three to four letter words	1. What activities are required for writing practice?

	letter words (allow variation depending on the language) (2 HRS)	a) Write three to four letter words in class. b) Copy own name in class. c) Have pleasure in participating in writing activities in and out of class.	based on demonstrated ability to read the words. • Learners could be guided to write syllables with reference to one vowel as it is read. Learners are then encouraged to read and write the syllables. e.g /pa/,/ba/, /ca/. • Learners could be introduced to syllables relating to three to four consonants and the first vowel. • Learners could be introduced to different set of words after practicing and gaining ability to write and read syllables relating to three to four consonants and the first vowel. • Learners could practise writing syllables related to one vowel • Learners could practise writing two letter words relating to each vowel beginning with the vowel 'a' sound e.g 'ba', 'ta 'ma' and encourage learners to write and read the words. • Learners practise joining a syllable and a sound and read it as a word. • Learners could practise writing (as they read) these words. • Learners to be engaged in coloring letters of their own name • Learners could be encouraged to practise copying their own name.	2. What resources would you use for writing practice?
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			• Learners could write their own name. • Learners could be engaged in activities such as using letter cut-outs, fishing letter games to make words. • Learners could be guided to write simple words using flashcards among others. • Learners could view video clips on word formation and writing. • In pairs and in groups, learners could be engaged in writing three to four letter words. • Learners could display their own work and be encouraged to appreciate others work.	
Core-competence: Digital literacy, learning to learn.				
Link to PCI: Citizenship: Social Integration Life skills: Self-awareness, self-esteem.			Link to Values: Unity.	
Suggested Link to other Activity areas: Psychosocial and Creative Activities.			Suggested community service learning Learners take home their work sheets with words and their names for parents to see and appreciate.	
Suggested Non-formal activity to support learning through application Write three to four letter words and label some items in class.			Suggested Assessment: Observation, oral questions, portfolio	
Suggested Learning resources: Video clips, ICT devices, letter cut-outs, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils				

Suggested Assessment Rubrics:

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently and effectively writes three to four letter words and copies own name with variation.	Writes three to four letter words and copies own name correctly.	Writes three to four letter words and copies own name correctly sometimes.	With guidance writes three to four letter words and sometimes copies own name.

MATHEMATICAL ACTIVITIES

CURRICULUM DESIGN FOR MATHEMATICAL ACTIVITIES

Essence statement

Mathematical activities at the pre-primary level empower children to engage in basic analysis of problems and to develop appropriate solutions in day to day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for primary school readiness. They also enhance the learner's development and acquisition of basic number, classification and measurement skills during early years.

General learning outcomes

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

- a) use acquired classroom skills to solve problems in daily life,
- b) demonstrate basic number concepts as a basis for future learning,
- c) demonstrate interest in measurement and dispositions in physical and social world.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.1 Sorting & grouping 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the environment according to more than one attribute d) appreciate the materials in the environment for their uniqueness and diversity	- Learners look at and talk about objects with different colour, size, shape and texture. - Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type). - Two learners demonstrate sorting, grouping and comparing objects by more than one attribute (colour, size, shape, texture, use and type) up to four groups. - Learners in groups or pairs, individually, sort and group objects according to more than one attribute up to four groups. - Learners relate specific attributes to other objects in the environment - Sing songs related to sorting and grouping objects. - Collect and store materials in their respective corners. - Learners to sort and group objects according to more than one attribute using ICT devices.	- Which objects are similar or look alike? - What objects have same colour, size, shape, and texture? - Which objects look alike? - Which objects are different? - Why have you grouped these objects together? - Why should we store materials after use?
Core Competencies: critical thinking , problem solving, Communication and collaboration, Digital literacy				
Link to Pertinent and Contemporary Issues (PCIs) Citizenship: - team work; Life skills: effective communication Values: unity.				
Link to other activity areas: Language, environmental, psychomotor and creative activities				
Suggested community service learning - non-formal activity to support learning through application:				

- Learners to round the school compound picking the useful objects that can be recycled for sorting and grouping

Suggested resources:

Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers.

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify similar and different objects using more than 4 attribute (colour size, shape, texture, use & type)	Able to identify similar and different objects using 4 attributes (colour size, shape, texture, use & type).	Able to identify similar and different objects using 3 attributes (colour size, shape, texture, use & type).	Able to identify similar and different objects using 2 attributes (colour size, shape, texture, use & type).
Sort and group objects according to more than four attributes (colour, size, shape, texture, use and type)	Sort and group objects according to four attributes (colour, size, shape, texture, use and type).	Sort and group objects according to three attribute (colour, size, shape, texture, use and type).	Sort and group objects according to two attributes (colour, size, shape, texture, use and type).
Group objects according to more than four attributes (colour, shape, size, texture, use and type).	Group objects according to four attributes (colour, shape, size, texture, use and type).	Group objects according to 3 attributes (colour, shape, size, texture, use and type).	Group objects according to 2 attributes (colour, shape, size, texture, use and type).
Able to sort and group objects using ICT up to four and beyond.	Able to sort and group objects using ICT up to four.	Able to sort and group objects using ICT up to 3 with teacher's guidance.	Able to sort and group objects using ICT 2 with teacher's guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.2 Matching and pairing 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment b) identify differences among objects in the environment	• Learners collect a variety of objects from the environment • Demonstrate how to match and pair objects according to likeness/sameness/use	1. Which objects look alike? 2. What makes them look alike? 3. What is the use of these items?

		c) match objects according to likeness or sameness in the environment d) pair objects related to each other according to sameness, likeness, use, type relationship, part and whole e) use appropriate vocabulary related to matching and pairing objects for effective communication f) appreciate the use of different objects in the environment	- Few learners demonstrate matching and pairing according to more one attribute (sameness, likeness and use) - In groups, pairs or individually learners match and pair objects according to more than one attribute (likeness, sameness or use) - discuss the use of items matched or paired - Learners sing songs/recite poems on relationship/use of objects from the environment. - Learners to match and pair objects according to more than one attribute using ICT devices.	4. How can we care for these objects?
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)				
Link to other activity areas: Environmental activities, psychomotor and creative activities				
Link to PCIs and values: Citizenship: unity, harmony & cohesion; Life Skills: effective communication, self esteem and decision making; Value: unity.				
Suggested community service learning: non-formal activity to support learning through application: learners should be involved in collecting materials for learning and recycling waste materials, while clearing the learning environment to keep the learning environment clean and safe.				
Suggested resources: Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, flash cards)				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation

Identifying similar and different objects in the environment and talk about them	Identifying similar and different objects in the environment	Identifying only a few similar and different objects in the environment	Cannot easily identify sameness in objects
Matching objects according to more than one attribute and talk about them	Matching objects according to more than one attribute	Matching a few objects according to sameness	Can match objects with teacher's guidance
Matching and pairing objects according to more than one attribute and talk about them	Matching and pairing objects according to more than one attribute	Pair some objects according to more than one attribute	Pair some objects with teacher's guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.3 Ordering	By the end of the sub-strand, the learner should be able to: a) collect and identify different objects in their environment for exploration and enjoyment b) arrange objects in the immediate environment according to size in ascending up to five objects for comparison. c) arrange objects in the immediate environment according to size in descending order. d) arrange objects in the environment according to more than one attribute e) differentiate objects of different sizes in the environment	• Learners talk about different objects in the environment in relation to size. • Demonstrate ordering objects according to size up to five objects. • A few learners demonstrate ordering objects according to size up to five objects. • Learners in small groups, pairs, individually order objects according to size up to five objects. • In groups learners compare objects of different sizes up to five. • Learners to draw big and small objects using ICT devices.	1. Which objects are (shorter, taller, smaller, bigger)? 2. Which among these two objects is shorter, longer, smaller or bigger?

		f) use different objects in the environment in their daily activities g) use appropriate vocabulary related to ordering in their daily life experiences for effective communication h) appreciate different objects or materials in the environment	Learners to arrange objects in ascending and descending order using ICT devices	
Core competencies: - Critical thinking and problem solving (shown when ordering different objects) - Communication and collaboration (when ordering in groups and talking)				
Link to PCIs: ESD: Appreciate environment as a source of learning materials; Life skills: Effective communication; Values: unity.				
Link to other activities areas: Psychomotor and Creative activities				
Suggested Community service: non-formal activity to support learning through application: learners to collect waste materials in the community for re-use in learning. They should learn to the learning environment after use of materials.				
Suggested resources Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify at least 9 objects in their environment and talk about their size	Able to identify at least 6 objects and in their environment talk about their sizes	Able to identify at least 3 objects in their environment but unable to talk about their sizes.	Able to identify at least 1 object in their environment and talk about their sizes with teachers' assistance.
Differentiates at least 9 objects in the environment according to size	Differentiates at least 6 objects in the environment according to size	Differentiates at least 3 objects in the environment according to size	Differentiates at least 1 object in the environment according to size

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.4 PATTERNS 8 lessons	By the end of the sub-strand, the learner should be able to: a) observe objects in the environment for the purpose of identifying patterns. b) identify similarities and differences among objects c) arrange similar objects to make a pattern d) use different objects to make patterns e) identify patterns in different objects within the environment (clothes, animals, seeds, leaves) f) identify the repeating part of the patterns. g) appreciate patterns in their environment h) enjoy making different patterns with objects found in the environment	- Learners observe and talk about different objects in the environment. - Learners demonstrate arranging objects to make a pattern. - A few learners demonstrate arranging objects to make patterns (shape, colour). - In small groups or pairs, individually, learners arrange objects to make pattern (shape, colour, number cut-outs). - Learners fill in the missing objects in a series to make a pattern. - Learners observe and talk about different patterns on their clothes, foot prints, buildings, flower gardens. - Learners to draw different shapes using ICT devices to make patterns. - Learners to make patterns using ICT devices.	- Which objects look alike? - Which objects comes next in the series? - What object has been used to make a pattern? - Which other pattern can you make? - Which part of the pattern repeats itself?
Core competencies: - Collaboration and communication (through group work and discussions) - Critical thinking and problem solving as they make different patterns - Digital literacy as they make patterns using ICT				
Link to PCIs and Values: <i>Citizenship</i>: harmony;				

• Life skills: effective communication; • Values: respect for environment; • ESD: (environmental awareness) non-formal education.
Link to other activity areas: Psychomotor and Creative activities during construction
Suggested community service learning: non-formal activity to support learning through application: learners to plant flowers in the school compound in different patterns.
Suggested resources: Pencils, books, crayons, paint, paper cut-outs, leaves.

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Observes, and talks about different objects in their environment	Observes and talks about different objects in their environment	observes and talks about different objects in their environment	Observes different objects in their environment but is unable to talk about them.
Identifies patterns on different objects in the environment and talk about them	Identifies patterns on different objects in the environment and is able to talk about them.	Identifies patterns on different objects in the environment but is unable to talk about them.	Unable to identify patterns on different objects in the environment
Able to arrange similar objects to make different pattern using different objects	Able to arrange similar objects to make different patterns	Arrange similar objects to make a pattern .	Unable to arrange similar objects to make a pattern

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.1 Rote counting 8 lessons	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-50 for developing numeracy skills b) rote count using actions up to 50 for enhancing acquisition of numeracy c) enjoy rote counting up to 50 in their daily life.	• Demonstrate rote counting 1-50. • Learners to rote count 1-50 with actions (clapping, nodding, jumping, skipping, hopping). • In groups or pairs Learners perform singing games or rhymes related to rote counting. • Learners to listen to radio and television educational programmes on rote counting. • Learners to watch video clips on rote counting with actions.	1. Are you able to count 1-50 with action? 2. Can you count 1 - 50?
Core competence: Learning to learn as children sing about numbers and count on their own				
Link to PCIs: • <i>Education for sustainable development</i> ; count objects in their environment; • <i>Life Skills:</i> effective communication, self awareness as they count personal objects and body parts; • <i>Value:</i> unity.				
Link to other activity areas: Psychomotor and creative activities as they sing				
Suggested community service: non-formal activity to support learning through application: Learners to materials from the environment to be used for learning; cleaning the environment.				
Suggested resources: Bottle tops, pebbles, sticks, seeds, etc.				

Suggested Assessment Rubrics

Above expectation	Meets expectation	Approaches expectation	Below expectation
Rote count numbers 1-50 and beyond	Rote count numbers 1-50	Rote count numbers 1-30	Rote count numbers 1-20

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.2 Number recognition	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-20 for enhancement of acquisition of formation of number symbols b) appreciate use of numbers and develop curiosity for numbers in daily life experiences.	- Learners observe and read numerals on number flash cards or number charts. - Learners to identifying numbers on flashcard or charts. - Identify and talk about numbers found on objects in the environment. - Learners sing songs and model numbers 1-20. - Match numbers that look alike. - In pairs or in groups, learners play number recognition games such as (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game). - Learners to form numbers, type number symbols, identify number numerals using ICT devices	- Which number can you see on the chart/flashcard? - How many letters does your name have? - Which number have you modelled? - Which two numbers look alike on the chart?
Core competencies: - Self efficacy as they sing and dance number songs - Communication and collaboration as they work in pair/small groups - Learning to learn as they identify numbers on objects found in their environment - Digital literacy as they identify numbers using ICT				
Link to PCIs: Education for sustainable development: - when learners use numbers later in their careers, business in their daily life experiences. Citizenship: when learners work in pairs or groups they develop social skills Life skills: Effective Communication;				

Value: Unity.
Link to other activity areas: - Psychomotor and Creative activities as they sing and dance songs involving numbers - Language activities - as they talk about numbers on flash cards or charts
Suggested community service: non-formal activity to support learning through application: Collecting materials from the community to use them in making number flash cards hence making their environment clean. Visiting local children football clubs and talk about the numbers of players as written in their T-shirts.
Suggested Resources: Number flash cards/charts/calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards, bottles

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify and read number numerals 1-20 and beyond	Identify and read number numerals 1-20	Identify and read number numerals 1-10 with teacher's guidance	Identify and read number numerals 1 -5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.3 Counting concrete objects 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe objects in different groups or sets for distinguishing different types of similar objects b) count concrete objects 1-20 for developing skills c) demonstrate one to one correspondence while counting concrete objects d) enjoy counting objects within their environment	- Teacher demonstrates counting objects 1-20 - Few Learners count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the class) - In groups or pairs, individually, learners count people or objects in their class up to 20 - Learners play counting games involving counting objects 1-20	1. How many (books, pencils rubbers are on the table? 2. How many learners are in your group? 3. How many boys/girls are in your group?

		e) appreciate the use of one to one correspondence in real life situations f) demonstrate number value by counting concrete objects	- Learners match numerals with concrete objects for numbers 1-20. - Learners to count concrete objects from 1-20 using ICT devices. - Learners to play video games on counting concrete objects.	
Core competencies: - Critical thinking and problem solving as they count specific number of objects - Communication and collaboration as they count in groups				
Link to PCIs: Life Skills - Self awareness as they count (fingers, family members) Citizenship- Harmony, patriotism as they count colours of the national flag Health and nutrition – as they count different types of food				
Link to other activity areas: Creative and psychomotor as they sing number songs				
Suggested community service: non-formal activity to support learning through application: Learners to count objects and animals at school or at home and take good care of them				
Suggested resources: Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, blocks				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Count concrete objects up to 20 and beyond	Counting concrete objects in the environment	Count concrete objects up to 20 and beyond	Counting concrete objects in the environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.4 Number sequencing 10 Lessons	By the end of the sub-strand, the learner should be able to:	Learners randomly pick number cut outs or number cards from a pile and identify the number 1-20.	1. Which number is written on the card/chart/board?

		a) identify number symbols 1-20 for acquisition of numeracy skills b) arrange number cards in sequence 1-20 for appreciation of increase in value c) arrange number cards in sequence by completing missing numbers d) enjoy arranging numbers in sequence in day to day experiences	- Learners demonstrate arranging numbers in sequence 1-20. - A few learners demonstrate arranging numbers 1-20 in sequence by placing the appropriate number cards or cut outs. - In pairs or groups, individually, learners complete missing numbers in sequence by placing the appropriate number cards or cut - outs - Learners sing songs on number sequence comprising numbers 1-20. - Learners to complete number puzzles using ICT devices - Learners to arrange numbers in sequence from 1-20 using ICT devices. - Learners to find the missing number in given sets of numbers using ICT devices.	2. Which number comes before/after this number? 3. Which number is missing in the sequence? 4. How can these numbers be arranged in sequence?
Core competencies: - Critical thinking and problem solving when identifying number and filling missing number in a sequence - Communication and collaboration - when learners work in pairs or in groups				
Link to PCIs: Citizenship: harmony; Life Skills: self awareness , skills of knowing and living with oneself and others ; Values: unity				
Link to other subjects: Environmental				
Suggested community services: non-formal activity to support learning through application: Learners recycle materials such as old cartons, empty plastic water bottles from the environment				
Suggested resources: Flash cards, charts, number cut outs, calendars, number line				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation

Able to identify numbers 1-20 and beyond in sequence on flash cards/cut outs	Able to identify numbers 1-20 in sequence on flash cards or cut outs	Able to identify numbers 1-10 in sequence on flash cards or cut outs	Identifying numbers 1-5 in sequence on flash cards or cut-outs
Able to arrange numbers 1-20 and beyond in sequence	Able to arrange numbers 1-20 in sequence	Able to arrange numbers 1-10 in sequence	Unable to arrange numbers in sequence
Completes missing numbers 1-20 in sequence and beyond	Completes missing numbers 1-20 in sequence	Completes missing numbers 1-10 in sequence	Able to complete missing numbers 1-5 in sequence

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.5 Number Value	By the end of the sub-strand, the learner should be able to: a) collect objects from the environment b) count groups of objects in the environment and select the corresponding number symbol. c) differentiate the number value of objects in the environment d) appreciate the value of numbers in their daily life experiences e) relate number value with objects in the environment.	• Learners demonstrate and relate the number symbol and their value. • A few learners demonstrate and relate the number symbol and their value. • In groups learners count concrete objects and relate them to the number symbol. • In groups, pairs and individually learners complete number value puzzles. • Learners to match and pair number symbols with corresponding quantity of objects using ICT devices.	1. Which group has 3,4,5,...20 objects?
Core competences: Communication and collaboration ; critical thinking and problem solving				
Link to PCI: • Citizenship: team work; • Life skills: creative and critical thinking, problem solving, effective communication and interpersonal relationships;				

• <i>Value:</i> unity.
Link to other activity areas: Language activities and environmental activities.
Community service learning: non-formal activity to support learning through application: • Learners to visit homesteads and count the animals kept at home • Learners to feed small domestic animals
Suggested learning resources: Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys.

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Count objects in the environment correctly 1-20 and beyond	Count objects in the environment correctly 1-20	Count objects in the environment correctly 1-10	Count objects in the environment correctly below 10
count groups of concrete objects 1-20 and beyond	count groups of concrete objects 1-20	count groups of concrete objects 1-10	count groups of concrete objects less than 10
match numerals to respective groups of objects up to more than 20	match numerals to respective groups of objects up to 20	match numerals to respective groups of objects up to 10	match numerals to respective groups of objects less than 10

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.6 Symbolic representation of number (number writing) 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify number symbols up to 20 for association of spoken number and its symbolic representation b) form and write numbers 1-20 on a surface for representing quantities of	• Learners demonstrate number formation from number cut outs. • Learners observe number cut-outs and talk about number formation. • In groups, pairs or individually, learners trace, model, thread, join dots or colour number cut-outs up to 20. • Learners write number symbols 1-20 on a surface.	1. Which number can you see on the calendar/ chart/clock face/flashcard?

		objects or items by symbols c) write number symbols 1-20 on a surface for enjoyment d) form number symbols 1-20 using ICT for digital literacy e) appreciate the use of numbers within their environment.	- Learners use number symbols found on materials in their environment such as (calendar, clock). - Learners use ICT to form number symbols 1-20. - Learners to type number symbols from 1-20 using ICT devices	
Core competence: Imagination and creativity				
Link to PCIs: ESD: learner support programme, service learning; Citizenship: harmony Values: patience.				
Link to other activity areas: Psychomotor and creative activities				
Suggested community service: non-formal activity to support learning through application: learners to assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.				
Suggested resources: Calendar, plasticine, pebbles, clock face, number charts, number flashcards,				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying and recognizing number symbols at least up to 20	Identify and recognize number symbols at least up to 20 and beyond.	Identify and recognize number symbols at least up to 10	Identify and recognize number symbols at least up to 1-5 with teachers' assistance.
Modelling, tracing or joining dots number symbols using locally available materials at least 1-20	Model/tracing/joining dots number symbols using locally available materials 1-20	Model, tracing or joining dots number symbols using locally available materials at least 1-10 with teachers' assistance.	Model or tracing /joining dots number symbols using locally available materials at least 1-5 with teacher's guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.7 Number puzzle 10 lessons	By the end of the sub-strand, the learner should be able to: a) rearrange number cards 1-20 in the correct order b) identify different parts of numerals 1-20 using not more than ten parts c) join different parts of numbers to form complete number symbols 1-20 with not more than 10 parts d) enjoy completing number puzzles in daily life e) relate number symbols with the objects in the environment f) use ICT to complete number puzzles	• Learners look at and talk about different parts of number symbols • Guide the learners to identify different parts of number symbols • Learners demonstrate how to join different parts of numerals to form a complete numeral • A few learners practice joining parts of numerals to form a complete numeral • In pairs or groups learners join different parts of number symbols to form a complete numeral • Learners listen to and sing songs on number symbols as they complete the number puzzle • Learners relate number symbols with the objects in the environment • Play games on number puzzles i.e hopscotch. • Learners complete number puzzles using ICT devices	1. Which number can be formed using the selected pieces? 2. How many pieces are these? What number can they form? 3. How many parts have you used to form numbers 1, 2 ,3,4,5.....20?
Core competencies: • Critical thinking and problem solving as learners join parts to form a whole • Digital literacy as they complete number puzzles using ICT				
Link to PCIs: • <i>Citizenship:</i> spirit of teamwork among learners while working in groups • <i>Life Skills:</i> Critical Thinking.				
Link to other activity areas: • Environmental activities • Psychomotor and creative activities				
Suggested resources: Number cut outs, number charts, puzzle pieces				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifies different parts that can be used to complete a number symbol at least for 5 numbers	Identifies different parts that can be used to complete a number symbol at least for 3 numbers	Identifies different parts that can be used to complete a number symbol at least for 3 numbers.	Identifies different parts that can be used to complete a number symbol at least for 2 numbers
Joins different parts of numbers to form a complete number symbol at least for 5 numbers and beyond	Joins different parts of numbers to form a complete number symbol at least for 5 numbers	Joins different parts of numbers to form a complete number symbol at least for 3 numbers.	Joins different parts of numbers to form a complete number symbol at least for 2 numbers

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.8 Putting together	By the end of the sub-strand, the learner should be able to: a) collect different groups of similar objects for counting b) identify sets of similar objects in the environment for counting c) put similar objects together with a sum not exceeding 9 d) enjoy the activities of putting together objects in their day to day experiences e) appreciate that things become more when put together	- Learners observe and talk about similar objects within their environment. - Teacher demonstrates putting similar objects together with a sum not exceeding 9 and count. - Two learners demonstrate putting similar objects together with a sum not exceeding 9 and count. - In small groups learners put objects together with a sum not exceeding 9 and count. - Learners sing songs related to putting together with sums not exceeding 9 e.g. 1 little brown bird sitting on a wall along came another one and that made two.	- Which objects look alike? - How many objects are there altogether?

			• Learners to count and put together objects to get sums of not more than nine (9) using ICT devices. • Learners to listen to and watch video programmes on the concept of putting together.	
Core competencies; • Collaboration and communication as learners join parts to form a whole • Digital literacy as they complete number puzzles using ICT				
Link to PCIs: • Citizenship: Collaboration; • Life Skills: Self awareness as they count body parts, critical thinking as they put objects together; • Values: patience.				
Link to other activity areas: Environmental activities.				
Suggested community service: non-formal activity to support learning through application: Learners to assist community members in counting animals, utensils and farm produce.				
Suggested resources: Number cut outs, number charts, puzzle pieces, counters, sticks and blocks.				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifies similar objects in the environment up to 9 and beyond	Identifies similar objects in the environment up to 9	Identifies similar objects in the environment up to 5	Unable identifies some similar objects in the environment
Puts similar objects together with a sum exceeding nine	Puts similar objects together with a sum not exceeding nine	Puts similar objects together with a sum not exceeding 5	Unable to put similar objects together with a sum not exceeding 5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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2.0 NUMBERS	2.9 Taking away	By the end of the sub-strand, the learner should be able to: - collect different groups of similar objects or items - count objects in different sets to establish the number in each set - take away fewer objects from sets not more than 9 - count the number of the remaining objects after taking away - enjoy the activities of taking away objects and counting the remainders in the day to day life experiences	- Learners count objects in different sets - Teacher demonstrates taking away of objects from different sets less than 9. - Few learners demonstrate taking away of objects from different sets less than 9. - In pairs, groups and individually learners take away objects from sets not exceeding 9 and count the remainder. - Singing songs related to taking away. - Listen and tell stories related to taking away. - Recite poems related to taking away. - Learners to count and take away objects form sets of objects not more than nine (9) using ICT devices. - Learners to listen to and watch video programmes on the concept of taking away. NB: Ensure learners do not take away a number equal to the number of objects from the set.	- How many objects are in the set? - How many objects are left?
Core competencies: Critical thinking and problem solving				
Link to PCIs : ESD: skills of taking away; Life skills: critical thinking; Values: Patience.				
Link to other activity areas: Environmental activities and Language activities.				

Suggested community service: non-formal activity to support learning through application: Learners to collect materials from the community and use them for learning.
Suggested resources: Counters(sticks; blocks, pebbles, bottle tops)

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Take away similar objects from sets more than 9 and count the number that is left	Take away similar objects from sets not more than 9 and count the number that is left	Take away similar objects from sets not more than 5 and count the number that is left	Take away similar objects from sets not more than 5 and count the number that is left with teacher's guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.1 Sides of objects 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe different objects with straight sides in the environment b) identify different sides of objects in the environment c) manipulate objects of different sides in the environment d) enjoy measuring sides of objects using arbitrary units	• Learners are guided learners to talk about different sides of objects in the environment • Learners are guided learners to compare objects with different sides • Few learners demonstrate comparison of objects with different sides. • In groups or pairs, individually, learners measure sides of objects using arbitrary units (hand - span, foot, sticks). • Learners watch a video clip on measuring sides of objects using arbitrary units.	1. Which of these sides is longer or shorter? 2. What is the difference in length between any two sides of an object? 3. How will you tell which side is longer or shorter?
Core competencies: Learning to learn when measuring sides of objects				
Link to PCIs: • Education for sustainable development: when measuring sides of objects ; • Citizenship: collaboration; • Life Skills: critical thinking and self awareness • Value: patience (sharing and turn taking).				
Link to other activity areas: Language as they learn vocabularies such as long or short				
Suggested community service: non-formal activity to support learning through application: Learners to collect objects from the environment for purpose of cleaning up.				
Suggested learning resources: Objects of different lengths such as sticks, chairs, tables books, pencils, pieces of paper, strings, body parts, objects in the class				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify sides of objects in the classroom and in the environment and able to identify long and short objects	Able to identify sides of objects in the classroom and in the environment	Able to identify sides of objects in the classroom	Unable to identify sides of objects in the classroom through leading questions
Measure objects of different sides using arbitrary units in classroom and environment and count the arbitrary units	Measure objects of different sides using arbitrary units in classroom and environment.	Measure objects of different sides using arbitrary units in classroom	Unable to Measure objects of different sides using arbitrary units
Able to relate, compare and differentiate objects in a given group comprising short and long objects	Able to relate and compare sides of objects in a given group comprising short and long objects	Able to relate objects when given three characteristics	unable to relate, sides of objects when given two characteristics – long and short
Able to use more than three different arbitrary units to measure sides of objects	Able to use three different arbitrary units to measure sides of objects	Able to use at least two different arbitrary units to measure sides of objects	Unable to use one arbitrary unit to measure sides of objects

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.2 Mass (heavy and light) 8 lessons	By the end of the sub-strand, the learner should be able to: a) collect different objects from the environment b) lift different objects in the environment for comparing their heaviness c) compare heavy and light objects in the environment d) appreciate objects of different mass in their environment	- Learners demonstrate lifting objects of different mass. - Few learners demonstrate lifting objects of different mass. - In groups or pairs, individually, learners compare mass of different objects in their environment. - In groups/pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting)	- Which object is heavier or lighter? - How can you tell the object is heavier or lighter? - Who between you is heavier or lighter?

		e) enjoy manipulating objects of different mass in daily life experiences	- Listen to stories on heavy/ light objects. - Learners to watch a video on measuring heavy and light objects	
Core competencies: - Communication and collaboration when working in pairs or groups - Learning to learn when comparing mass of different objects - Digital literacy when playing games involving mass using ICT				
Link to PCIs: Education for sustainable development: (business and career that involve mass); Citizenship: collaboration; Life Skills: problem solving; Values: patience.				
Link to other activity areas: - Psychomotor and creative as they play games and lift different objects - Language as they talk about heaviness and lightness of objects				
Suggested community service: non-formal activity to support learning through application: Learners to collect garbage in paper bags of different sizes and dispose in the compost pit				
Suggested resources: Sand, water, stones, blocks, leaves, chairs, tables and children themselves				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Lifts heavy and light objects and classify them according to their heaviness or lightness and talk about them	Lifts heavy and light objects and classify them according to their heaviness or lightness but is unable to talk about them.	Lifts heavy and light objects and is unable to classify them according to their heaviness or lightness	Unable to lift and classify objects according to their heaviness and lightness.
Enjoys lifting light and heavy objects	Play games on comparison of heaviness and lightness of objects	Watch others as they play games on comparison	Does not show any interest in games on comparison of objects with different mass

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.4 Capacity (how much a container can hold)	By the end of the sub-strand, the learner should be able to: a) fill and empty different containers with different objects and substances b) compare sizes of containers using through filling and emptying using different substances and objects c) appreciate the use of objects of different sizes in the environment d) enjoy filling and emptying containers in the environment	• Guide learners in filling and emptying small and large containers using sand, water or seeds • Learners demonstrates comparing big and small containers by telling how many small ones fill the big ones and vice versa • Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa • In groups or pairs, individually, learners tell how much a container can hold compared to another one of a different size • Learners to watch a video on filling and emptying containers. • Learners to watch a video on comparing containers of different sizes.	1. How many of the small containers can fill the big container? 2. From the big container, how many small ones can be filled? 3. Which container holds more/less?
Core competencies: • Critical thinking and problem solving as they compare how much a container can hold • Communication and collaboration as they work in groups				
Link to PCIs: • Food and nutrition: filling containers using different types of seeds and food stuffs; • Citizenship: collaboration and responsibility; • Life skills: effective communication, critical thinking and problem solving; • Values: patience.				
Link to other activity areas: • Environmental activities as they play filling and emptying • Psychomotor and creative as they balance pouring content from one container to the other				

Suggested community services: non-formal activity to support learning through application: Learners to collect containers from the environment
Suggested resources: Containers of various sizes, water sand, seeds

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to fill and empty small and large containers and goes further to count how many small containers fill the big ones and vice versa	Able to fill and empty small and large containers and goes further to count how many small containers fill the big ones but cannot do the reverse	Able to fill and empty small and large containers but is unable to count the number of small containers that can fill the big ones	Unable to fill small and large containers
Able to compare sizes of different containers by observing and telling how many of the small one fill the large one and vice versa.	Able to compare sizes of different containers by telling how many of the small one fills the large one and vice versa. But cannot tell the sizes of different containers through observation	Able to compare sizes of different containers through filling and emptying.	Unable to compare sizes of different containers through filling and emptying and through observation

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.5 Time (Daily routines) 10 lessons	By the end of the sub-strand, the learner should be able to: a) compare sizes of shadows at different times of the day to determine their sizes b) use vocabulary related to time for effective communication c) observe tools used for telling time d) name tools used for telling time (clock	- Learners to compare sizes of shadows at different time s of the day. - Learners talk about vocabulary related to time morning ;afternoon; evening ; day and night - Learners talk about tools and animals used to tell time such as clock ; calendar; mobile phone; animals and birds. - Teacher guides learners to identify days of the week.	- Which shadow is longer or shorter? - At what time of the day is it longer or shorter? - How do we tell time at home or school? - Which are the days of week? - Which are the months of the year? - Which activities do we carry out during the day?

		;calendar; mobile phone; animals and birds) e) name the days of the week and the months of the year f) appreciate management of time when doing different activities	- Teacher guides learners to talk about months of the year. - Learners to watch a video on activities of the daily routine.	
Core competencies: - Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups - Self efficacy- learner develop self esteem, self confidence and will be capable performing tasks as expected				
Link to PCIs: ESD: Service learning and parental involvement and engagement Citizenship: collaboration; Life skills: Skills of knowing and living with oneself and others Values: patience.				
Link to other activity areas: Time management as they adhere to daily routines, as they move to different activity areas.				
Suggested community service: non-formal activity to support learning through application: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work				
Suggested resources: Clock face, pictures, picture cut outs, watch, radio, mobile phones, calendars, shadow positions at different times of the day				

Suggested Assessment Rubrics

Achievement				
Above expectation	Meets expectation	Approaches expectation	Below expectation	
Able to mark and compare sizes of shadows at different times of the day and is able to talk about it.	Able to mark and compare sizes of shadows at different times of the day and is unable to talk about it.	Unable to compare and relate the sizes of shadows with time.	Unable to compare the sizes of shadows	
Able to Identify and use vocabulary related to time (morning; afternoon; evening; day; night).	Able to use vocabulary related to time (morning; afternoon; evening; day; night).	Able to use few vocabularies related to time (morning; afternoon; evening; day; night).	Unable to use vocabulary related to time	

Able to name and talk about tools used for telling time (clock; calendar; mobile phone; animals and birds).	Able to name tools used for telling time (clock ;calendar; mobile phone; animals and birds).	Able to name some tools used for telling time (clock; calendar; mobile phone; animals and birds).	Unable to name all tools used for telling time
Able to tell and count the days of the week in the correct order and also tell the months of the year.	Able to tell days of the week, and months of the year.	Able to name days of the week, months of the year but not in order.	Unable to name all days of the week, months of the year but not in order
Able to appreciate the importance of time when doing different activities.	Able to appreciate time when doing different activities.	Unable to appreciate time when doing different activities.	Unable to appreciate time.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.6 Money (Kenyan currency) coins and notes 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe types of Kenyan currency for familiarity b) identify Kenyan currency coins and notes for distinguishing them from other currencies c) buy items using Kenyan coins and notes of different denominations d) save money for future use e) make a simple budget basing on own needs f) appreciate the use of Kenyan currency in their daily life	- Learners are guided to look at and talk about different sample currencies and identify Kenyan coins and notes - A few learners identifies Kenyan coins and notes - In groups or pairs, learners role play buying and selling from a shop corner. - Learners to match and pair Kenyan currency – coins and notes using ICT devices - Learners to watch a video on role playing buying and selling	- What can you see on the coin or note? - What item do you need most? - What do we use money for? - What can we do with extra money (balance)? - Where do we keep money for future use? - Which coins look alike?
Core competence: citizenship, communication and collaboration.				
Link to PCIs: - ESD: (financial literacy – monetary skills and career choosing; - Citizenship: collaboration and responsibility; • Life skills: effective communication; - Values: integrity, honesty and transparency.				

Link to other activity: Psychomotor, language
Suggested community service: non-formal activity to support learning through application: Learners are sent to buy items from the shop/market by the community members
Suggested resources: Coins and notes, tins, boxes, papers pencils, shop corner

Suggested Assessment Rubrics

Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify and talk about different samples of Kenyan currencies notes and coins.	Able to identify samples of Kenyan currencies notes and coins without talking about them.	Able to identify different samples of Kenyan currencies coins and notes.	Able to identify Kenyan currencies notes and coins.
Able to trace Kenyan coins up to 20 shillings freely and talk about it.	Able to trace Kenyan coins up to 20 shillings freely, but cannot talk about it.	Able to trace Kenyan coins up to 20 shillings with teachers assistance.	Unable to trace Kenyan coins.
Able to role play buying and selling using coins and notes.	Able to role play buying and selling using coins and notes but cannot express self.	Able to role play buying and selling using coins only.	Unable to role play buying and selling using coins and notes.
Able to make a list of personal needs. Able to make simple budgets. Able to save.	Able to make a list of personal needs. But unable to make simple budgets.	Able to make a list of personal needs without priority.	Able to make a list of personal needs. Able to make simple budgets.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.7 Area (surfaces of objects) 10 lessons	By the end of the sub-strand, the learner should be able to: a) observe objects with different surfaces in the environment for determining their sizes b) identify surfaces of different objects in the environment c) cover surfaces of different objects by using not more	• learners to observe different surfaces of objects. • Learners identify surfaces of different objects in the environment. • In small groups or pairs, learners measure and compare different surfaces of objects. • Learners cover surfaces using small objects in the environment.	1.How many small pieces can cover a given surface? 2. Which surface is smaller or bigger? 3.What else can we use to cover a given surface?

		than 20 smaller similar objects d) use appropriate vocabulary related to surfaces of objects for effective communication e) appreciate different surfaces of objects in the environment.	• Learners cover surfaces using smaller objects and count the number of objects used. • Learners to shade or colour surfaces of different objects using ICT devices.	
Core competence: • Communication and collaboration as they work in groups • Critical thinking and problem solving as they cover and find out pieces that can cover a surface				
Link to PCIs: • <i>Citizenship:</i> collaboration as they share and appreciate one another; • <i>Life skills:</i> problem solving and critical thinking; • <i>Value:</i> patience as they share materials.				
Link to other activity areas: • Psychomotor and creative activities • Language activities • Environmental activities				
Suggested community service: non-formal activity to support learning through application: Learners participate in cleaning their neighbourhood				
Suggested resources: Pieces of paper, bottle tops, hands, feet, blocks etc.				

Suggested Assessment Rubrics

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify different surfaces in the classroom and out of classroom and tell their differences	Able to identify different surfaces in the classroom and tell their differences	Able to identify different surfaces in the classroom and out of classroom and but cannot tell their differences	Able to identify different surfaces in the classroom
Able to cover bigger surfaces of objects using smaller objects Able to count the smaller objects that cover the bigger ones	Able to cover bigger surfaces of objects using smaller objects but cannot count them accurately	Attempts to cover bigger surfaces of objects using smaller objects.	Unable to cover bigger surfaces of objects using smaller objects.

PSYCHOMOTOR AND CREATIVE ACTIVITIES

PSYCHOMOTOR AND CREATIVE ACTIVITIES

Essence statement

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. The activity areas are Art, Music, and Outdoor. These activities will enhance exploration and development of personal talents as well as appreciation of cultural heritage.

General Learning Outcomes

By the end of the Pre-Primary the learner should be able to;

1. Coordinate various body parts for movement, creativity and relaxation
2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, and play materials using locally available and recycled materials for creativity and self reliance.
5. Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learners' wellbeing

Art Activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.1 Drawing from observation 3 Lessons	By the end of the sub-strand, the learner should be able to; a) use appropriate tools to draw simple pictures b) draw simple representation from observation c) appreciate each other's, drawing	• Learners to be guided on how to use drawing tools. • Learners to be observe personal safety as they handle and sharpen pencils. • Learners to be encouraged to draw pictures within margin • Learners draw simple picture from observation • Learners to discuss their drawings in pairs and groups • Learners could be guided to draw pictures using ICT devices	1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?
Core-Competence: Creativity and imagination				
Link to PCIs • Education for sustainable development (ESD): Disaster Risk Reduction (DRR) – Safety as they handle drawing tools			Link to Values: love	
Links to other Activity Areas: Mathematics, Language and Environmental Activities			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	
Suggested Non-formal Activity to support learning through application: • Display finished work within the classroom			Suggested assessment: • Observation /demonstration, • Open-ended questions, • Self assessment, • Portfolio.	
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Can do all drawing activities successfully: - Handles drawing tools well - Draws picture from observation - Draws to express feeling - Draws within margin	- Can handle drawing tools well - Makes picture not complete - Draws within margin	- Attempts to handle drawing tools - Attempts to make picture - Draws out of margin	- Scribbles - Draws out of margin

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.2 Drawing from memory 3 Lesson	By the end of the sub-strand, the learner should be able to; a) identify drawing materials b) use appropriate tools to draw simple pictures c) draw symbolic representation of things found in the classroom from memory d) appreciate each other's, drawing	- Guide learners to identify drawing materials - Learners to be guided on how to use drawing tools. - Learners draw simple picture from memory - Learners could be guided to take a photo of their drawn pictures using different devices - Learners to be encouraged to draw pictures within margin - Learners to discuss their drawings in pairs and groups - Learners to be observe personal safety as they handle and sharpen pencils. - Learners could draw using the tools available on various computing	- What do you use for drawing? - Why do you like drawing? - What would you like to draw? - What do you like about your drawing?
Core-Competence: Creativity and imagination				
Link to PCIs ESD-DRR; Safety;			Link to Values: unity	
Links to other Activity Areas:			Suggested Community Service Learning	

Mathematics, Language and Environmental Activities	Building collaborative relationships between school and families as they discuss their completed work with parents
Suggested Non-formal Activity to support learning through application: • Display finished work within the classroom	Suggested assessment: • Observation /demonstration, • Open-ended questions, • Self assessment, • Portfolio.
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Can do all drawing activities successfully: • Able to identify drawing materials • Able to handle drawing tools • Draw picture from memory • Draw to express feelings • Draw within margin	• Able to identify some drawing materials • Can handle drawing tools well • Makes incomplete pictures • Draws within margin	• Attempts to identify drawing materials • Attempts to handle to: • Attempts to make picture • Draws out of margin	• Cannot easily identify drawing materials • Scribbles • Draws out of margin

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING TECHNIQUES	1.3 Printing 4 Lessons	By the end of the sub-strand the learner should be able to,, a) identify printing materials b) develop simple printing tools c) create patterns using different objects for creativity d) appreciate own and other pupils work	• Guide learners to identify local materials used for printing • Guide the learner to pick materials for printing • Guide the learner to apply solution on an object and register the first print for creativity • Guide the learner register subsequent prints into a pattern as others observe • Guide learners to work in groups to enhance collaboration • Guide learners to display printed materials • Learners could be guided to take photos of their printed materials using mobile phones or digital cameras	1. Which materials do you use for printing? 2. Which materials do you use for making printing patterns? 3. Which printing do you like?
Core Competence • Creativity and Imagination • Self-efficacy • Communication and Collaboration				
Link to PCIs • ESD:DRR; Safety as they handle printing materials • Health Education, Hygiene			Link to Core Values • Co-operation • Turn taking	
Link to other Activity Areas: • Environmental and Language Activities			Suggested Community service learning • Mentorship	
Non-Formal Activity to support learning through application: • Have painting activities			Suggested Assessment Observation, self-assessment, questions and answers	
Suggested Resources Cardboard, newspapers, brush, colours, mobile phone, digital cameras				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify all printing tools • Develop simple printing tools • Create patterns using finger and others objects technique • Perform free choice successfully	• Identify some printing tools • Attempt developing simple printing tools • Create some patterns using finger printing technique fairly • Perform free choice successfully	• Attempt identifying printing tools • Fairly attempt developing simple printing tools • Fairly creates some patterns using finger and other objects printing technique • fairly perform free choice successfully	• Not able to attempt to use printing tools • Not able to appreciate

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING TECHNIQUES	1.4 Colouring 6 lessons	By the end of the sub-strand the learner should be able to; a) recognize common colours in the environment for use in colouring b) display ability to use colour media freely for enjoyment c) appreciate and talk about their work	• Guide learners to identify colours of different objects around them. • Learners could be guided to observe the different colours in various computing devices • Learners to do free colouring individually or in groups as they observe personal safety. • Learners clear working area in turns and store the colouring materials. • Guide learners to display their work • Learner could be guided to take photos of their coloured drawings • Encourage learners to talk about their displayed work	1. Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring?

			Learners could be guided to use computer drawing tools to colour some generated shapes	
Core-Competence - Imagination and creativity - Self-efficiency				
Link to PCIs - Health education: Hygiene - ESD: DRR; - Financial literacy:			Links to Values: Responsibility	
Links to other Activity Areas: - Environmental Activities - Language Activities			Suggested Community Service Learning - Draw and colour found objects from their community. - Culture and Diversity; artwork reflects a broad spectrum of cultures..	
Suggested Non-Formal Activity to support learning through application: Make colours from locally available material			Suggested assessment - Open-ended questions - Portfolio - Self assessment, Rating forms	
Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops.				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Recognizes common colours in the environment - Able to colour successfully - Talks about work done with ease	- Recognizes common colours - Able to colour successfully - Attempts to take about art work done	- Recognizes some colours - Colours with assistance - Has difficult talking about work done	Needs assistance in almost all areas

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.5 Painting 4 lessons	By the end of the sub-strand the learner should be able to; a) identify painting materials b) paint freely on paper for familiarization of materials c) use finger technique for painting d) paint freely for enjoyment e) appreciate own and others painted work	• Guide Learners to identify painting materials • Organize learner to paint freely in pairs/groups • Learners to paint objects using finger technique. • Learners to appreciate own and others paintings • Learners could be guided to take photos of their paintings	1. Why do we paint? 2. What do we use to paint? 3. What can we paint
Core-Competence • Critical thinking and problem solving • Imagination and creativity: • Self-efficacy: • Life skills				
Health Education: Personal Hygiene				
Link to PCIs: ESD:DRR; Safety as learners handle painting materials			Links to Values: Responsibility and love	
Links to other Activity Areas: Environmental, CRE, Language Activities			Suggested Community Service Learning • Paint found objects from their community.	
Non-Formal Activity to support learning through application: • Supported learning at home and within community to enhance painting skills			Suggested assessment: • Observation; demonstration, Question and answer, portfolio	
Suggested Resources: Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library, mobile phones, digital cameras				

Suggested Assessment Rubrics

Exceeding above expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify all painting materials • Uses painting tools appropriately • Uses paints to express feeling successfully • Appreciate own and others work	• Able to identify all painting materials • Uses painting tools appropriately • Use paints to express feelings • Attempts to appreciate other work and own	• Able to identify some painting materials • Attempts to use paints • Attempt to appreciate work	• Needs assistance • Attempts to identify painting materials • Attempt to appreciate work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING TECHNIQUES	1.5 Mosaic 4 lessons	By the end of the sub-strand the learner should be able to; a) identify materials for making mosaic b) make mosaic pictures using locally available materials for aesthetics. c) make collage pictures using locally available materials for enjoyment d) appreciate the use of locally available materials for making mosaic	• Guide learners to identify materials for making mosaic. • Guide learners into working groups for collaboration • Assign group leaders to collect materials • Guide learners in preparing working surface • Guide learners to creatively make mosaic pictures from the collected materials. • Learners could be guided to take photographs of their finished mosaic pictures • Guide learners to appreciate each other's work. • Learners to pick and keep materials safely and neatly.	1. Why do we make pictures? 2. Where do we get materials for mosaic pictures 3. What materials do we use for mosaic

Core-Competence • Self-efficacy: • Communication and collaboration: • Critical thinking and problem solving;	
Link to PCIs • Life skill: Skills of knowing and living with oneself Self-esteem • ESD: Financial literacy	Link to Values • Co-operation
Links to other Activity Areas: • Environmental, CRE, Language, Mathematics Activities	Suggested Community Service Learning • Collect materials from the community for use in school to make mosaic picture
Suggested Non-Formal Activity to support learning through application: • Exhibit their work during academic/parents day	Suggested assessment: • Observation, Open-ended questions, • Self assessment, • Portfolio
Suggested Resources Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, digital cameras, mobile phones	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify the correct mosaic material • Learner make mosaic picture • Handle glue and tools well • Able to appreciate mosaic work	• Able to identify the mosaic material • Able to make mosaic pictures with assistance • Attempts to appreciate mosaic work	• Able to identify the mosaic material • Needs assistance to glue • Attempts to make mosaic picture	• Not sure of mosaic material • Needs assistance to complete the work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING TECHNIQUES	1.6 Collage 4 lessons	By the end of the sub-strand the learner should be able to; a) identify material for making collage b) make collage pictures using locally available materials for aesthetics c) make collage pictures using locally available materials for enjoyment d) appreciate their own and other pupils work and develop self-esteem.	• Guide learners to identify materials for making Collage. • Guide learners into working groups for collaboration • Assign group leaders to collect materials • Guide learners in preparing working surface • Guide learners to creatively make Collage pictures from the collected materials. • Learners could be guided to take photos of the finished collage pictures • Guide learners to appreciate each other's work. • Learners to pick and keep materials safely and neatly	1. Where do we get materials for making collage? 2. How do we make collage?
Core-Competence • Creativity and imagination • Communication and collaboration • Critical thinking and problem solving				
Link to PCIs • ESD: DRR safety as learners handle collage materials			Links to Values Responsibility and love	
Links to other Activity Areas: • Environmental • Mathematics			Suggested Community Service Learning • Involve the community in collecting and assembling of materials to be used in school.	
Suggested Non-Formal Activity to support learning through application: • Review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about			Suggested assessment: • Observation, • Open ended questions, • Checklist, • Portfolio	

Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils, and more, learning laptops, digital cameras, mobile phones

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify materials for collage • Sticks the different types of material • Makes a colourful collage picture • Works with others well and appreciates what other work	• Able to identify materials for collage • Stick some well but cannot complete a picture • Make a colourful picture using collage technique • Attempts to appreciate others learners work	• Able to identify materials for collage • Glues some materials • Leaves some empty spaces • Not very interested in what others are doing	• Correct sticking is a challenge • Needs a lot of assistance to complete making a collage

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 MODELLING TECHNIQUES	2.1 Ball Technique 2 lessons	By the end of the sub-strand the learner should be able to; a) identify different types of materials used in modelling b) model items using ball techniques c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	• Identify different types of materials used in modelling • Collect and interact with the modelling materials and tools. • Learners could be shown a video on how the ball technique is used while modelling • Guide learners into working groups • Guide group leaders to distribute modelling materials • Guide to make objects using ball technique. • Guide learners to display, appreciate own and others work.	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials? 4. What do you like modelling?

			• Guide learners to clear working area and wash their hands.	
Core-Competence • Self-efficacy • Critical thinking and problem solving				
Link to PCIs: Life-skills; Skills of knowing and living with others – Interpersonal relationships Health education: Hygiene			Link to Values Responsibility and respect	
Links to other Activity Areas: • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities			Suggested Community Service Learning • Caring for the environment through recycling of used paper.	
Suggested Non-Formal Activity to support learning through application: Group art activities			Suggested assessment: • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information	
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify modeling materials • Able to use modeling materials • Able to appreciate own and others work	• Able to identify modeling materials • Manipulate material successfully • Makes items successfully using two methods • Talks about the work done	• Able to identify modeling materials – Manipulates – Can use one method successfully – Can work with others with assistance	• Attempts to collect • Attempts to model • Not able to talk about own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 MODELLING TECHNIQUES	2.2 Coil Technique 2 lessons	By the end of the sub-strand the learner should be able to; a) identify different types of material used in coil technique b) model items using coil techniques c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	• Guide learners to Identify different types of material used in Coil technique • Guide learners into working groups • Guide group leaders to distribute modelling materials • Guide to make objects using coil technique. • Learners could be guided to take photographs of their finished objects • Guide learners to display, appreciate own and others work. • Guide learners to clear working area and wash their hands.	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials?
Core-Competence • Self-efficacy • Critical thinking and problem solving				
Link to PCIs Health education: Hygiene			Link to Values Responsibility and unity	
Links to other Activity Areas: • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities			Suggested Community Service Learning • Caring for the environment through recycling of used paper.	
Suggested Non-Formal Activity to support learning through application: Group art activities			Suggested assessment: • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information	
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops, digital cameras, mobile phone				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify modeling materials for coil technique • Able to model using coil technique • Able to appreciate own and others work	• Able to identify modeling materials for coil technique • Able to make some items using coil technique • Talks about the work done	• Able to identify modeling materials for coil technique • Attempts to model using coil technique • Can work with others with assistance	• Attempts to identify materials for modelling • Attempts to model • Not able to talk about own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 MODELLING TECHNIQUES	2.3 Slab Technique 2 lessons	By the end of the sub-strand the learner should be able to; a) identify different types of material used in slab technique b) model items using slab techniques c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	• Guide learners to Identify different types of material used in slab technique • Guide learners into working groups • Guide group leaders to distribute modelling materials • Guide to make objects using slab technique. • Learners could be guided to take photos of the finished products • Guide learners to display, appreciate own and others work. • Guide learners to clear working area and wash their hands.	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials? 4. What do you like modelling?
Core-Competence • Self-efficacy				

• Critical thinking and problem solving	
Link to PCIs: Health education: Hygiene	Link to Values Responsibility
Links to other Activity Areas: • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities	Suggested Community Service Learning • Caring for the environment through recycling of used paper.
Suggested Non-Formal Activity to support learning through application: Group art activities	Suggested assessment: • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops. Digital cameras, mobile phones	

Suggested Assessment Rubrics

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Slab technique	• Able to identify modeling materials for coil technique • Able to model using slab technique • Able to appreciate own and others work	• Able to identify modeling materials for slab technique • Able to make some items using slab technique • Talks about the work done	• Able to identify modeling materials for coil technique – Attempts to model using slab technique – Can work with others with assistance	• Attempts to identify materials for modelling • Attempts to model • Not able to talk about own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 PAPER CRAFT	3.1 Paper Folding 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify different methods of folding papers for creativity b) make items using folding techniques for problem solving c) make items using paper folding techniques for fun	• Guide the learner to identify different methods of folding papers for creativity • The learner observes different objects made out of folding techniques. • Learners could be guided to observe video clips on folding techniques • Practice in groups how to make items using paper folding techniques. • Learner fold paper to make items of their choice, • Guide learners to display their work. • Guide learners to talk about their art work	1. What items do we make by folding papers? 2. Which items do you like making most using paper?
Core-Competence • Critical thinking and problem solving				
Link to PCIs: • Citizenship: Social cohesion • Life skills: Skills of knowing and living with oneself - Interpersonal relationships			Link to Values: Unity	
Links to other Activity Areas: • Environmental activities, language Mathematics			Suggested Community Service Learning • Recycling paper to enhance cleanliness in the environment.	
Non-Formal Activity to support learning through application: • Organised hobby/talent day show			Suggested assessment • Listening, • Observation, • Open-ended questions, • Portfolio,	

	Self-assessment.
Suggested Resources: Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers, videos, DVD players, television sets	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Able to identify all materials for folding paper - Fold paper to make items - Fold paper to make items for play with joy	- Able to identify some materials for folding methods - Folds paper and make some items - Enjoy making a few	- Identifies some materials - Folds paper with assistance	- Identify some materials - Attempts to fold paper

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 CREATING SHAPES AND FORMS USING ICT	4.1 Creating shape forms. 4 lessons	By the end of the sub-strand the learner should be able to; a) identify drawing icons for familiarization with digital devices b) use digital device to create shapes and forms creativity c) appreciate the use of ICT in creating shapes and forms	- Guide learners to access drawing icons from digital devices independently - Guide learners to draw shapes and forms using ICT devices randomly - Guide learners to create shapes and forms using digital devices - Guide learners to use electronic devices independently while observing personal safety. - Guide learners to share experience	1. Which are the digital devices tools used in drawing? 2. What is your favourite shape? 3. Which form do you enjoy drawing most? 4. Which digital device do you like using
Core-Competence to be developed Self efficacy: - Collaboration - Cooperation - Learning to learn				

Link to PCIs ESD-DRR; Safety of learners as they use ICT tools and equipments LSP 2- Life skills: – Skills of knowing and living with oneself – self-esteem – Skills of knowing and living with others: Interpersonal relationships	Links to Values • Responsibility
Links to other Activity Areas: • Mathematics, language, environmental Activities	Suggested Community Service Learning • Work with parents and community to perfect their skills/ visit each other and share their gadgets
Suggested Non-Formal Activity to support learning through application: • Group art activities outside the classroom	Suggested assessment: • Portfolio, • Graphs, • Observation use rating forms, • Video recording, • Self assessment.
Suggested Resources: books, e learning, resource persons, computers and smart toys and appropriate software	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Display familiarity of using drawing tools • Draws shape and form on the electronic gadgets with ease • Colours using icons successfully • Able to work with minimum guidance	• Uses ICT drawing tools to create shapes with ease • Draw shapes and forms • Colour shapes and forms • Needs some assistance at some point	• Uses drawing tools with assistance • Draw shapes and forms but with assistance	• Depend a lot on assistance to identify and use tools to draw shapes

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 PAPER CRAFT	5.1 Weaving 6 Lessons	By the end of the sub-strand the learner should be able to; a) identify materials for weaving b) make weaves using paper for creativity c) appreciate the use of local materials for making woven articles	- Identify materials for weaving - Learners could be guided to observe photographs of weaving materials - Guide learners to cut paper strips for weaving - Learners to weave simple item using twining technique. - Learners to use technique of their choice to weave article. - Guide learners to display work and share comments	- What do we use to make a twine weave? - What are some of the tools used in weaving? - Where can weave articles be used?
Core-Competence Learning to learn Communication and Collaboration				
Link to PCIs Life Skills: Skills of knowing and living with oneself – self esteem			Link to core value; respect.	
Links to other Activity Areas: Language, Mathematics and IRE			Suggested Community Service Learning Recycling paper to enhance cleanliness in the environment.	
Suggested Non-Formal Activity to support learning through application: Group art activities			Suggested Assessment - Listening, Observation, Checklist, - Question and answer, - Portfolio.	
Suggested Resources: Works of paper craft artists like Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning, videos, video players, TV sets, mobile phones				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Identify materials for weaving with ease - Makes innovative weaves - Talks of mats made and used	- Identify materials for weaving - Makes innovative weaves - Talks of how to make - Talks of mats made and used	- Identify few materials for weaving - Makes mat with assistance - Attempts to talk of the materials - Attempts to talk about the use	Attempts to make but with a lot of assistance

Strand	SUBSTRAND	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 CONSTRUCTION	6.1 3-Dimensional forms 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify materials for construction b) create forms in 3-d using locally found materials for innovation c) handling construction materials for exploration and enjoyment d) appreciate self and others work	- Guide learners to identify materials for construction - Learner to familiarise with the found materials for making 3-D forms. - Learners could be guided to observe 3-D objects from laptop and mobile phone - Guide learners make 3D forms. - Learners arrange and rearrange the found objects to create the 3D items, keenly observing personal safety. - Learners appreciate self and others work - Guide learners to clean work place	1. What do you like making most? 2. What materials are used for construction? 3. Where do we get the materials for construction?
Core-Competence - Creativity and imagination - Critical thinking - Learning to learn				
Link to PCIs ESD: DRR; Safety			Links to Values Unity	

	• Responsibility • Sharing
Links to other Activity Areas: Environmental activities, Mathematics, Language Activities	Suggested Community Service Learning • Recycle material within the school
Suggested Non-Formal Activity to support learning through application: • Group construction activities	Suggested Assessment • Observation • Question and answer • Self-assessment • Portfolio
Suggested Resources: open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more; videos on 3D making, artifacts of renown artists, Resource persons, mobile phones, laptops	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify materials for constructing 3D objects from their environment • Able to construct 3D objects using found materials • Able to Observe safety precaution as they construct 3D objects • Able to comment on self and others work	• Able to identify materials for constructing 3D objects from their environment • Able to construct 3D objects using found materials • Able to observe some safety	• Able to identify some materials for constructing 3D objects from their environment • Able to perform the activity to some extent • Observe safety as they construct 3D objects	• Able to perform the activity with assistance • Able to identify 3D objects from the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 ORNAMENTS	7.1 Beading 4 Lessons	By the end of the sub-strand the learner should be able to; a) identify locally available materials for beading b) make an item using coloured beads for creativity c) appreciate self and others work	• Guide learners to identify locally available materials for beading • Guide learners to Sort and group the beads according to the colour scheme • Guide learners to thread the beads in sequence to come up with prescribed ornament. • Learners could be guided to take photos of finished ornaments • Learners to observe safety as they make the ornaments. • Guide learners to appreciate self and others work	1. Which materials do we use for beading? 2. How can do we make a beading pattern? 3. Where do we get beading materials? 4. Which ornament do you like making most?
Core-Competence • . Imagination and Creativity				
Link to PCIs • ESD –DRR – Safety as learners hand beading materials • Life skills: Skills of knowing and living with oneself – self-esteem			Links to Values • Patriotism	
Links to other Activity Areas: Environmental activities, Mathematics Activities			Suggested Community Service Learning • Make ornaments using locally available materials and sue them for cultural functions and festivities	
Non Formal				
Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of renown artist, resource persons, e books, internet; art websites, assorted beads, locally available materials, mobile phones, digital cameras				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Able to identify all materials for beading • Able to make beads for his/her choice from locally available materials • Able to do beading sequentially without assistance • Able to describe his/her work	• Able to identify some material for beading • Able to make beads of his/her choice • Able to do beading sequentially with assistance	• Able to identify few materials for beading • Cannot bead sequentially • Cannot talk about his/her work confidently	• Can identify materials for beading • Cannot make beads • Cannot bead sequentially • Cannot talk about his or her work confidently

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 ORNAMENTS	7.2 Bracelets 4 lessons	By the end of the sub-strand the learner should be able to; a) identify local materials for making bracelets b) make and decorate bracelets for friendship. c) making bracelets for enjoyment	• Guide learners to identify locally available materials for making bracelets. • Learners could be guided to observe a video on decoration of bracelets • Guide learners to decorate bracelets using techniques of their choice • Observe safety as they make the bracelets.	1. What are the beads strung on? 2. What do you use to strung the beads 3. How do we make bracelets beautiful?
Core-Competence • Imagination and Creativity; Selecting materials • Communication and collaboration: Working together				
Link to PCIs ESD-DRR; Safety – Safety when stringing Health Education; - Observe cleanliness as they handle the beads			Link to Values • Sharing, co-operating, unity	
Links to other Activity Areas: Environmental activities, language Mathematics activity			Suggested Community Service Learning • Recycling material within the school	

Suggested Non-Formal Activity to support learning through application: Decorating activities and share	Suggested assessment: - Answering open ended questions - Observation; the students can demonstrate that they have in fact learned the skill of using their fine motor skills by demonstrating to the teacher. - Portfolio, - Self-assessment, - records
Suggested learning resources: paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads, ribbons, videos, laptops	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Able to identify local materials for making bracelet. - Able to use bracelet materials for making ornaments - Able to make bracelet individually and in pairs	- Able to identify some material used for making bracelets - Able to make some bracelets with assistance - Able to make bracelets in pairs and groups	- Able to identify few materials used for making bracelets - Attempt to make bracelets with a little assistance - Attempts make bracelets in pairs with a little assistance	- Cannot identify materials used for making bracelets - Fairly make bracelets with assistance - May not make bracelets individually

2. Music Activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	8.1 Dance 5 Lessons	By the end of the sub-strand the learner should be able to; a) Perform a free dancing style for enjoyment. b) dance in pairs and groups for co-operation c) respond to changes in tempo and rhythms through body movement for enjoyment d) perform traditional dances within the locality to enhance culture	• Guide learners to dance freely in pairs, small groups or individually. • Learners could be guided to watch a video clip on free dancing style • Organize learner to dance individually, in pairs and groups • Guide learners to observe a variety of dance. • Guide learners to respond to tempo and rhythms through body movement • Guide learners to perform traditional dance using improvised costumes.	1. Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing?
Core-Competence • Communication and Collaboration				
Link to PCIs • Citizenship: Social cohesion			Links to Value Respect	
Links to other Activity Areas: • Language Activities • Environment Activities • Mathematics Activities			Community Service Learning Musical artefacts	
Non-Formal Activity to support learning through application: • Clubs, Fun day			Suggested Assessment: • Observation and actions, checklist, self assessment.	
Suggested Resources:				

Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.\videos, TV sets, internet

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Can successfully dance freely and in pairs - Able to change the tempo and variety of rhythms - Able to perform traditional dance in the community - Able to perform other community dances	- Can successfully dance freely and in pairs - Able to change tempo and variety of rhythms - Able to perform traditional dance within the community	- Can successfully dance freely and in pairs - Able to change tempo and variety of rhythms - Not able to perform traditional dance within the community	- Can successfully dance freely and in pairs - Not able to change tempo and variety or rhythms

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	8.2 Musical Rhymes. 5 Lessons	By the end of the sub-strand the learner should be able to; a) recite rhymes with repetitive phrases and rhythmic patterns b) display the ability to recite simple rhymes c) perform simple rhymes for entertainment d) recite a range of musical rhymes to enhance creativity e) appreciate others talents as they perform simple rhymes	- Organize learners in groups to recite different rhymes - Play recorded rhymes. - Guide individual learner to perform simple rhymes through dramatization. - Guide learners to interact with each other during play to enhance social play. - Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep - Guide learners to appreciate self and others talents as they perform simple rhymes	- What rhyme did you recite? - Whom did you recite the rhyme with? - Which rhyme did you love most?

Core-Competence • Self-efficacy • Communication and Collaboration	
Link to PCIs LSP; Learners support programmes Mentorship and peer education	Links to Values • Respect
Links to other Activity Areas: • Language, Environment and Mathematics Activity.	Community Service Learning • Visit the elderly and entertain by reciting and dramatizing rhymes
Non-Formal Activity to support learning through application: • Children to participate in music club	Suggested Assessment: • Observation and actions, Self-assessment, Progress record.
Suggested Resources: Resource persons, resource centres, library, e-books, audio recorders, mobile phones, laptops	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• The learner has the ability to recite rhymes independently • Has the ability to repeat simple words in the rhymes with easy • Has the ability to compose own rhymes	• The learner has the ability to recite simple rhymes • Has the ability to repeat simple words in the rhymes • Can compose own rhythms	• The learner has the ability to listen to the rhymes has others recite • May have difficulty in pronouncing some words • The learner may not compose own rhymes	• The learner is able to listen to the rhyme; enjoy but unable to say the words correctly • Cannot compose own rhymes

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	8.3 Rhythmic Patterns	By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment	• Guide learners to identify percussion instruments • Learners could be guided to observe photos showing the different percussion instruments	1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument

		c) create rhythm using percussion instruments to enhance tempo d) appreciate others talent as they perform rhythmic patterns using percussion instruments	- Organize learners in small groups, pairs and individually to create rhythmic movements - Learners create rhythmic patterns using percussion instruments - Learners to appreciate self and others talents	
Core-Competence - Creativity and imagination - Critical thinking - Self efficacy				
Link to PCIs ESD: DRR; Safety			Links to Values Patriotism	
Links to other Activity Areas: Language activities, Mathematics activities, CRE, IRE, HRE activities			Community Service Learning Perform in festivals, places of worship	
Non-Formal Activity to support learning through application: Dance club			Suggested Assessment: Observation, question and answer	
Suggested Resources: drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Able to create rhythmic patterns well - Able to identify several percussion instruments that produce sound - Able to follow the sounds and coordinate patterns	- Follow rhythmic patterns well - Show skills in creating patterns accurately - Identify percussion instruments that produce rhythmic patterns - Co-ordinates the body movement	- Follow few rhythmic patterns accurately - Can coordinate the body fairly to follow few patterns - Can identify few percussion instruments used to make rhythmic patterns	- May not create any pattern - May not co-ordinate the body parts to follow pattern - Have difficulty in identify percussion instruments

Show fun in daily in the rhythmic activities			
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	8.4 Singing Games 5 Lessons	By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation	• Guide learners to listen to and sing songs from different cultural backgrounds • Learners could be guided to observe songs sang from different cultural background • Guide learners to display the ability to use props. • Guide learners to have fun and enjoy as they sing and dance. • Learners to be encouraged to sing and dance cooperatively in pairs and small groups.	1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games?
Core-Competence • Self efficacy				
Link to PCIs: Life Skills – Skills of knowing and living with others; Interpersonal relationship Citizenship ; Our diversity; Social cohesion			Links to Values • Unity and love	
Links to other Activity Areas: Mathematics, Language, Environmental Activities			Suggested Community Service Learning • Visit the elderly in community to learn songs and meanings.	
Non-Formal Activity to support learning through application: Role play as they do the singing game			Suggested Assessment: • Listening • Observation • Self-assessment	
Suggested Resources: Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- The learner is able to perform singing games and enjoy using props - Express feelings through singing games - Identify different cultural singing games	- The learners has the ability to sing songs from different cultures - Display the ability to use prop in singing games	- The learner has the ability to have fun and enjoy as they sing and dance - Sing cooperatively in pairs and in small groups but not individually	The learner has the ability to listen, hear and sing but may not have the ability to make sequential movements

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	8.5 Play simple musical instruments	By the end of the sub-strand the learner should be able to; a) identify various music ICT device for familiarization b) play simple musical instruments for enjoyment c) display ability to play various simple musical instruments including ICT device d) play simple instruments and make movement for talent development	- Guide learners to interact with ICT device - Guide learners to play music using ICT device e.g. piano, guitar - Guide learners to play virtual instruments downloaded on mobile phones or tablets. - Guide learners to play independently and cooperatively in pairs and small groups. - Guide learners to play, listen and make movements. - Encourage learners to assist one other in operating the gadgets. - Guide learners to observe safety and care of the gadgets.	- What are some of the gadgets used for playing music? - Which gadgets do you enjoy playing music from? - How do you play music on/from the gadget you love? - Which is your favourite music?
Core-Competence Creativity and Imagination				

• Learning to learn • Self efficacy	
Link to PCIs: ESD: DRR; Safety – observe safety precautions Life Skills: Skills of knowing and living with others. Effective communication: ESD: Financial Literacy: Care for the gadgets	Link to Values: Responsibility
Links to other Activity Areas: Mathematics, Language, Environmental Activities	Suggested Community Service Learning Visit old peoples' home
Suggested Non Formal Activity to support learning through application: • Music club • Entertain in Church/Mosque/Temple	Suggested Assessment • Listening • Observation
Suggested Resources: Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments, mobile phones, tablets, ipads	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• The learner has the ability to listen to the music and make movements • Has the ability to play simple music using electronic gadgets • Has the ability to identify different electronic gadgets used to play music	• The learner has the ability to listen to music and interact with the gadgets • Learn to play simple music and make movement	• The learner is able to listen to music and make movements • May not have the skill of playing the electronic gadget	• The learner can be able to interact with the gadget but may not be able to play music from the gadgets • May not be able to make any rhythmic movement

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 LISTENING AND RESPONDING	9.1 Musical Sounds 5 Lessons	By the end of the sub-strand the learner should be able to; a) listen to sounds from the environment for familiarisation b) imitate sounds made from the environment for vocal development c) appreciate sounds from the environment for correct response	• Guide learners to interact with the sounds within the school environment • Guide learners to imitate the different sounds within the environment. • Learners could be guided to record sound within their environment and play the recorded sounds back • Guide learners to name sources of sound from within the school environment.	1. Which musical sound do you enjoy listening to? 2. Where does the sound come from? 3. Which sound do you like to imitate?
Core-Competence • Communication and collaboration; interaction with one another.				
Link to PCIs: ESD: DRR; Safety			Link to Values • Unity • Responsibility	
Links to other Activity Areas: Environmental activities, language Mathematics and CRE, IRE and HRE			Suggested Community Service Learning • Collect litter	
Non-Formal Activity to support learning through application: • Nature Walk			Suggested assessment • Listening, • Observation, • Question and answer	
Suggested Resources: Resource persons, e- books, internet; music websites, toys, videos, mobile phones, audio recorders				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• The learner has the ability to identify musical sounds from the environment • Has the ability to imitate sound they hear • Able to name the source of sound and differentiate • Learner is able to dance to the musical sounds	• Has the ability to listen to and identify musical sounds • Is able to appreciate the music sounds from the environment and imitate the sounds	• Learner is able to name the source of music • Has the ability to listen to musical sounds from the environment	• The learner is able to listen to and appreciate anyone of the musical sounds • The learner is not able to imitate the musical sounds heard

3 Outdoor Activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 BASIC MOTOR SKILLS	10.1 Locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response b) climb and slide on playing objects for enjoyment c) observe safety during climbing and sliding on playing objects	• Guide learners to throw and catch, climb and slide. • Guide learners to watch a video showing children throwing, catching, climbing and sliding • Encourage learners to throw and catch objects, e.g. balls, bean bags • Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games. • Guide learners on simple First Aid skills.	1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?
Core-Competence Self efficacy Learn to learn				
Link to PCIs: Life Skills: Skills of knowing and living with oneself – self-esteem Life skills: Skills of knowing and living with others – interpersonal relationships ESD: DRR; Safety			Link to Values: • Patience	
Links to other Activity Areas: Language activity, Mathematical activity Environment activity			Suggested Community Service Learning Help the elderly hang and unhang things from high level.	
Suggested Non-Formal Activity to support learning through application: • Fun day for creativity			Suggested assessment: • Observation,	

	• Question and answers, Progress records
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean ball, videos, internet, laptops	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• The learner has the ability to climb and slide, throw and catch objects successfully	• The learner is able to slide well but have difficulty in climbing • Can throw and catch objects well	• The learner has the ability to slide and throw with ease but may climb or catch objects	• The learner is able to do one activity or not able to do the four activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 BASIC MOTOR SKILLS	10.2 Non-locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify common terms used in turning and twisting activities for appropriate response b) turning and twisting for flexibility c) turn and twist for safety	• Learners to play games related to turning and twisting. • Organize learners to role play games related to turning and twisting in groups and pairs. • Guide learners turning and twisting as they play	1. What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twist? 3. How do you feel when twist and turn?
Core-Competence Communication and Collaboration				
Link to PCIs: ESD: DRR - Safety Citizenship: Social cohesion			Links to Values • Appreciation	
Links to other Activity Areas: Language activity Environment activity.			Suggested Community Service Learning Participating in cultural celebrations and religious functions.	
Non-Formal Activity to support learning through application: • Gymnastics			Suggested assessment: Observation, question and answers, self assessment.	
Suggested Resources: Hip hoops, rings, round shaped sticks, whistles				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- The learner has the ability to stretch, bend and shake well - The learner has the ability to coordinate body parts well	The learner is able to stretch and bend but has difficulty in coordinating the body parts	The learner has the ability to stretch backward and forward but not able to shake with apparatus like hula-hoops	- The learner is able to stretch but unable to bend and shake both with and without the apparatus - May not be able to do the three activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 BASIC MOTOR SKILLS	10.3 Manipulative Skills	By the end of the sub-strand the learner should be able to; a) kick freely for enjoyment b) display the ability to balance the body for kicking technique c) display manipulative skills through bouncing ball for distance estimation d) bounce and kick balls safely e) bounce and kick balls for enjoyment	- Guide learners to kick freely - Encourage learners to practice kicking techniques - Learners could be guided to watch videos showing he different kicking techniques - Organize learners in groups to display manipulative skills - Guide learners to sing songs while bouncing and kicking in pairs and in groups - Guide learners to do more practise on kicking skills	- What do you use for kicking and bouncing? - Which game do you enjoy playing most? - How do we bounce a ball?
Core-Competence - Self efficacy - Critical Thinking				
Link to PCIs: ESD: DRR; Safety Education: Hygiene Health:			Links to Values - Sharing - Turn taking - Respect	

Links to other Activity Areas: Language activity Mathematical activity, Environment activity, CRE, IRE, HRE	Suggested Community Service Learning Collect litters
Non-Formal Activity to support learning through application: Games day/sports day	Suggested assessment: • Observation, • Question and answers, checklist
Suggested Resources: Balls, balloons, tennis balls, resource person, videos, laptops, TV sets, DVD players	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• The learner has the ability to kick and bounce balls successfully	• The learner has the ability to kick balls well but not able to bounce the ball	• The learner has the ability to kick a ball well • The learner has a problem with bouncing objects	• The learner is able to kick with difficulty • Can do bouncing of objects with assistance • May not do the three activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 SWIMMING	11.1 Pool safety 30 Lessons	By the end of the sub-strand the learner should be able to; a) identify basic water safety and hygiene rules for application in the pool b) demonstrate ability to follow safety rules accordingly	• Guide learners name the rules of basic water safety and hygiene in the pool • Encourage learners to follow safety rules accordingly	1. What is the importance of basic water rules?
Core-Competence • Learning to learn				
Link to PCIs : ESD-DRR; Safety			Link to Values • Responsibility	

Links to other Activity Areas: • Environmental activity • Mathematics activity • Language activity	Suggested Community Service Learning • Sharing experiences with others in the community.
Suggested Non-Formal Activity to support learning through application: • Visit a local swimming/water pool	Suggested Assessment • Video tapes • Observation • Open ended question
Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Learner has the ability to follow the safety rules • Has the basic water safety hygiene rules • Ability to interact with water in the pool • Ability to change into correct swimming attire	• Learner has the ability to follow the pool rules • Sing song related to pool routines and appreciate the pool rules	• Learner has the ability to follow the pool rules but difficulty in interacting with water	• Appreciate pool rules as others interact with water

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 SWIMMING	11.2 Water Orientation 15 Lessons	By the end of the sub-strand the learner should be able to; a) confidently move around the pool in readiness for swimming b) opening eyes confidently in water for safe swimming c) identify basic floating techniques for swimming	• Guide learners could be guided to walk around the pool to adapt the environment • Learners could be guided to take photos of the swimming pool • Encourage learners to open eyes in water confidently	1. How do you feel when walking in water? 2. How do you feel when you put your head in water with eyes open? 3. What do you like most about being in water?

		d) appreciate the use of water for recreation	• Learners could be guided to watch videos showing the different floating techniques • Guide learner on how to float and walk safely in water • Learners play games in the pool	
Core-Competence to be developed • Critical thinking • Self efficacy				
Link to PCIs • ESD-DRR; Safety • Health Education: Hygiene			Link to Values • Responsibility • Respect	
Links to other Activity Areas: • Environmental activity • Mathematics activity • Language activity			Suggested Community Service Learning • Improve school grounds	
Suggested Non-Formal Activity to support learning through application: Fun day			Assessment: Observation, question and answer, self assessment.	
Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys, digital cameras, mobile phones, videos, laptops, TV sets, DVD players				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
- Has attained confidence in moving around the pool - Has the confidence in opening eyes in water - Has the ability to float in water - Able to play games with materials in the pool	- Ability to move around the pool - Has confidence in opening eyes in water - Has difficulty in floating and playing games in water	- Has the ability to move around the pools - Ability to sing routine songs - Has difficulty in opening eyes in water, floating and playing games	- Sing swimming routine songs - May not attempt to open eyes, float or play games in water

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.0 FUN GAMES	12.1 Modern/ Traditional fun games. 15 Lessons	By the end of the sub-strand the learner should be able to; a) identify some fun games within their environment for play b) perform fun games for enjoyment c) appreciate and acknowledge each other as they perform the fun games	- Guide learners to name some familiar fun games. - Learners could be guided to watch some videos on familiar fun games - organize learners in groups practice some fun games of their choice - Learners to play and relate with others in fun games.	- Which fun game do you like most? - How do we perform the following fun games; telling time, skittle, killing a rat game - What are some of the activities done in fun games? - Which fun game do you enjoy most?
Core-Competence - Learning to learn - Collaboration and communication				
Link to PCIs: Skills of knowing and living with others – Interpersonal relationship			Link to Core Values Co-operation	
Links to other Activity Areas: Language and Mathematics Activities			Suggested Community Service Learning Learner to visit own community and source for fun games.	
Suggested Non-Formal Activity to support learning through application: Participate in fun day			Suggested Assessment: Checklist, Observing/ demonstration, self-assessment, videos.	
Suggested Resources: Music artifacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library, TV sets, laptops, DVD players				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
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• Able to identify various modern and traditional games • Able to identify materials used in the games • Able to perform various modern traditional games successfully • Can assist other to perform • Can perform games with props	• Able to identify games with the environment • Able to perform the games well • Able to perform using props	• Able to identify games with assistance • May perform the games with assistance • May attempt to perform using props	• Cannot identify any game within the environment • Needs to be assisted to perform • Cannot perform games with props
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ENVIRONMENTAL ACTIVITIES

ENVIRONMENTAL ACTIVITIES

Essence statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore experiment and interact with the immediate environment. This enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General learning outcomes

By the end of pre-primary education the learner should be able to;

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

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.1 Myself (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness, b) Tell the uses of ears, nose mouth and eyes. for self-awareness, c) Appreciate one's body parts for self-esteem.	• Learners sing songs and say poems on body parts • Learners identify different parts of the body from a chart • Learners play different games on body parts • Learners tell the uses of different body parts • learners to draw and model parts of the body	1. What are the parts of your body? 2. What are the uses of your body parts?
Core-Competences to be developed: • Citizenship-working in groups • Learning to learn-playing and listening to stories • Self-efficacy-talking about themselves • Collaboration and communication-when discussing				
Link to Pertinent and contemporary issues(PCI's): • Life Skills-Self Awareness and Self-Esteem			Link To Values: • Respect • Responsibility	
Links to other activity areas: • Language Activities • Psychomotor and Creative activities • Religious Education Activities			Suggested Community Service Learning • Learners to visit a special school	
Suggested Non-Formal Activities • Clubs and Societies			Suggested Assessment: • Observation using observation schedules • Checklists • Portfolios • oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about body parts and their uses	Talks about body parts and their uses.	In consistently talk about body parts and their uses	Does not talk about body parts and their uses.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.2 Our School (10 Lesson)	By the end of the sub-strand, the learner should be able to; a) talk about work done by different people in the school b) participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships c) appreciate the school community for harmonious living	• Learners to name people found at school eg teachers, watchman, driver etc • Learners to be taken round the school identifying the people by the work they do • Learners to mention the work done by people in school • Learners to role play work done by people at school • Learners to be guided in coming up with rules and regulations of their class • Learners to sing songs about work done by people in the school • Learners to draw and model people in school	1. Who are the people found at school? 2. What work is done by people at school? 3. How do we come up with rules and guidelines? 4. What are the dos and don'ts in the class?
Core-Competences to be developed: • Communication and collaboration-making rules • Learning to learn-following the rules • Citizenship-reinforcing the rules and following				
Link to Pertinent and contemporary issues(PCI's): • Citizenship-Social Cohesion- Nationhood and Nationalism			Links to values: • Responsibility • Cooperation	
Links to other activity areas:			Suggested Community Service Learning	

• Language activities, • Religious education activities, • Psychomotor and Creative Activities	• Parental engagement: parents to enhance following rules at home
Suggested Non-Formal Activity: • Field trips, • Clubs and societies • Sports and games	Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about work done by people in the school and observe rules and regulations	talks about work done by people in the school and observe rules and regulations	inconsistently talk about work done by people in the school and observe rules and regulations	Does not talk about work done by people in the school and does not observe rules and regulations

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.3 Our Home 1.3.1 Structures /buildings (10 lessons)	By the end of the sub-strand, the learner should be able to; a) Name different structures and buildings found at home, b) Identify different buildings and structures at home, c) Talk about the uses of buildings and structures at home, d) Appreciate buildings and structures.	• Learners to name different structures and buildings at home • Learners identify structures found at home in the environmental activities area in the classroom • Learners talk about uses of buildings and structures at home • Learners view videos of buildings and structures at home • Learners to observe charts of peoples working, buildings,	1. Which are the buildings and structures found at home? 2. What are the uses of different structures and buildings found at home?

			structures and tools used at home	
	1.3.2 People found at home 10 Lessons	By the end of the sub-strand, the learner should be able to; a) name people found at home for self- awareness, b) tell the relationships between people found at home for harmonious living c) talk about people found at home for harmonious living d) talk about work done by people at home e) appreciate people found at home and the work they do.	• Learners to draw buildings and structures at home • Learners to be guided in naming people found at home, • Learners to be guided in establishing the relationship of people found at home • Learners to be guided in talking about work done by different people at home • Learners to discuss the importance of work done by people at home • Learners to role play work done by people at home • Learners to sing songs about work done by people at home • Learners could watch videos on people working	1. Who are the people found at home? 2. What work is done by people at home?
Core-Competences to be developed: • Self-efficacy-role play, • Communication and collaboration-discussion • Learning to learn-as they role play • Citizenship-discussion • Creativity and imagination- drama, role play				
Links to Pertinent and contemporary issues (PCI's): • Life skills, • Citizenship • Education For Sustainable Development			Links to values: • Cooperation • Responsibility • Peace • Respect	
Links to other activity areas: • Psychomotor and creative activities,			Suggested Community Service Learning: • Parental engagement	

• Language activities	
Suggested Non-Formal Activity to support learning : • Field trips • Clubs and societies	Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Suggested Assessment Rubrics

1. Structures and Buildings in our home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently names, identifies and talks about uses of buildings and structures at home	identifies and talks about uses of buildings and structures at home	inconsistently identifies and talks about uses of buildings and structures at home	Unable to identify and talk about uses of buildings and structures at home

2. People found at home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks about people found at home and the work they do	Talks about people found at home and the work they do	Inconsistently talk about people found at home and the work they do	Does not talk about people found at home and the work the do.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.4 Interpersonal Relationship 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Identify Courteous words used in day today life b) Talk about the use of courteous words in day to day life for interpersonal relationship c) Appreciate the need to use courteous words d) Use greetings and respond with actions appropriately e) Show empathy to the needy	• Learners to be guided to identify courteous words used in their community • Learners to practice in groups use of courteous words and greetings • Learners to role play and dramatize use of courteous words • Learners to dramatize sharing play materials and snacks in a courteous way • Learners to recite poems on sharing • Learners to sing songs on greetings at different times of the day. • learners to watch a video on interpersonal relationship and respond • learners to watch facial animations of different emotions	1. which words do you use to show respect to other people? 2. How do you greet different people?
Core-Competences to be developed: • Communication and collaboration-through greetings • Citizenship-when practicing greetings and courtesy • Self-efficacy-greetings • Learning to learn-visiting the elderly				
Link to Pertinent and contemporary issues(PCI's) : • Citizenship, • Life skills and values, • Education for Sustainable Development,			Links to values: • Respect • Responsibility • Cooperation	

Links to other activity areas: • Language Activities • Religion Education Activities • Music and Movement Activities	Suggested Community Service Learning • Parental community involvement guiding the learners to use courteous words
Non-Formal Activity to support learning: • Nature walk • Clubs and societies • Field visits • Use of resource persons	Suggested Assessment: • Observation using observation schedules and Checklists • Portfolios • oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently use courteous words, greetings and gestures correctly	use courteous words, greetings and gestures correctly	inconsistently use courteous words, greetings and gestures correctly	Does not use courteous words, greetings and gestures correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.5 Neighbourhood (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) identify the classmates by names for harmonious living b) name the classmates as neighbours for interpersonal relationships	• Learners listen to a story on the neighbourhood and answer questions • Learners tell names of their classmates as immediate neighbours • Learners to talk about friendship • Learners to talk about what they can do to their classmates through guided discussion	1. Who is a neighbour? 2. What are the names of my classmates? 3. What physical features found in your neighbourhood?

		c) identify physical features in the neighbourhood for safety and security d) appreciate the classmates as their neighbours	- Learners to sing songs about their classmates as neighbours - learners to identify physical features in their neighbourhood eg churches, rivers, hills mountains etc.	
Core-Competences to be developed: - Communication and collaboration-cleaning neighbourhood - Learning to learn-knowing the neighbours - Citizenship-working together				
Link to Pertinent and contemporary issues(PCI's): - Citizenship - Life skills and values - Education for Sustainable Development			Links to values: - Cooperation - Responsibility - Respect	
Links to other activity areas: - Language Activities - Psychomotor and Creative Activities - Religious Education - Mathematical Activities			Suggested Community Service Learning/ - Visiting the neighbourhood - Cleaning the neighbourhood	
Suggested Non-Formal Activity: - Field trips - Nature walk - Clubs and societies			Suggested Assessment: - Observation using observation schedules and checklists, - Portfolios, - Oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently name and identify classmates	Names and identifies classmates	Inconsistently names and identifies classmates	Unable to name or identify classmates

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.6 Dressing (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) identify clothes worn at different times b) dress and undress appropriately c) to put on shoes correctly d) appreciate one's clothes for self-esteem	• Learners to sort and group clothes worn at different times • Learners to sort and group clothes according to the occasion and ceremony • Learners to watch videos on clothes worn at different occasions and ceremony • In the home corner; learner to practice wearing clothes shoes/tying laces and wearing socks • Learners to practice putting on clothes(sweater, jackets, shirts, shoes, shorts, skirts, blouses) • Learners to sing songs, and recite poems about clothes	1. Which clothes do we wear at different occasions and ceremonies? 2. How do we put on clothes?
Core-Competences to be developed: • Communication and collaboration-assisting one to dress and undress • Learning to learn-sorting and grouping clothes • Citizenship-appreciating clothes worn at different occasions • Self-efficacy dressing and undressing • Citizenship – social cohesion, child care and protection				
Link to Pertinent and contemporary issue(PCI's) : • Life skills Self Esteem and Self Awareness • Value education			Links to values: • Cooperation • Responsibility • Respect	
Links to other activity areas: • Psychomotor and Creative Activities • Language Activities • Mathematical Activities • Religious Education Activities			suggested Community Service Learning: • Parental engagement- Provision of clothes • Participating and observing cultural activities	
Suggested Non-Formal Activity to support learning:			Suggested Assessment:	

• Field trips • Clubs and societies	• Observation using observation schedules and checklists • Portfolios • Oral questions
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Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently identifies clothes worn at different times and dresses and undresses appropriately	Identifies clothes worn at different times and dresses and undresses appropriately	Inconsistently identifies clothes worn at different times and dresses appropriately	Unable to identify clothes worn at different times and is unable to dress appropriately

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.1 Hand Washing (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) tell the importance of washing hands for personal hygiene b) wash hands appropriately c) tell critical times to wash hands d) appreciate the need to wash hands at critical times	• Learners be guided to follow the right steps when washing hands • Learners to observe as the teacher demonstrates hand washing activity • in pairs the learners to wash their hands • Learners could listen to a story on hand washing and answer questions • News telling on hand washing • Picture reading on steps for hand washing • Learners could watch videos on handwashing • Learners could sing songs and recite poems related to handwashing • Learners to be guided by the teacher to talk about critical times for hand washing • Learners could be guided to look at pictures and posters on steps on hand washing	1. Why do we wash our hands? 2. When do we wash our hands? 3. What do we use to wash our hands? 4. How do we wash our hands?

			• Learners to be guided to talk about importance of washing hands • In groups learners could organize picture puzzles on hand washing steps	
Core-Competences to be developed: • Communication and collaboration; in hand washing • Learning to learn by enquiring • Self-efficacy in doing hand washing • Critical thinking and problem solving with why questions				
Link to Pertinent and contemporary issues(PCI's): • Education for Sustainable Development(ESD) in water conservation when washing hands • Life skills in self-esteem and self-awareness • Financial literacy • Health education by preventing diseases			Links to values: • Responsibility • Humility • Respect	
Links to other activity areas: • Language Activities • Psychomotor and Creative Activities • Mathematical Activities			Suggested Community Service Learning: • Parental engagement: parents to emphasis and ensure on the importance of hand washing at critical times • Hand washing days	
Suggested Non-Formal Activity to support learning: • Clubs and societies • Hand washing days			Suggested Assessment: • Oral questions • Observation using observation checklists	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the importance of hand washing and critical times of hand washing Washes hands consistently and assists him in hand washing	Correctly tells the importance of hand washing, critical times of hand washing and Washes hands correctly	In consistently tells the importance of hand washing and critical times of hand washing Washes hands incorrectly	Unable to tell the importance of hand washing and critical times of hand washing Unable to wash hands

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.2 Care For the Nose (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) tell the importance of having a personal handkerchief, b) wipe one's nose appropriately, c) appreciate the need to own and care for a personal handkerchief.	• Learners observe a demonstration on how to use a handkerchief to clean the nose • Learners to practice wiping nose using a handkerchief • Learners be guided to talk about importance of wiping the nose using a clean handkerchief • Learners could sing songs, recite poems, tell and listen to stories related to handkerchiefs and how to use it • Learners be guided in talking about the dangers of sharing a handkerchief • Learners could observe video on use of handkerchief • Learners could read pictures on use of a handkerchief • Picture reading on the use of a handkerchief.	1. Why do we clean our nose 2. What do we use to clean our nose? 3. When do we clean our nose? 4. Why should we not share a handkerchief? 5. How do we clean our nose?
Core-Competences to be developed: • Self- efficacy- by being able to clean the nose • Communication and collaboration while discussing the use of a handkerchief • Critical thinking and problem solving in improvising a handkerchief				
Link to Pertinent and contemporary issues: • Life skills • Health education			Link to values: • Respect • Responsibility • Cooperation	
Links to other activity areas: • Language activities • Psychomotor and creative activities			Suggested Community Service Learning Activities • Parental empowerment on health education • Parental engagement in the provision of handkerchiefs	

Suggested Non formal Activity to support Learning: Health clubs	Suggested Assessment: - Observation, - Oral Questions, - Portfolios
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Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the importance of having a personal handkerchief consistently wipes nose appropriately	Correctly tells the importance of owning a personal handkerchief Wipes nose correctly	In consistently tells the importance having a personal handkerchief Inconsistently wipes nose.	Unable to wipe the nose correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.3 Care for Teeth (5 Lessons)	By the end of the sub-strand, the learner should be able to; - tell the dangers of using substances that destroy teeth, - talk about actions that destroy teeth, - brush teeth using appropriate brushing material found in one's locality , - appreciate the need to care for teeth by avoiding eating sugary things.	- Learners could be guided to classify items that destroy their teeth - Learners to observe demonstration on appropriate teeth brushing - Learners to practice brushing their teeth - Learners could be guided in news telling on teeth brushing - Learners sing songs and recite poems on teeth brushing - Learners could watch videos on teeth brushing - Learners could role play teeth brushing - Learners to match and, sort items for tooth brushing - Learners to talk about dangers of not brushing their teeth - Teacher to use teachable moments to reinforce teeth brushing (during health check)	- Why do we brush our teeth? - When do we brush our teeth? - What do we use to brush our teeth? - How do we brush our teeth?

Core-Competences to be developed: • Communication and collaboration when discussing dangers of using substances that destroy teeth, in group activities etc. • Self-efficacy – being able to brush teeth • Self esteem – after being able to brush teeth • Digital literacy – use of videos and use of other media • Learning to learn- by enquiring more on teeth cleaning, and materials used to clean teeth.	
Link to Pertinent and contemporary issues(PCI's): • Health education-personal hygiene • Life skills-ability to clean teeth • Citizenship-child care and protection • Service learning and parental engagement • Education For Sustainable Development- environmental conservation	Links to values: • Responsibility • Respect
Links to other activity areas: • Language activities • Psychomotor and creative activities	• Suggested Community Service Learning: • Parental engagement • Parental empowerment
• Suggested Non Formal Activities to support learning: • Environmental Clubs, Field trips, Nature walk, exploring materials used in brushing within the immediate environment • Education For Sustainable Development - right disposal of the waste brushing materials	• Suggested Assessment methods: • Observation, • Oral questions.

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the dangers of using substances that destroy teeth consistently brush teeth correctly consistently talks about substances that destroy teeth	Correctly tells the dangers of using substances and actions that destroy teeth Brushes teeth correctly	Inconsistently tells the dangers of using substances and actions that destroy teeth Brushes teeth inconsistently and incorrectly	Use substances and actions that destroy teeth and Unable to brush teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.4 Toileting (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about the importance of using a clean toilet, b) Identify materials used for toileting c) use the toilet properly for safety and hygiene, d) appreciate proper use of toilet facilities .	• Learners to observe the teacher demonstrate use of toileting facilities properly • Learners' role play safe use of toilet • Learners practice using the toilet properly • Learners to be guided in talking about the importance of a clean toilet • Learners to listen to and answer questions on stories that give lessons on the importance of clean toilets • Learners to be guided to talk about the dangers of dirty toilets • Learners to participate in singing games on toileting • Learners could watch videos on toileting • Learners be guided in identifying materials used for toileting • Pictures reading on toileting	1. When do we go to the toilet? 2. How do we use the toilet? 3. How do we use the toilet safely? 4. Why do we need a clean toilet?
Core-Competences to be developed: • Self-efficacy- when able to use toilet properly • Communication and collaboration- talking about proper use of toilet • Learning to learn – proper use of toilets • Critical thinking and problem solving - toileting				
Link to Pertinent and contemporary issues: • Citizenship-child care and protection • Health education-personal hygiene • Life skills - self-esteem			Links to values: • Respect, • Responsibility	
Links to other activity areas: • Language activities			Suggested Community Service Learning: • Parental engagement in provision of toileting materials	

Psychomotor and creative activities	
Suggested Non-Formal Activity to support learning - Field trips - Nature walk - Health clubs	Suggested Assessment: Observation using observation schedules and checklists, portfolios, oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks about the importance of using a clean toilet, Identifies materials used for toileting uses the toilet properly.	Correctly tells the importance of using a clean toilet Uses toilet and toileting materials correctly	In consistently tells the importance using a clean toilet Inconsistently uses toilet and toileting materials correctly	Unable to tell use and toileting materials correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.5 Food/ Feeding (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about different types of foods for healthy living, b) feed self for good health and nutrition, c) talk about dangers of sharing food from other people's mouth, d) talk about dos and don'ts while eating e) observe table manners while eating.	- Learners to observe the teacher demonstrate feeding procedure. - Learners listen to stories , songs and poems on feeding self - Learners watch teacher demonstrate washing fruits - In groups learners practice to wash fruits - Learners to be guided on dos and don'ts while eating	- What are the proper eating habits? - What are the dos and don'ts when eating? - Why should we wash hands before eating? - Why should we eat properly? - How do we clear the feeding area?

			• Learners clear the feeding area guided by the teacher • Learners to be guided to talk about the importance of eating the right quantity of food • Learners to be guided in talking about dangers of eating food from other peoples mouth • Learners could watch videos on table manners (dos and don'ts)	6. Why should we not eat food from other people mouth?
Core-Competences to be developed: • Self-efficacy- by being able to feed self, • communication and collaboration- in discussion and other activities • learning to learn, by enquiring • digital literacy through use of technology				
Link to Pertinent and contemporary issues(PCI's) : • Citizenship, • Health education, • life skills, • Financial literacy.			Link to values: • Respect, • responsibility • sharing,	
Links to other activity areas: • Language, Psychomotor Creative, Mathematics			Suggested Community Service Learning: • Parental empowerment and involvement	
Suggested Non-Formal Activity to support learning: • Health clubs, financial literacy in saving food, nature walk, feeding of animals			Suggested Assessment: • Observation using observation schedules and checklists, portfolios, oral questions	

Suggested Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Able to feed self by observing appropriate table manners and clearing feeding area besides washing the feeding utensils	Able to feed self by observing appropriate table manners and clearing feeding area.	Able to feed self by observing appropriate table manners only	Able to feed self but not observing appropriate table manners.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.1 Plants (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) talk about plants in the immediate environment b) observe plants in the immediate environment c) talk about the uses of plants in the immediate environment d) take care of plants found in their immediate environment e) appreciate plants found in their immediate environment	• Learners To Be Taken Out To Observe Different Types Of Plants Within The School Compound And Neighbourhood • In Groups Learners Talk About Different Plants • Learners Could Watch A Video On Plants • Learners Could Be Guided To Water Plants Both In The Nature Corner And Outside Within The School Compound • Children Could Sing Songs And Recite Poems On Plants • Sort And Group Different Parts Of A Plant • Colour Items Using Parts Of A Plant Such As Leaves and flowers	1. How do we care for plants? 2. Why do we care for plants? 3. What are the uses of plants?
Core-Competence to be developed:				

• Learning to learn • Self-efficacy • Digital literacy • Creativity and imagination • Communication and collaboration	
Link to Pertinent and contemporary issues and Values: • Life skills • Education For Sustainable Development: Environmental conservation • Citizenship	Links to values: • Cooperation • Responsibility • Sharing
Links to other activity areas: • Language activities • Mathematics activities • Psychomotor and creative activities.	Suggested Community Service Learning: • Visit the neighbourhood and assist in watering plants • Learners could be involved in tree planting in the school and in the community.
Suggested Non-Formal Activity to support learning: • Environmental clubs • Field trips • Nature walk • Caring for plants in the nature corner • Planting of seeds in the nature corner	Suggested Assessment: • Observation using observation schedules and checklists • Portfolios • Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks, and takes care of plants in the environment	talks, and takes care of plants in the environment	inconsistently talks, and takes care of plants in the environment	Does not talk nor take care of the plants in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.2 Animals (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about animals in the immediate environment, b) observe animals within the environment, c) appreciate the presence of animals in the environment.	• Learners could be guided to name animals within their environment • Learners could watch videos on animals • Learners could model, draw, or colour pictures of domestic and wild animals • Learners to be taken for a nature walk to observe animals • Learners could feed the domestic animals • Learners engage in pretend/ role play about animals • Learners could match and pair pictures of animals using available technological devices to identify animals	1. What are some of the animals found within the immediate environment?
Core-Competences to be developed: • citizenship, self efficacy, communication and collaboration, learning to learn, creativity and imagination, digital literacy				
Link to Pertinent and contemporary issues: • Education For Sustainable Development - animal welfare, life skills: effective communication • Health- personal hygiene			Links to values: • Respect • Responsibility • Cooperation	
Links to other activity areas: Language, Mathematics, Creative, Moral and Religious Activities			Suggested Community Service Learning: • Assist in feeding animals • Keep small animals at home • Parental engagement	
Suggested Non-Formal Activities: • Assist in feeding animals in school • Keep small animals in the school compound as clubs and societies • Parental engagement • Wildlife clubs • Field trips, nature walk			Suggested Assessment: • Observation using observation schedules and checklists, portfolios, oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about animals in the immediate environment, observe animals within the environment.	talks, and shows interest in animals in the environment	inconsistently talks, and shows interest in animals in the environment	Does not show interest in animals in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.3 Weather (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about the different weather conditions. b) observe weather conditions in the immediate environment c) appreciate different weather conditions in the environment	• Learners to be guided in talking about weather conditions • Learners to be guided in observing weather conditions • Learners be guided in identifying weather symbols on the weather chart • Learners to sing songs, recite poems and rhymes about weather conditions • Learners to be guided in talking about the activities associated with different weather conditions • Learners could watch simulations/videos of different weather conditions	1. What are the common weather conditions? 2. What happens when it is cloudy/ sunny /rainy/ windy? 3. What is the weather condition now? 4. How do we dress during different weather conditions? 5. How does the rain/wind/sun/clouds help us?
Core-Competences to be developed: • Critical thinking and problem solving –dressing according to weather • Creativity and imagination- recording symbols on the weather chart • Learning to learn- while talking about weather conditions • Self-efficacy, self-awareness on dressing according to weather • Digital literacy				

Link to Pertinent and contemporary issues: • Citizenship- peace education Life skills –Self- esteem creative and critical thinking • Education For Sustainable Development- Environmental Education	Links to values: • Responsibility • Respect • Cooperation • Sharing
Links to other activity areas: • Psychomotor and Creativity activities • Language activities • Mathematics activities	Suggested Community Service Learning: • Visit the community and learn how to plant during rainy season
Suggested Non-Formal Activity to support learning: • Field visits • Nature walk • Clubs and societies • Establishing a weather station	Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observes and talks about different weather conditions	Observes and talks about weather conditions	In consistently observes and talks about weather conditions	Does not show interest in observing and talking about different weather conditions

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.4 Water 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about sources of water b) Talk about the uses of water in the environment	• Learners could be taken for a nature walk in the neighbourhood to identify sources of water • Perform simple experiments with water e.g. Floating and sinking, watering seeds to germinate, dissolving substances, filling and emptying	1. What are the sources of water? 2. What happens when you place different objects in water? 3. What happens to different substances when put in water?

		c) Play with water for enjoyment and discovery d) appreciate the importance of water in the environment	• Learners to be guided to use water to model different objects • Learners to be guided in talking about uses of water • Learners could participate in watering plants and crops in the nature corner and flower bed • Sing songs and recite poems about water • Learners to be guided in talking about dangers of water masses in their immediate environment e.g. Rivers, lakes and swamps • Learners could watch videos on uses and sources of water	4. What are the uses of water?
Core-Competences to be developed: • Communication and collaboration-discussion • Self- efficacy-observe experiments • Learning to learn-perform simple experiments • Critical thinking and problem solving • Creativity and imagination				
Link to Pertinent and contemporary issues and Values: • Life skills-using water sparingly • Education For Sustainable Development-Disaster Risk management eg safety measures in water, financial literacy – using water sparingly, watering plants in the environment			Links to values: • Responsibility • Cooperation • Unity • Respect	
Links to other activity areas: • Psychomotor and Creative activities • Language activities			Suggested Community Service Learning: • Learn about the water storage practices • Collecting rain water	
Suggested Non-Formal Activity to support learning: • Learn about the water storage practices • Collecting rain water • Field visits • Nature walk • Clubs and societies eg environmental			Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks about water and performs simple experiments with water	Talks about and plays with water	In consistently talks about water and plays with water	Does not show interest in talking and playing with water

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.5 Soil (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about the safety measures when playing with soil, b) play with soil for enjoyment and exploration, c) appreciate playing with soil for enjoyment.	• Learners be guided to manipulate different soil to make models like dolls and simple house hold items, houses, huts etc • Learners to be guided in talking about safety measures when handling soil • Learners to be taken on a nature walk to observe and collect different soils • Sing songs, recite poems on safety when handling soil	1. How do you feel when playing with different types of soil? 2. How do we handle soil without hurting ourselves? 3. What are the different uses of soil?
Core-Competences to be developed: • Creativity and imagination-modelling simple models • Learning to learn-learn safety measures • Self-efficacy- when they learn how to handle soil safely				
Link to Pertinent and contemporary issues(PCI's): • Health education-personal hygiene • Citizenship-child care and protection • Life skills- effective communication			Links to values: • Cooperation, • Responsibility, • Respect when appreciating others work	

Education For Sustainable Development-environmental education and personal safety as they play with soil	
Links to other activity areas: - Language activities - Psychomotor and Creative activities	Suggested Community Service Learning: Parental engagement- parents' guide children when playing with soil
Non-Formal Activity to support learning through application: - Nature walk - Field trips - Clubs and societies	Suggested Assessment: - Observation using observation schedules and checklists, - Portfolios, - Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observe safety measures when playing with soil Consistently plays with soil	Observe Safety measures when playing with soil	In consistently observe safety measures when playing with soil	Does not observe safety measures while playing with soil.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.6 SOUND (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) recognize the sources of sounds produced in the immediate environment, b) talk about sounds produced in the immediate environment, c) respond to different sounds in the environment appropriately.	- Learners to be guided through a discussion to tell the different sounds in the environment - Learners to dramatize and role play different sounds produced in the environment and respond appropriately - Learners to take a nature walk to listen to different sounds in the immediate environment - Earners could identify different sounds from different technological device	- What sounds do different animals make? - What do we do when we hear different sounds in the environment? - what sounds do we hear in the environment?

			• Learners to play different musical instruments to produce sounds • Learners could sing songs related to sounds in the environment	
• Core-Competences to be developed: • Communication and collaboration-discussion • Digital literacy-listening to sounds from technological devices • Critical thinking and problem solving-responding to sounds • Learning to learn like meaning of different sounds				
• Link to Pertinent and contemporary issue(PCI's): • Education For Sustainable Development-environmental education • Citizenship by obeying traffic rules and responding to different warning sounds			• Links to values: • Responsibility • Cooperation	
• Links to other activity areas: • Psychomotor and creative activities • Language activities			Suggested Community Service Learning: • Learn from elders meanings of different sounds e.g ululations	
Suggested Non-Formal Activity to support: • Nature walk • Field trips • Clubs and societies e.g. music club			Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently recognize, talk and respond to different sounds in the environment	Recognizes, talks about and responds to sounds in the environment	In consistently recognize, talk and respond to sounds in the environment	Does not recognize or respond to sounds in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.7 Smell 5 Lessons	By the end of the sub-strand, the learner should be able to; a) identify the body part used in smelling, b) recognize the pleasant and unpleasant smell in the immediate environment, c) respond appropriately to the pleasant and unpleasant smell in the surrounding, d) appreciate the pleasant smell in the immediate environment.	• Learners to walk round the environment and identify different smells • Learners to be guided in talking about good and bad smell • Learners could be guided in collecting and disposing substances that bring bad smell in the environment • Learners could be guided to use sanitary facilities well so that they don't produce bad smell • Learners to sing songs and recite poems related to good smell • Learners to watch videos on right disposal of substances that produce bad smell	1. What part of the body is used in smelling? 2. What things smell good in our environment? 3. What things smell bad in our environment? 4. How can we avoid bad smell in the environment?
Core-Competences to be developed: • Communication and collaboration-discussion on smell • Critical thinking and problem solving-avoiding bad smell • Learning to learn-exploring the environment • Self-efficacy				
Link to Pertinent and Contemporary Issue(PCI's): • Education for Sustainable Development-environmental education • Citizenship- child care and protection			Links to values: • Cooperation • Responsibility • Respect	

Health education –clean environment	
Links to other activity areas: - Language activities - Psychomotor and Creative Activities	Suggested Community Service Learning activity: - Walk round the environment and collect litter - Parental involvement in engaging learners in cleaning home compounds - Cleaning the school compound - Make good use of disposal areas - Proper use of sanitary facilities
Suggested Non-Formal Activity to support - Walk round the environment and collect litter - Cleaning the school compound - Make good use of disposal areas - Proper use of sanitary facilities	Suggested Assessment: - Observation using observation schedules and checklists, - Portfolios, - Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently recognize and respond to pleasant and unpleasant smells in the environment	Recognizes and responds to pleasant and unpleasant smells in the environment	In consistently Recognizes and responds to pleasant and unpleasant smells in the environment	Does not recognize and respond to pleasant and unpleasant smells in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.8 Light (5 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about different sources of light in the immediate environment, b) play with shadows	- Learners be guided in identifying sources of light from a chart - Learners could draw and colour different sources of light - Learners to be guided to talk about uses of light in daily life	- What are the sources of light? - What are the uses of light?

		c) appreciate uses of light in the immediate environment	• Learners to be guided in performing simple experiments using sources of light e.g. forming shadows, • Learners to sing songs and recite poems related to light • Learners to be guided to clean working areas	
Core-Competences to be developed: • Critical thinking and problem solving-experiments • Learning to learn-experiments • Self efficacy-looking in the mirror • Communication and collaboration-discussion				
Link to Pertinent and contemporary issues(PCI's): • Life skills • Learner support programmes • Service learning and parental engagement • Disaster Risk reduction e.g. fire safety			Links to values: • Cooperation • Responsibility	
Links to other activity areas: • Language activities • Psychomotor and Creative activities			Suggested Community Service Learning Activity to support learning: • Parental engagement-children empowered not to play with sources of light e.g. fire • Energy conservation	
Suggested Non-Formal Activity to support learning: • Nature walk • Energy conservation			Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observes light and forms and plays with shadows	Observe light, forms and plays with shadows	In consistently observe light, form and play with shadows	Does not show interest in light or form and play with shadows

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 ENVIRONMENTAL CARE AND SAFETY	4.1 Care For The Immediate Environment (10 Lessons)	By the end of the sub-strand, the learner should be able to; a) identify waste materials and items that require disposal in the immediate environment b) dispose waste materials appropriately c) appreciate living in a clean environment	- Learners identify areas that require cleaning in the school compound and neighbourhood - Learners clean different areas in the school compound by picking litter - Learners to be guided to the litter disposal areas and shown how to dispose litter properly - Learners to name cleaning materials - Learners to be provided with litter bins in class - Learners to be encouraged to be cleaning working areas after every activity. - Learners to sing songs and recite poems as they clean working areas	- Which areas require cleaning in the school compound? - Where do we dispose rubbish? - Why do we clean our environment? - How do we keep our environment clean?
Core-Competences to be developed: - Citizenship-caring for our environment - Communication and collaboration-developing rules - Critical thinking and problem solving-using a litter bin - Learning to learn-rules				
Link to Pertinent and contemporary issues(PCI's): - Health education-living in a clean environment - Education for Sustainable Development-environmental education			Links to values: - Cooperation - Humility - Responsibility	
Links to other activity areas: - Music and Movement - Psychomotor and creative activities - Language			Suggested Community Service Learning: - Walk in the neighbourhood and collect litter - Parental involvement Service learning and parental engagement-cleaning compound at school	

Suggested Non-Formal Activity to support learning: • Environmental clubs • Field visits	Suggested Assessment: • Observation using observation schedules and checklists, • Portfolios, • Oral questions
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Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently identifies and disposes waste materials appropriately	Identifies and disposes waste materials appropriately	inconsistently identifies and disposes waste materials	Does not dispose waste materials

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 ENVIRONMENTAL CARE AND SAFETY	4.2 Safety In The Environment (15 Lessons)	By the end of the sub-strand, the learner should be able to; a) talk about safe places, objects and activities in the immediate environment, b) talk about dangerous places in the immediate environment, c) talk about dangerous objects in the immediate environment, d) talk about dangerous activities in the immediate environment, e) to recognize safe and dangerous places, objects and activities in the immediate environment, f) talk about how to identify strangers within their immediate environment g) take safety precautions in the school compound.	• Learners name dangerous places, objects and activities in their environment • Learner talk about the dangers of dangerous, places, objects, activities and games and fire • Learners to be guided on how to identify strangers • Simulate crossing roads and rivers safely • Learners could be guided on how to report accidents • Learners to clean working areas after an activity • Learners use digital devices showing dangerous places, objects, activities and games • Learners to sing songs and recite poems and related to safety • learners to share experiences on accidents • Learners to move around the school compound collecting and dangerous objects with the teachers guidance.	1. What are the dangerous places, objects, activities and games? 2. How do you identify strangers?

Core Competences to be developed: • Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-improvising or using alternative means of disposing litter • Learning to learn-rules	Links to Values • Responsibility • Cooperation
Link to Pertinent and contemporary issues: • Health education-living in a clean environment • Education for Sustainable Development – Maintaining clean environment • Disaster Risk Reduction - personal safety	Suggested Community Service Learning • Walk in the neighbourhood identify safe and unsafe places and collect dangerous objects • Parental involvement: guide learners to keep their home compound clean
Links to other activity areas: • Music and movement Activities • Psychomotor and Creative Activities • Language Activities	
Suggested Non formal Learning Activities • Clubs and societies • Nature Walk	Suggested Assessment: • Observation using observation schedules • Checklists • Portfolios • Oral questions

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions	Talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions	Inconsistently talk about safe and dangerous places, objects and activities and inconsistently take safety precautions	Does not talk about or recognise safe, and dangerous places, objects and activities nor take safety precautions

Suggested Learning Resources

- Local Environment
- Real and Real Objects
- Videos and Audio-visual Digital Material
- Print materials – textbooks, workbooks, posters
- Weather instruments
- ICT devices
- Pictures, photographs and drawings
- Environmental natural and man-made structures
- Newspapers, magazines and newsprints
- Charts, flash cards
- Domestic utensils and equipment
- Cloth materials
- Teachers guides and handbooks
- Containers
- Toilet facilities
- Hygiene materials – handwashing and teeth brushing materials
- Improvised materials and equipment
- Resource persons
- Water
- Light sources
- Sound materials – drums, sticks, metals
- Curriculum designs

CHRISTIAN RELIGIOUS EDUCATION

RELIGIOUS ACTIVITIES: CHRISTIAN RELIGIOUS EDUCATION

Essence statement

Christian Religious Education (CRE) activities at the pre-primary level focus on the holistic development of the learner through use of life approach. They help the learner to differentiate between good and evil, learn about God, His beautiful creation (living and non-living things) and prayer. These activities are geared towards the continuous moral and spiritual development of the learner. Teachers should help the learner to appreciate people of different religious backgrounds, through emphasis on love and respect for one another.

The aim of Christian Religious Education activities at the pre-school level, is to develop awareness and appreciation of the generosity, love and care of God's creation. This will enable the learner to acquire the qualities of sharing, respect, kindness, getting along with others and the ability to differentiate good from evil.

Christian Religious education is a unique subject in the curriculum because it touches on core aspects of the society. Christian Religious education is concerned with both the academic and moral development of the individual learner. The teaching of CRE therefore, cannot be separated from the daily life situations which affect the physical, moral, emotional and spiritual growth of the learner. In the present society, the learner is faced with various challenges in life. The CRE Curriculum aims at equipping the learner with spiritual, intellectual and moral development to be able to deal with these challenges.

General Learning Outcomes

By the end of Early Years Education, the learner should be able to:

- a. demonstrate God's love through all creation in their lives,
- b. demonstrate the word of God through prayer, saying simple memory verses and singing Christian songs for their spiritual growth,
- c. demonstrate understanding of the person of Jesus Christ and emulate him in their daily lives,
- d. apply Christian values in their interaction with others from diverse cultural background for harmonious co-existence,
- e. appreciate the church as a house of God for their spiritual nourishment.

Theme	Sub-theme	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 GOD’S CREATION	1.1 God as the provider and healer (6 Lessons)	By the end of the sub theme the learner should be able to; a) identify God as the provider for their needs, b) Sing simple songs on God as a provider to enhance their knowledge of God, c) identify God as a healer for their spiritual and physical nourishment, d) recite short poems of God as a healer stories to enhance their trust in God, e) display understanding of God is a provider and healer for their spiritual growth, f) appreciate God as the provider and healer.	• Learners are guided to identify some of the things provided for by their parents • Learners are guided to identify things that God provides (Matthew 6:26) • Learners sing songs in praise of God as the provider and healer • Learners are guided to observe pictures of Jesus healing people (Luke 18: 35 – 43) • Learners are guided to recite a simple poem on Jesus as the healer (James 5:14; Psalms 107:19-20); • Learners sing a song appreciating God as provider and Healer • Learners watch video clip on Jesus healing the sick	1. What do your parents provide for you? 2. What does God provide for us? 3. Have you ever been sick? 4. How did you feel when you are sick? 5. Who is our healer?
Core Competences to be developed through learning God the Provider and Healer Learning to learn: learners to appreciate that God is their healer and should always pray to him for healing ; Creativity and Imagination: learners will visualize God’s provisions in their daily lives and Gods healing Communication and collaboration: through talking learners will improve listening and communication skills Critical thinking and problem solving: Leaners recognizing God as a problem solver Digital literacy – learners watch video of Jesus healing people				
Link to PCI’s: Life skills education- effective communication, self-awareness- (I am God’s child), decision making and empathy ESD- food security relying God as a provider and healer			Link to Values: Co-operation, love, respect for God as healer and provider, and Sharing	

Citizenship – social cohesion and leadership through Gods provision and healing Social Justice – provision of needs for the poor	
Link to other subjects Mathematical Activities – as they list and count things provided by God. Psychomotor activities – As they sing the songs of God as the provider they will make body movements Language activities – singing, reciting poem Environmental activities – addressing needs in the community through healing and provision	Suggested Community Service Learning activities: Training the children to share their items with the needy among them in the community for-example children’s home
Suggested non-formal activity to support learning: Visit a nearby sick person in their school and pray with them.	Suggested assessment: Oral Questions, question and answer, check list, Portfolio, observation
Resources and learning materials: Pictures, Flash cards, Videos, Places (church) and Resource persons, Holy Bible, Picture books and handbooks	

Suggested Assessment Rubrics

exceeds expectation	meets expectation	approaches expectation	below expectation
- Learner is able to identify some of the things provided for by their parents - Learner is able to identify things that God provides - Learner is able to sing songs in praise of God as the provider - Learner is able to observe pictures of Jesus healing people. - Learner is able to recite a simple poem on Jesus the healer	- Learner is able to identify some of the things provided for by their parents - Learner is able to identify things that God provides - Learner is able to sing songs in praise of God as the provider - Learner is able to observe pictures of Jesus healing people from the Bible. - Learner is able to recite a simple poem on Jesus the healer - Learner is able to sing a song appreciating God as provider and Healer.	- Learner is able to identify some of the things provided for by their parents - Learner is able to identify things that God provides - Learner is able to sing songs in praise of God as the provider - Learner is able to observe pictures of Jesus healing people from the Bible.	- Learner is able to identify some of the things provided for by their parents - Learner is able to identify things that God provides

• Learner is able to sing a song appreciating God as provider and Healer. • Learner will Appreciate God as the provider and healer			
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Theme	Sub-theme	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 GOD'S CREATION	1.2 Creation: Parts of The Body (5 Lessons)	By the end of the sub theme the learner should be able to: a) Name his /her parts of the body that God created in his own image and likeness b) Demonstrate some ways of caring parts of the body as the temple of the holy spirit c) Appreciate his/her parts of the body as wonderfully made by God	• Learners are guided using charts to mention and point different parts of the body as created by God. (I Corinthians 6:19) • Learners are guided to sing songs appreciating themselves as wonderfully made by God (Psalms 139-13-14) • Learners are guided to colour pictures of parts of the body • Learners are guided to recite simple memory verses on body parts (Roman 12: 4, I Corinthians 12:12)	1. Who created your body? 2. How many eyes do you have? 3. How many hands do you have? 4. How many ears do you have? 5. How many legs do you have?
Core Competences to be developed in Parts of the body Communication and Collaboration: Learners will interact with each other in groups develop a sense of knowing, love, concern, care and sharing, Self-efficacy: Identifying different parts of the body as fearfully and wonderfully made				
Link to PCI's : Life skills - Effective communication, self-awareness self-esteem			Link to Values: Love, integrity and respect for themselves and one another to promote proper moral upbringing	

Health Education – cleaning parts of their body in prevention of disease and caring parts of the body	Unity- parts of the body as the body of Christ
Link to other subjects Language activities – vocabulary developed through singing and reciting poems Psychomotor activities - Making movements, singing and role playing Health and nutrition – caring for body parts Mathematical activities – counting body parts	Suggested Community Service Learning activities: Involve parents at home to encourage their children (learners) to love themselves in order to enhance assertiveness, self –esteem and decision making.
Suggested non formal activity to support learning: Guide learners to support aged people in the society	Suggested assessment: Oral questions, portfolio, check lists observation
Resources and learning materials: Flash cards, crayons, clay, plasticine, video, DVD, films, old newspapers, manila papers, glue, old calendars charts, talking walls, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to mention and point different parts of the body as created by God - Learner is able to sing songs appreciating him /herself as fearfully and wonderfully made by God - Learner is able to colour pictures of parts of the body as created by God - Learner is able to recite simple memory verses on body parts - Learner will appreciate his/her parts of the body as unique and wonderfully made by God	- Learner is able to mention and point different parts of the body as created by God - Learner is able to sing songs appreciating him /herself as fearfully and wonderfully made by God - Learner is able to colour pictures of parts of the body as created by God - Learner is able to recite simple memory verses on body parts	- Learner is able to mention and point different parts of the body as created by God - Learner is able to sing songs appreciating him /herself as fearfully and wonderfully made by God - Learner is able to colour pictures of parts of the body as created by God	- Learner is able to mention and point different parts of the body as created by God - Learner is able to sing songs appreciating him /herself as fearfully and wonderfully made by God

Theme	Sub-theme	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 GOD'S CREATION	1.3 Plants and Domestic Animals (6 Lessons)	By the end of the sub theme the learner should be able to; a) name plants found at home and school as part of God's creation b) name animals found at home and school as part of God's creation c) state simple ways of taking care of plants and some domestic animals d) demonstrate taking care of some domestic animals and plants for social responsibility e) appreciate plants and animals found at home and school as God's creation.	• Learners are guided to identify some plants (Genesis 1:11-12 ; Psalms 104:14) • Learners are guided to identify some domestic animals(Genesis 1:20-24) • Leaners are guided to view video clips on domestic animals and plants • Learners are guided to make sounds made by different domestic animals for-examples cows and cats • Learners are guided to colour pictures of some domestic animals and plants • Learners sing songs in relation to domestic animals and plants • In groups learners role play different ways of caring for domestic animals and plants like flowers • Learners go to the field to interact with environment and identify different plants • Learners are encouraged to take care of plants at the Nature Corner	1. Which domestic animals do you know? 2. Which domestic animals are found at your home/school? 3. Which sound do cows and cats make? 4. What do domestic animals feed on? 5. Who created domestic animals 6. What plants are found in your home/school? 7. How do we care for flowers at home/school? 8. Who created plants found at home/school?

Core Competences to be developed: Communication and collaboration, In groups learners could recite simple poems, and sing songs on plants and animals found in school and at home to enhance their speaking skills. Learning to learn: learners will participate in activities that will enable them to know the plants and animals found at home and school and appreciate them as God’s creation. Creativity and imagination: Learners will model plants and animals found at home and in school using their hands and imagination Digital literacy – watch video clips through digital devices Citizenship – national unity and development through care of environment and animals	
Link to PCI’s: ESD-Environmental awareness through learning to water plants and animals Life skills – self-awareness, assertiveness, self-esteem through appreciation of personal care for animals and plants	Link to Values: Sharing, Care, unity, Love and responsibility to promote proper moral upbringing and care for environment
Links to other subjects: Language activities: Learners will be naming plants and animals found at home and school to improve their speaking skills Learners will recite simple poem on plants and animals found at home and schools to enhance their vocabulary. Psychomotor: Learners will sing songs on plants and animals found at home and school while clapping and dancing. Environmental: Learners will walk around the school compound to observe plants and animals. Mathematical activities: identifying the features of the animals	Suggested Community Service Learning activities: Visit to animal orphanages and school garden and feed friendly animals Visit local farmer and help feed poultry and other friendly animals
Suggested Non formal Activity to support learning: Water trees and flowers in the school compound	Suggested assessment: Oral questions and observation, question and answer, check lists
Resources and learning materials: Flash cards, crayons, clay, plasticine, video, DVD, films, digital devices, old newspapers, manila papers, glue, old calendars, Good News Bible, picture books and hand books, realia	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to identify some plants	Learner is able to identify some plants	Learner is able to identify some plants	Learner is able to identify some plants

• Learner is able to identify some domestic animals • Learner is able to view video clips on domestic animals and plants • Learner is able to make sounds made by different domestic animals for-examples cows and cats • Learner is able to colour pictures of some domestic animals and plants • Learner is able to sing songs in relation to domestic animals and plants • Learner is able to role play different ways of caring for domestic animals and plants • Learner is able to interact with environment and identify different plants • Learner is able to take care of plants at the Nature Corner • Learner will appreciate plants and animals as God's creation.	• Learner is able to identify some domestic animals • Learner is able to view video clips on domestic animals and plants • Learner is able to make sounds made by different domestic animals for-examples cows and cats • Learner is able to colour pictures of some domestic animals and plants • Learner is able to sing songs in relation to domestic animals and plants • Learner is able to role play different ways of caring for domestic animals and plants	• Learner is able to identify some domestic animals • Learner is able to view video clips on domestic animals and plants • Learner is able to make sounds made by different domestic animals for-examples cows and cats • Learner is able to colour pictures of some domestic animals and plants	• Learner is able to identify some domestic animals • Learner is able to view video clips on domestic animals and plants
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Theme	Sub- theme	Specific learning outcomes	Learning experiences	Key inquiry questions
1.0 GOD'S CREATION	1.4 Name of God according to their catchment language (4 lessons)	By the end of the sub theme the learner should be able to: 1. identify the name of God as used in his/her catchment area for personal knowledge 2. identify the name of God in other communities for peaceful co-existence	• Learners are guided to mention name of God according to their catchment language (Exodus 3: 13-15) • Learners are guided to mention name of God according to other communities (Exodus 3:13 - 15) • In groups learners mention the name of God on the flash card provided	1. What is the name of God in your language? 2. What is the name of God in other languages 3. What is the name of God in other communities

		3. appreciate the name of God according to his/her catchment area for self - awareness 4. desire to know the name of God as used in other communities to promote unity	• Learners are guided to sing simple songs in reverence to the name of God according to their communities	
Core Competences to be developed: Communication and collaboration – learners will learn to give names of God in their local language Learning to learn - learners will learn to give names of God in different languages and desire to learn more names of God				
Link to PCI's: Citizenship- learning name of God in different communities to promote unity and patriotism Life skills and values education - effective communication, self-awareness, self-esteem, assertiveness.			Link to Values Love, unity, respect, peace, forgiveness, integrity and responsibility to promote proper moral upbringing	
Link to other subjects Language activities- Learners will develop listening and speaking skills which will lead to improvement in their vocabulary Psychomotor activities- Through singing and dancing Environmental activities – through appreciation of different names of God in different communities			Suggested Community Service Learning Visit a Resource Person near the school to learn more about names of God according to their communities	
Suggested non Formal Activities to support learners Visit a nearby church to learn more on the names of God in their various local communities.			Suggested Assessment: Oral questions, observation, check lists	
Resources and learning materials: Pictures, flash cards, videos, Places (Churches), children's Bible, postures, community resource/ persons, The Good News Bible, picture books and hand books, check lists				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to give name of God according to his/her catchment language	Learner is able to give name of God according to his/her catchment language	Learner is able to give name of God according to his/her catchment language	Learner is able to give name of God according to his/her catchment language

• Learner is able to give name of God according to other communities • Learner is able to identify the name of God on the flash card provided • Learner is able to sing simple songs in reverence to the name of God according to his/her community • Learner appreciated the name of God in his/her catchment area • Learner Desires to know the name of God as used in other communities	• Learner is able to give name of God according to other communities • Learner is able to identify the names of God on the flash card provided • Learner is able to sing simple songs in reverence to the name of God according to his/her communities	• Learner is able to give name of God according to other communities • Learner is able to identify the names of God on the flash card provided	
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Theme	Sub- theme	Specific learning outcomes	Learning experiences	Key inquiry questions
1.0 GOD'S CREATION	1.5 Communicating to God through Prayer (5 Lessons)	By the end of the sub theme the learner should be able to: a) mention simple prayers at different times for his/her spiritual nourishment b) recite prayers for different times as part of his/her spiritual growth. c) respect different times of prayer for his/her spiritual growth d) appreciate prayer as one of the most	• Learners are guided to mention the different times they pray • Learners are guided on how to pray at different times(Daniel 6:10, 1peter3:12) • Learners to practice simple prayer used at different times (Mathew 7:7) • Learners role play saying prayers of thanks giving to God and asking for God's protection • Learners to demonstrate different postures when praying	1. How do we talk to God? 2. What times do you pray to God 3. Why do we talk to God? 4. Who answers your prayers?

		important way of talking to God. e) desire to pray at all times	Learners are encouraged to make prayers at different times	
Core Competences to be developed Communication and collaboration -Learners will learn to make simple prayers for different times Imagination and creativity – Learners will say prayers in their own words Creativity and imagination – in finding suitable place for personal prayer				
Link to PCI's : Life skills education - effective communication, assertiveness, decision making and self esteem Service learning and parental involvement/engagement – encouraging children to pray at home. ESD environmental education - environmental awareness on where they should pray.			Link to Values: unity, gratitude respect and cooperation peace, responsibility, and integrity social justice, patriotism - In praying for the needy and leaders in their society	
Link to other subjects Language -By being involved in role playing simple prayers learners will develop listening and speaking skills Psychomotor -Learners will make simple poems and recite them in groups using gestures and body parts Environmental activities – praying in different environments			Suggested Community Service learning: Learners should be encouraged to pray for the sick at home, school and community.	
Suggested non formal activity to support learning: Learners will be encouraged to practice prayers at all times in homes and communities			Suggested assessment: Oral questions and observation, question and answer, group discussion	
Resources and learning materials: Pictures, Flash cards, charts, Videos, Places (Churches),Children’s Bible, Postures, Community Resource/ persons, the Good News Bible, picture books, hand books				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to mention the different times he/she prays - Learner is able to pray at different times	- Learner is able to mention the different times he/she pray - Learner is able to pray at different times	Learner is able to mention the different times he/she pray	Learner is able to mention the different times he/she pray

• Learner is able to practice simple prayer used at different times • Learner is able to role play reciting prayers • Learner is able to demonstrate different postures when praying • Learner is able to say prayers at different times • Lerner desires to pray at all times	• Learner is able to practice simple prayer used at different times • Learner is able to role play reciting prayers • Learner is able to demonstrate different postures when praying	• Learner is able to pray at different times • Learner is able to practice simple prayer used at different times • Learner is able role play reciting prayers	• Learner is able to pray at all times
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Theme	Sub- theme	Specific learning outcomes	Learning experiences	Key inquiry questions
2.0 HOLY BIBLE	2.1 The Bible (4 Lessons)	By the end of the sub theme the learner should be able to: a) Identify the bible as a Holy book used by Christians for his/her spiritual growth b) Sing simple songs on the Bible as a Holy book of God to be respected c) appreciate the Bible as a Holy book d) desire to read the Bible as Holy book	• Learners will be guided to identify the bible as a Holy book (2 Timothy 3:15 – 16) • Learners sing songs on the bible as a Holy book • Learners are guided to colour drawn pictures of the holy Bible • Learners are shown pictures of people reading the bible in church • Learners are guided to recite poems on the Bible as a Holy book	1. What is a Bible? 2. What time do you read the Bible 3. Why is it important to read the Bible? 4. Why the Bible is called a Holy book?
Core Competences to be developed: Communication and collaboration- In groups Learners will participate in different activities for-example singing and colouring the Bible. This will enhance their understanding as a Holy book Learning to learn – By observing Bible pictures, watching visual pictures and colouring drawn pictures of the Bible, learners will develop the skill of inquiry, imagination and creativity Citizenship – Bible as a symbol of Christian unity				
Link to PCI's: Life skills - decision making, self-awareness, self-esteem, critical thinking and assertiveness Citizenship – unity in working in groups			Link to Values: love, responsibility, peace, respect, Unity and integrity.	
Link to other subjects Language – as learners listen to the word of God and communicate effectively Psychomotor activities: learners singing and making movements Environmental activities – Bible is a story of Gods people in a community over the years, talks about the people of God in a community			Suggested Community Service Learning: Learners to be encouraged to remind their family members to read the Bible as a source of spiritual nourishment	
Suggested non formal activity to support learning: Visit a nearby church and observe how the Bible is used in the church			Suggested assessment: portfolio and observation schedule and oral questions, check lists, realia	
Learning Resources: Charts, Flash card, Good News Bible, audio visual, video clips, digital content, picture, hand books, picture books				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to identify the bible as a Holy book - Learner is able to sing songs on the Bible as a Holy book - Learner is able to colour drawn pictures of the Holy Bible - Learner is able to identify people reading the Bible in church - Learner is able to recite poems on the Bible as a Holy book - Learner respects the bible as a Holy book - Learner desires to read the Bible as a Holy book	- Learner is able to identify the bible as a Holy book - Learner is able to sing songs on the bible as a Holy book - Learner is able to colour drawn pictures of the Holy Bible - Learner is able to identify people reading the Bible in church - Learner is able to recite poems on the Bible as a holy book	- Learner is able to identify the bible as a Holy book - Learner is able to sing songs on the Bible as a Holy book - Learner is able to colour drawn pictures of the Holy Bible	- Learner is able to identify the bible as a Holy book - Learner is able to sing songs on the Bible as a Holy book

Theme	Sub- theme	Specific learning outcomes	Learning experiences	Key inquiry questions
2.0 HOLY BIBLE	2.2 Handling the Bible (4 Lessons)	By the end of the sub theme the learner should be able to: a) identify different ways of handling the Bible as a Holy book used by Christians to nurture a sense of responsibility	- Learners to be guided on various ways of handling the Bible with respect - Learners are encouraged to handle the Bible in turns (Deuteronomy 17:19) - Learners to demonstrate different ways of handling the Bible with care	- How do we take care of the Bible? - Where should we keep the Bible? - How do we carry the Bible? - How do we show respect for the Bible?

		b) demonstrate different ways of handling the Bible with care to promote respect for the word of God c) sing simple songs on how to handle the Bible d) desire to handle the Bible with respect as a Holy book e) appreciate the importance of handling the Bible as part of his/her self-discipline	• Learners are guided to colour drawn pictures on ways of handling the Bible. • Learners are guided to sing simple songs on caring for the Bible as a holy book (2 Timothy 3:15 – 16) • Learners are guided to recite simple poems on ways of handling the bible with respect as the word of God	
Core Competences to be developed Communication and collaboration – Through oral responses, singing and demonstrations on ways of handling the Bible Learning to learn - learners will desire to learn more about the Bible				
Link to PCI's : ESD- Taking care of the Bible as a Holy book as a way of protecting and preserving family property Life skills: Decision making, creative thinking, imaginative Citizenship-unity showing one another good ways of handling the Bible			Link to Values: Love, Responsibility, Respect, Peace to promote proper moral upbringing	
Link to other Subjects Language – promoting listening and speaking skills as they listen to the Bible being read Hygiene and nutrition – keeping the Bible safe and clean Creative activity – as they draw and colour the Bible			Community Service Learning: Learners with their immediate family members will practice the skills learnt on handling the Bible	
Suggested Non formal Activity to support learning: Learners could visit a local church and learn ways of handling the Bible, respect, as well as taking care of it, from a Religious leader.			Suggested assessment: Question and answer, storytelling, observation schedule, portfolios	
Learning Resources and Materials: Good News Bible, charts, pictures and poster cutouts and Resource person, picture books, handbooks				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is be able tell various ways of handling the Bible with respect - Learner is able to handle the Bible in with care - Learner is able to colour drawn pictures on ways of handling the Bible. - Learner is able to sing simple songs on caring for the Bible as a Holy book - Learner is able to recite simple poems on ways of handling the Bible with respect. - Learner desires to handle the Bible with respect as a Holy book - Learner appreciates the importance of handling the Bible as part of his/her self-discipline	- Learner is be able tell various ways of handling the Bible with respect - Learner is able to handle the Bible in turns - Learner is able demonstrate different ways of handling the Bible with care - Learner is able to colour drawn pictures on ways of handling the Bible. - Learner is able to sing simple songs on caring for the Bible as a Holy book - Learner is able to recite simple poems on ways of handling the Bible with respect.	- Learner is be able tell various ways of handling the Bible with respect - Learner is able to handle the Bible with care - Learner is able to colour drawn pictures on ways of handling the Bible. - Learner is able to sing simple songs on caring for the Bible as a Holy book	- Learner is be able tell various ways of handling the Bible with respect - Learner is able to handle the Bible with care

Theme	Sub-theme	Specific learning outcomes	Learning experiences	Key inquiry questions
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.1 Christian Festivals: Christmas and Easter (6 Lessons)	By the end of the sub theme the learner should be able to; - identify the Christian festivals for spiritual growth - give the meaning of Christmas as an important Christian celebration about God's love - sing songs in praise of Christmas as the birthday of Jesus Christ.	- Learners are guided to name the Christian festivals - The learners are guided to re-tell the story of the birth of Jesus Christ (Luke 2:8-20; 2:4-7) - Learners are guided to sing Christmas songs - Learners are guided to role play the birth of Jesus	- Which Christian festivals do you know? - What do you do during Christmas day? - What do you see people doing during Easter?

		d) role play the Christmas events with joy e) give the meaning of Easter as an important Christian celebration of God’s love f) sing Easter songs in thanking Jesus Christ for dying for us g) appreciate Christmas and Easter as Christian celebrations of God’s love.	• Learners are guided sing simple songs on the resurrection of Jesus Christ John 19: 17 - 20 • Learners are guided to colour a picture of the Jesus Christ Carrying the Cross • Learners are guided to sing Easter songs • Learners are guided to watch a video clips and listen to Christmas carols on audio visual devices	
Core Competences to be developed Communication and collaboration: Through singing and role playing, the learners will develop their vocabulary and enhanced team work Learning to learn - Learners will demonstrate understanding of Christian Festivals (Christmas and Easter) Self-efficacy – Knowing and appreciating Christian festivals (Christmas and Easter) Creativity and imagination – As leaners imagine the birth of Jesus Christ during Christmas celebrations and his death during Easter celebrations Digital literacy: as they listen and watch audio visual clips on Christmas and Easter celebrations.				
Link to PCI’s: Life skills – Self-awareness, self-esteem, effective communication Citizenship: Christian festivals as national celebrations for Christians			Link to Values: Humility, love for Jesus Christ, responsibility to observe Christian festivals, integrity, peace, unity	
Link to other subjects Language activities : learning through story telling leads to improve vocabulary, speaking and listening skills Psychomotor: through singing, dancing and role playing. using their bodies will help to develop motor skills			Suggested Community Service Learning: Learners visit a children’s home, share with the less fortunate and make simple prayers before meals as a way of imitating Jesus Christ love for all mankind.	
Suggested non formal activity to support learning: Learners could visit a nearby church and observe Christian festivals of Christmas and Easter. Learners could prepare skit/role play on the birth of Jesus Christ during school function like parents day/prize giving day/special assemblies			Suggested assessment: participatory activities, observation schedule, oral questions, questions and answers, check lists	
Suggested Learning Resources: Pictures and posters, charts, digital materials e.g. DVD’s, films, CD’s, flash cards, realia and Good News Bible, check lists, picture books, hand books				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
• Learner is able to name the Christian festivals • The learners is able to re-tell the story of the birth of Jesus Christ • Learner is able to sing Christmas songs • Learner is able to role play the birth of Jesus • Learner is able to sing simple songs on the resurrection of Jesus Christ • Learners is able to colour a picture of the Jesus Christ carrying the Cross • Learner is able to sing Easter songs • Learner appreciates Christmas and Easter as Christian celebrations of God's love	• Learner is able to name the Christian festivals • The learners is able to re-tell the story of the birth of Jesus Christ • Learner is able to sing Christmas songs • Learner is able to role play the birth of Jesus • Learner is able to sing simple songs on the resurrection of Jesus Christ • Learners is able to colour a picture of the Jesus Christ carrying the Cross • Learner is able to sing Easter songs	• Learner is able to name the Christian festivals • The learners is able to re-tell the story of the birth of Jesus Christ • Learner is able to sing Christmas songs • Learner is able to role play the birth of Jesus • Learner is able to sing simple songs on the resurrection of Jesus Christ	• Learner is able to name the Christian festivals • Learner is able to sing Christmas songs

THEME	SUB- THEME	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 CHRISTIAN RELIGIOUS	3.2 Christian Rituals	By the end of the sub theme the learner should be able to;	• Learners are guided to identify some simple	1. Why do we go to church?

FESTIVALS AND RITUALS	(5 Lessons)	a) identify some simple Christian rituals for his/her spiritual growth b) Demonstrate some Christian rituals performed in his/her church for spiritual nourishment c) Roles play Christian rituals practiced according to different churches to nurture peaceful coexistence among learners. d) Appreciate taking part in Christian rituals in his/her church to promote the values of love, responsibility and integrity	Christian rituals for- example giving offerings and singing in the church (Deuteronomy 15:10), Chronicles 29:9 and Proverbs 21:26) • Learners are guided to role play the ritual of giving offerings in the church. • Learners are guided to demonstrate some Christian rituals practiced in their churches • Learners are guided to observe a variety of pictures and video clips showing some Christian rituals	2. What are some of the Christian rituals done in the church? 3. What do your parents/guardian give an offering when going to church? 4. What type of offerings do you take to the church? 5. What do you do when you are in the church? 6. What rituals do you participate in during the church service?
Core Competences to be developed Communication and collaboration: In their groups learners will be able to interact, cooperate and communicate thus enhancing speaking and listening skills. Learning to learn: Learners will participate in activities leading to inquiry, imagination and interaction with the environment Digital literacy: Learners watching video clips on some Christian rituals Creativity and imagination: in exploring ways of practicing Christian rituals				
Link to PCI's : Life skills: Critical thinking, decision making, effective communication, problem solving , interpersonal relationship and friendship formation Citizenship: promoting unity among the learners			Link to Values: Respect, obedience, honesty, integrity , unity and Responsibility to promote proper moral upbringing Social justice – giving alms to the needy	
Link to other subjects Environmental activities: learners will know that offerings can be given in form of farm produce not only monetary values;			Suggested Community Service Learning: Learners participate in Christian rituals in their respective churches	

Languages activities: Through interactions in singing the learners will improve their vocabulary, speaking and listening skills Psychomotor: Dancing and singing, enhances development of fine motor muscles. Mathematical activities – counting the offering given in the church	
Suggested non formal activity to support learning: Learners visit children's home, share with the less fortunate there and make simple prayers before the meals.	Suggested assessment: observation, check lists, oral questions portfolio
Suggested Resources: Charts, flash cards, realia, digital devices e.g. DVD's, films and CD's, Good News Bible; pictures and posters, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learners is able to identify some simple Christian rituals for-example giving offerings and singing in the church - Learner is able to role play the ritual of giving offerings in the church. - Learner is able to demonstrate some Christian rituals practiced in their churches - Learner is able to observe a variety of pictures and video clips showing some Christian rituals - Learner appreciates taking part in Christian rituals in his/her church	- Learners is able to identify some simple Christian rituals for-example giving offerings and singing in the church - Learner is able to role play the ritual of giving offerings in the church. - Learner is able to demonstrate some Christian rituals practiced in their churches - Learner is able to observe a variety of pictures and video clips showing some Christian rituals	- Learner is able to observe a variety of pictures and video clips showing some Christian rituals - Learners is able to identify some simple Christian rituals for-example giving offerings and singing in the church - Learner is able to role play the ritual of giving offerings in the church.	- Learner is able to observe a variety of pictures and video clips showing some Christian rituals - Learners is able to identify some simple Christian rituals for-example giving offerings and singing in the church

Theme	Sub-theme	Specific learning outcomes	Learning experiences	Key inquiry questions
4.0 CHRISTIAN VALUES	4.1 Greatest commandment: Love of God and neighbour (4 Lessons)	By the end of the sub theme the learner should be able to: a) state the greatest commandment of God for his/her spiritual growth b) practice the love of God and neighbour to promote interpersonal relationship c) role play on how the love of God and neighbour should promote peaceful coexistence d) sing songs of God's love and neighbour to promote spiritual growth e) desire to thank God for his love for mankind f) appreciate the commandment on the love of God and neighbour for spiritual growth	• Learners are guided to tell the greatest commandment of God • Learners are guided to sing songs expressing love to God and neighbours (Mark 12: 29-31) • Learners are guided to watch some relevant video clips and observe pictures on how Christian express God's love • Learners are guided to role play sharing items such as pens and food as a demonstration of love for one another (John 13: 34 – 35; 15: 12-14) • Learners are guided to understand why we love God and neighbour	1. Which is the greatest commandment of God? 2. How do you show love to your friends? 3. How do you show love to your classmate? 4. How do you show love to your neighbour at home?
Core Competences to be developed Communication and collaboration -Learners will enhance communication and collaboration while participating in their group activities on the love of God and neighbour . Citizenship -With the acquired knowledge of values the learners will be able to live with each other in harmony through sharing in groups as per the greatest commandment on the love of God and neighbour				

Digital Literacy: Learners watch some relevant video clips Learning to learn – learners to be encouraged to live a life of loving God and neighbour	
Link to PCI's : Life skills Effective communication, self-efficacy, self-esteem, interpersonal and friendship formation Citizenship: Unity as children of God and also for national cohesion and integration Learner Support Programmes (LSP)-Etiquette/mannerisms	Link to Values: Honesty, Responsibility, Love and Sharing, integrity, unity, respect
Link to other subjects Language : Learners will develop listening and speaking skills Psychomotor: Learners will draw and colour picture to enhance their creativity Environment: They will be encouraged to visit a children's home to appreciate others in the society as they share	Suggested Community Service learning: Learners visit the needy to play and share with them as a demonstration of the love of God and neighbour
Suggested non formal activity to support learning: Practice courteous words in school with other learners. Learners will sing songs or recite poems on the greatest commandment during school assemblies or special days at school	Suggested assessment: inquiry questions and suggested rubric
Learning Resources and Materials: pictures, digital materials, places, realia, resource person, posters, flash cards, textbooks, Good News Bible, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to state the greatest commandment of God - Learner is able to sing songs expressing love to God and neighbours - Learners is able to observe video clips and pictures on how Christian express God's love - Learner is able to role play sharing items such as pens and	- Learner is able to state the greatest commandment of God - Learner is able to sing songs expressing love to God and neighbours - Learners is able to observe video clips and pictures on how Christian express God's love	- Learner is able to state the greatest commandment of God - Learner is able to sing songs expressing love to God and neighbours - Learners is able to observe video clips and pictures on how Christian express God's love	- Learner is able to state the greatest commandment of God - Learner is able to sing songs expressing love to God and neighbours

food as a demonstration of love for one another • Learners is able to tell why we love God and neighbour • Learner desires to thank God for his love for mankind • Leaner appreciates the commandment on love of God and neighbour	• Learner is able to role play sharing items such as pens and food as a demonstration of love for one another		
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Theme	Sub-theme	Specific learning outcomes	Learning experiences	Key inquiry questions
4.0 Christian values	4.1 Greatest commandment: Love of God and neighbour (5 Lessons)	By the end of the sub theme the learner should be able to: a) state the greatest commandment of God for their spiritual growth b) practice the love of God and neighbour to promote interpersonal relationship c) role play on how love of God and neighbour should promote peaceful coexistence d) sing songs of God's love and neighbour to promote spiritual growth e) desire to thank God for his love for mankind f) appreciate the commandment on love of God and neighbour for spiritual growth	• Learners are guided to tell the greatest commandment of God • Learners are guided to sing songs expressing love to God and neighbours (Mark 12: 29-31) • Learners are guided to watch some relevant video clips and observe pictures on how Christian express God's love • Learners are guided to role play sharing items such as pens and food as a demonstration of love for one another (John 13: 34 – 35; 15: 12-14) • Learners are guided to understand why we love God and neighbour	5. Which is the greatest commandment of God? 6. How do you show love to your friends? 7. How do you show love to your classmate? 8. How do you show love to your neighbour at home?

Core Competences to be developed Communication and collaboration-Learners will enhance communication and collaboration while participating in their group activities on love of God and neighbour . Citizenship-With the acquired knowledge of values the learners will be able to live with each other in harmony through sharing in groups as per the greatest commandment on love of God and neighbour Digital Literacy: Learners watch some relevant video clips Learning to learn – learners to be encouraged to live a life of loving God and neighbour	
Link to PCI's : Life skills Effective communication, self-efficacy, self-esteem, interpersonal and friendship formation Citizenship: Unity as children of God and also for national cohesion and integration Learner Support Programmes (LSP)-Etiquette/mannerisms	Link to Values: Honesty, Responsibility, Love and Sharing, integrity, unity, respect
Link to other subjects Language : Learners will develop listening and speaking skills Psychomotor: Learners will draw and colour picture to enhance their creativity Environment: They will be encouraged to visit a children's home to appreciate others in the society as they share	Suggested Community Service learning: Learners visit the needy to play and share with them as a demonstration of the love of God and neighbour
Suggested non formal activity to support learning: Practice courteous words in school with other learners. Learners will sing songs or recite poems on the greatest commandment during school assemblies or special days at school	Suggested assessment: inquiry questions and suggested rubric
Learning Resources and Materials: pictures, digital materials, places, realia, resource person, posters, flash cards, textbooks, Good News Bible, picture books, hand books	

Theme	Sub-Theme	Specific learning outcomes	Learning experiences	Key inquiry questions
5.0 PLACES OF WORSHIP	5.1 Places of Worship (5 Lessons)	By the end of the sub theme the learner should be able to: a) Identify the church as a place of worship b) Identify different places of worship that exists in his/her community for peaceful co-existence. c) demonstrate activities that take place in the church for-example singing, praying and giving offerings as thanks giving to God d) colour a picture of a church as a place of worship for self-efficacy e) respect different places of worship to promote religious tolerance	• Learners are guided to identify the church as a place of worship (Matthew 21; Ephesian1:23) • Learners are guided to identify different places of worship as displayed on charts, posters, pictures in the classroom. • Learners are guided to demonstrate activities that take place in the church for-example singing, praying and giving offerings (Exodus 34:26) • Learners are guided to colour the picture of a church • Learners to recite a poem on activities that take place during worship in the church • Learners are guided to visit a place of worship near the school • Learners may be shown video clips of different places of worship within their locality to enhance religious tolerance	1. Where do you go for worship? 2. How many places of worship do you know? 3. How many places of worship have you seen? 4. How many places of worship are near your locality
Core Competences to be developed Communication and collaboration: Learners will be shown and talk about different places of worship to enhance tolerance and unity				

Self-efficacy: Learners will respect other religious faiths, know their identity and citizenship Citizenship: talk and interact positively in unity Digital literacy – learners view video clips on different places of worship	
Link to PCI's : Life skills: Decision making, critical thinking, creative and imaginative thinking, effective communication and interpersonal relationships Citizenship -appreciating unity in diversity for national unity and coexistence	Link to Values: respect, love, honesty, humility, knowledge and kindness, unity and responsivity Patriotism – appreciating diversity as a Kenyan people
Link to other subjects: Environmental Activities: Learners will appreciate diversity through knowing different places of worship. Language activities – recitation of songs and poems on places of worship, vocabulary on items found on other people's place of worship HRE and IRE Religious Education – Places of worship for Muslims and Hindu. Mathematical activities - many places of worship are near your locality	Suggested Community Service Learning: Visit a church in the local community to observe different types of worship
Suggested non formal activity to support learning: Invite a resource person(s) to explain more about other places of worship	Suggested assessment: inquiry questions, portfolio, oral questions, check lists, observation
Suggested learning resources and Materials: charts, posters and pictures, flash cards, crayons, plasticine, the Good News Bible, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to identify the church as a place of worship - Learner is able to identify different places of worship as displayed on charts, posters, pictures in the classroom.	- Learner is able to identify the church as a place of worship - Learner is able to identify different places of worship as displayed on charts,	- Learner is able to identify the church as a place of worship - Learner is able to identify different places of worship as displayed on charts, posters, pictures in the classroom.	- Learner is able to identify the church as a place of worship - Learner is able to identify different places of worship as displayed on

• Learner is able to demonstrate activities that take place in the church for-example singing, praying and giving offerings • Learner is able to colour the picture of a church • Learner is able to recite a poem on activities that take place during worship in the church • Learner respect different places of worship	posters, pictures in the classroom. • Learner is able to demonstrate activities that take place in the church for-example singing, praying and giving offerings • Learner is able to colour the picture of a church	• Learner is able to demonstrate activities that take place in the church for-example singing, praying and giving offerings	charts, posters, pictures in the classroom.
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Theme	Sub-theme	Specific learning outcomes	Learning experiences	Key inquiry questions
5.0 PLACES OF WORSHIP	5.2 Church Service (5 Lessons)	By the end of the sub theme the learner should be able to: a) identify different activities that take place during the church service for harmonious living b) demonstrate the activities that are performed during the church service for interpersonal interaction c) sing songs that relate to the activities that take place during the church service for spiritual growth d) desire to participate in the activities that are done during the church service for self fulfilment e) appreciate the activities that take place during church service for spiritual nourishment	• Learners are guided to identify activities performed during the church service (Matthew 21:13, Isaiah 56:7) • Learners are guided to observe pictures from children's Bible on activities that takes place during church service • Learners will role play some of activities that take place in Church • Learners are guided to sing simple songs, and say simple prayers • Learners may colour pictures that reflects the activities that are done in a church service. • Learners watch short video clips, on children participating in activities that take place during Church service	1. How do you prepare before going for a Church Service? 2. What takes place during a church service? 3. How participate in a service?
Core Competences to be developed Communication and collaboration: Learners in small groups, will practice and role play activities e.g. praying, singing and giving offerings Learning to learn: Learners will participate in the church service activities to understand why they should sing, pray and give offering Digital Literacy: Learners will view and listen to video clips on children participating in activities that take place during Church service Self-efficacy: learners gain self-esteem and confidence through role play and singing songs				

Link to PCI's : Life skills: Assertiveness, decision making and self-control and self esteem Citizenship: gaining Christian virtues from church services thus enhancing national unity and social cohesions	Link to Values: unity, honesty, gratitude, respect, responsibility, peace and love
Link to other subjects: Language activity: Learners will interact with others and get to know activities that are done during a church service. Psycho-Motor: Learners will sing and use their body movements in dancing in the church Environmental activity – learners interact within their locality during church services	Suggested Community Service Learning activities: Learners to go for a church service and offer their seats to the elderly
Suggested non formal activity to support learning: Visit a nearby church and learn from a church leader, demonstrating to them on how and why church service is conducted.	Suggested assessment: Observation, portfolio and oral questions, check lists
Suggested Learning Resource: Crayons, pictures, audio visual, small baskets and flash cards, Good News Bible, picture books and handbooks	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to identify activities performed during the church service - Learner is able to observe pictures from children's Bible on activities that takes place during church service - Learner is able to role play some of activities that take place in Church - Learner is able to sing simple songs, and say simple prayers - Learner is able to colour pictures that reflects the activities that are done in a church service.	- Learner is able to identify activities performed during the church service - Learner is able to observe pictures from children's Bible on activities that takes place during church service - Learner is able to role play some of activities that take place in Church - Learner is able to sing simple songs, and say simple prayers - Learner is able to colour pictures that reflects the activities that are done in a church service. - Learner is able to watch short video clips, on children participating in	- Learner is able to identify activities performed during the church service - Learner is able to observe pictures from children's Bible on activities that takes place during church service - Learner is able to role play some of activities that take place in Church - Learner is able to sing simple songs, and say simple prayers	- Learner is able to identify activities performed during the church service - Learner is able to observe pictures from children's Bible on activities that takes place during church service

• Learner is able to watch short video clips, on children participating in activities that take place during Church service • Learner desires to participate in the activities that are done during the church service for self fulfilment • Learner appreciates the activities that take place during church service	activities that take place during Church service		
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Theme	Sub-theme:	Specific learning outcomes	Learning experiences	Key inquiry questions
5.0 PLACE OF WORSHIP	5.3 Behaviour in the Church (6 Lessons)	By the end of the sub theme the learner should be able to: - identify good behaviour for desirable Christian living - demonstrate good behavior in Church to show respect to God - recite short memory verses from the bible on good behaviour for spiritual development. - appreciate the importance of good behaviour in church to promote love and harmony - desire to have good manners in the church	• Learners are guided to tell the good behaviour while in the Church (John 2:13-16) • Learners are guided to demonstrate examples of good behaviour in the Church • Learners are guided to sing simple songs emphasizing desirable behaviour in the Church • Learners are guided to observe pictures, charts and posters on good behaviour in the church • Learners are encouraged to always display good behaviour in the Church	1. How do you behave when you are in Church? 2. What are examples of good behaviour in the church? 3. How do your friend(s) behave in Church? 4. Which behaviour do you like during church service?

Core Competences to be developed Communication and collaboration- learning how to behave and communicate during church service Self-efficacy –knowing the difference between good and bad behaviour during Church Service Critical thinking and problem solving -Being able to behave in responsible manner during the church service and handling each other with respect Self-efficacy: learners gain self-esteem and confidence through role play and singing songs Citizenship – learning discipline and order during church service as a way of good behaviour	
Link to PCI's : Life skills: Critical thinking ,decision making, problem solving, self-esteem, effective communication, assertiveness and tolerance Parental engagement – children accompanying parents in church services and involving the children during family devotions	Link to Values: responsibility, honesty, integrity, love, peace and Respect
Link to other subjects Language activity: interactions and sharing among learners in groups will lead to improvement vocabulary and speaking skills Psycho-Motor Activities –through singing and dancing learners will engage in movement and coordination.	Suggested Community Service learning activities: Learners are guided on picking rubbish on the nearby church compound and wiping church benches ahead of church service
Suggested non-formal activity to support learning: Visit a nearby church and learn from a church leader, demonstrating to them on how to behave in church.	Suggested assessment: Rubric below, portfolio
Suggested Learning Resource: Crayons, pictures, cut-outs, audio visual, small baskets and flash cards, Good News Bible, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
- Learner is able to tell good behaviour in the Church - Learner is able to demonstrate examples of good behaviour in the Church	- Learner is able to tell their experience on good behaviour in the Church - Learner is able to demonstrate examples of good behaviour in the Church	- Learner is able to tell their experience on good behaviour in the Church - Learner is able to demonstrate examples of good behaviour in the Church	- Learner is able to tell good behaviour in the Church - Learner is able to observe pictures, charts and posters on good behaviour in the church

• Learner is able to sing simple songs emphasizing desirable behaviour in the Church • Learner is able to observe pictures, charts and posters on good behaviour in the church • Learner displays good behaviour in the Church • Learner appreciates the importance of good behaviour in church • Learner desires to have good behaviour in the church	• Learner is able to sing simple songs emphasizing desirable behaviour in the Church • Learner is able to observe pictures, charts and posters on good behaviour in the church • Learner displays good behaviour in the Church	• Learner is able to sing simple songs emphasizing desirable behaviour in the Church • Learner is able to observe pictures, charts and posters on good behaviour in the church	
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ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

Essence Statement

Religious activities at the pre-primary level comprise learning about the supernatural being (Allah S.W.T.). The aim of Islamic religious education activities at the pre-primary level is to develop awareness and appreciation of the generosity, love and care of Allah (S.W.T.) to all His creation. This will enable children acquire the values of sharing, care, respect, love, empathy, obedience, kindness, being social, helping those in need and the ability to tell right from wrong. These activities are geared towards the continuous moral and spiritual development of young children. Children need to participate in activities that integrate religion and moral values. Teachers should help them appreciate people of different religious backgrounds and inculcate these values at an early age so that they can grow up as upright members of the society.

GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner should be able to:

- a) exhibit basic literacy skills in Arabic alphabet
- b) recite selected *Surah* with confidence
- c) demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation
- d) demonstrate love and appreciation for Prophet Muhammad (S.A.W.) by emulating his actions
- e) practice Islamic etiquettes and values for interpersonal relations
- f) celebrate Islamic festivals to appreciate the Islamic culture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 QUR'AN	1.1 The Arabic alphabet with vowels (<i>fat-ha</i> (a), <i>kasra</i> (i) , <i>dhumma</i> (u)) (Suggested time: 8 lessons)	By the end of the sub strand the learner should be able to: a) recognise the alphabet with the given vowels in Arabic text b) name correctly three vowels in the Arabic text c) articulate correctly the sounds of Arabic alphabet with vowels d) write the Arabic alphabet from right to left adding the vowels on them	• Learners are introduced to Arabic alphabet and vowels (<i>fat'ha</i>, <i>kasra</i>, <i>dhumma</i>) through: flash cards, models Cut-outs, stories. • Learners are guided to use digital educational materials on Arabic alphabet with vowels e.g.. <i>Qaidah Al-Nourania website</i>. • Learners listen to and sing songs on Arabic alphabet with vowels. • Learners practice pronouncing Arabic alphabet with vowels in pairs or small groups. • Learners are guided to identify Arabic alphabet with vowels through digital literacy and games. • Learners could be shown displayed Arabic alphabet with vowels to read. • Learners practice the correct orientation of reading and writing the Arabic alphabet with vowels (right to left) • Learners are engaged in pre-writing and writing activities e.g.. modelling Arabic alphabet and vowels.	1. Where do we find the Arabic alphabet 2. Who can name the Arabic vowels?
Core Competence to be developed: Communication and Collaboration, Learning to learn. Digital literacy				
Link to PCIs: Life skills: Skills of knowing and living with others- Effective communication, Listening and responding, Parental empowerment and engagement: Guidance			Link to Values: Unity, Responsibility	

Link to other Activities: Language Activities	Suggested community service Learning activities: visit the elderly and sing songs related to Arabic alphabet
Suggested non-formal activity to support learning: The learners to display the worksheet with the Arabic alphabet with vowels on the wall	Suggested Assessment: Observation, checklist, portfolio
Suggested Learning Resources: flash, cards, cut-outs, models, charts, picture books, <i>juz 'uu Amma</i> , <i>Yasarnal Qur'an</i> digital educational materials e.g.. <i>Qaidah Al-Nourania website</i>	

Suggested Assessment Rubrics

Exceeds expectation		Meets expectation		Approaches expectation		Below expectation	
Reads some words with vowels (a), (i), (u) in Arabic text		Recognises the alphabet with the given vowels in the Arabic text		Recognises most of the alphabet with vowels in the Arabic text		Recognises some of the alphabet with vowels in the Arabic text	
Identifies and correctly names vowels in the Arabic text		Correctly names the vowels in the Arabic text		Sometimes names the vowels in the Arabic text correctly		Rarely names the vowels in the Arabic text correctly	
Consistently and correctly articulates the sounds of Arabic alphabet with vowels		Correctly articulates the sounds of Arabic alphabet with vowels		Articulates the sounds of most Arabic alphabet with vowels		Rarely articulates the sounds of some Arabic alphabet with vowels	
Correctly writes the Arabic alphabet with vowels from right to left		Writes most of the Arabic alphabet with vowels from right to left		Writes some of the Arabic alphabet with vowels from right to left		Writes few of the Arabic alphabet with vowels from right to left	
Strand	Sub strand	Specific learning outcomes		Suggested learning experiences		Key inquiry question(s)	
1.0 QUR'AN	1.2 Surah Naas (Suggested time: 5 lessons)	By the end of the sub strand the learner should be able to: a) recite correctly <i>Surah Naas</i> as a form of protection b) handle the Qur'an with respect as a Holy book		- Learners are engaged in listening to and reciting <i>Surah Naas</i> using varied digital educational materials/resource persons - Learners recite <i>Surah Naas</i> in pairs and small groups - Learners are recorded as they recite <i>Surah Naas</i> and listen to the recording		- When do we recite <i>Surah Naas</i>? - Which other <i>Surah</i> do we recite when praying? - Who can recite <i>Surah Naas</i>? - How many verses are there in <i>Surah Naas</i>?	

		c) appreciate reciting <i>Surah Naas</i> as a prayer	• Learners practice reading <i>Surah Naas</i> from right to left using Juzu Amma • Learners are given words/verses of <i>Surah Naas</i> for matching using digital devices • Learners are guided on how to take care of the Qurán	
Core Competence to be developed: Critical thinking and problem solving, Learning to Learn				
Link to PCIs: Life skills, Skills of Knowing and living with others-Effective communication Life skills-Skills of knowing and living with oneself-self –esteem Life skills: Decision making skills-creative thinking Parental empowerment and engagement: Guidance			Link to Values: Unity, Responsibility, Respect	
Link to other Activity Areas: Language Activities, Mathematics activities			Suggested Community Service Learning Activities: visit Islamic schools(<i>Madrassas/Dugsi</i> to enhance their recitation	
Suggested non-formal activity to Support learning: Practice reciting <i>Surah Naas</i> with their friends in school			Suggested Assessment: Observation checklist, portfolio	
Suggested Learning Resources: resource persons, flash cards, digital materials e.g.. CDs, DVDs, Computer				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Fluently and confidently recites <i>Surah Naas</i>	Recites fluently <i>Surah Naas</i>	Recites <i>Surah Naas</i>	Recites <i>Surah Naas</i> with some difficulty
Handles the Qurán respectfully and carefully	Respectfully handles the Qur'an	Sometimes handles the Qurán respectfully	Rarely handles the Qurán with respect

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 PILLARS OF IMAN	2.1 Belief in Allah (SWT)	By the end of the sub strand the learner should be able to:	- Engage learners in group discussions about Allah’s creation in the immediate environment through digital materials, pictures, realia. - Learners to sing simple Islamic songs /<i>Anashid</i> / <i>qasida</i> and recite poems related to the strand. - Learners are exposed to games/hands-on activities related to the strand. - Learners develop a scrap or picture book individually/in groups on Allah’s creation e.g. plants. - Learners are engaged in developmentally appropriate activities such as painting, printing and drawing. - Learners are guided on how to take care of themselves, plants and pets - Learners are organized in groups for nature walk in the school environment.	- Who created us? - What else has He created? - How are we different from animals? - How do we take care of Allah’s creation?
	Allah’s Creation Myself and others (Immediate environment: family members, neighbours, animals, plants)	a) identify oneself and others as Allah’s creation as stated in the Qur’an		
		b) appreciate the uniqueness of oneself and others as Allah’s creation		
		c) care for oneself and Allah’s other creation in the immediate environment as a form of ibadaat/worship		
	(Suggested time: 4 lessons)			
Core Competence to be developed: Creativity and imagination				
Link to PCIs: Life skills, Skill of knowing and living with others- interpersonal relationship, effective communication, assertiveness, Parental empowerment and engagement: Guidance, Education for Sustainable Development (ESD): Environmental education-caring for the environment.			Link to Values: Love, Responsibility, Social Justice	
Link to other Activities: Environmental Activities			Suggested Community Service Learning Activities: Care for animals and plants at home	
Suggested non-formal activity to support learning: Plant/watering trees, flowers ,seeds in the school garden			Suggested Assessment: Observation, oral questions	
Suggested resources: realia, pictures, audio-visual aids, charts				

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Expresses self clearly and confidently by identifying oneself and others as Allah's creation	Identifies oneself and others as Allah's creation	Sometimes identifies oneself and others as Allah's creation	Rarely identifies oneself and others as Allah's creation
Independently cares for self, plants and pets in the immediate environment	Cares for self, plants and pets in the immediate environment	Sometimes cares for self, plants and pets in the immediate environment	Rarely cares for self, plants and pets in the immediate environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 PILLARS OF IMAN	2.2 Belief in His Prophets Prophet Muhammad (S.A.W.) His parents (Suggested time: 2 lessons)	By the end of the sub strand the learner should be able to: a) mention the name of the parents of prophet Muhammad (S.A.W.) as a sign of love and respect b) narrate simple short story on early years of prophet Muhammad's (S.A.W.) c) demonstrate love for prophet Muhammad (S.A.W.) by emulating his character (obedience) d) appreciate the important role played by the parent to up bring their children	- Learners sing songs/ <i>Anashid/qasida</i> and recite poems on prophet Muhammad (S.A.W.) and his parents - Learners name the prophet Muhammad (S.A.W.) and his parents - Learners are engaged in listening and narrating simple short story about the prophet's early years e.g. meaning of his name, character etc - Learners to develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital device/displayed chart of the prophet's (S.A.W.) family tree.	1. Who is Muhammad (S.A.W.) 2. What does the name Muhammad mean? 3. How was the character of the prophet?
Core Competence to be developed: Communication and collaboration, Learning to learn				
Link to PCIs: Life skills: Skills of Knowing and living with others- Effective communication, Listening and responding Parental empowerment and engagement: Guidance			Link to Values: Love, Integrity Respect	

Link to other activities: Environmental Activities and Language Activities	Suggested Community Service Learning Activities: Share the story of the prophet's character with parents and others at home
Suggested non-formal activity to support learning: Narrating simple story of Prophet Muhammad(S.A.W.)in the assembly	Suggested Assessment: Oral questions
Suggested Learning Resources: picture of the city of Makka, audio-visual materials, resource persons, chart (ICT)	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Mentions prophet Muhammad's name, parents' and other members of his family	Mentions the names of prophet Muhammad (S.A.W.) and his parents	Sometimes mentions the names of prophet Muhammad (S.A.W.) and his parents	Mentions with difficulty the names of prophet Muhammad (S.A.W.) and his parents
Confidently narrates simple short stories on early years of prophet Muhammad (S.A.W.)	Narrates simple short stories on early years of prophet Muhammad (S.A.W.)	Attempts to narrate simple short stories on early years of prophet Muhammad (S.A.W.)	Rarely narrates simple short stories on early years of prophet Muhammad (S.A.W.)
Responds to simple class rules and instructions effectively	Responds to simple class rules and instructions	Sometimes responds to simple class rules and instructions	Rarely responds to simple class rules and instructions

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 DEVOTIONAL ACTS	3.1 Pillars of Islam -<i>Swalah</i> Postures of <i>Swalah</i> (daily prayer) (Suggested time: 3 lessons)	By the end of the sub strand the learner should be able to: a) name the different postures as used in <i>Swalah</i> b) appreciate <i>Swalah</i> as a pillar of Islam c) demonstrate the postures in performing <i>Swalah</i>	- Learners sing simple short <i>Anashid/qasida</i>/songs and recite poems on pillars of Islam - Learners view audio-visual materials on <i>Swalah</i> by use of digital devices - Learners name and discuss the different postures of <i>Swalah</i> using flash-cards or charts - Learners are given hands-on activities to reinforce on the postures of <i>Swalah</i> e.g.. picture frame,	- What is <i>Swalah</i>? - What are the postures of <i>Swalah</i>? - How do we perform postures of <i>Swalah</i>?

			puzzles, painting, picture sequencing etc	
Core Competence to be developed: Learning to learn, Communication and collaboration				
Link to PCIs: Life skills: Skills of knowing and living with oneself- self awareness and self-esteem, Parental empowerment and engagement: Guidance			Link to Values: Responsibility, Respect, Unity, Peace	
Link to other activity Areas: Psychomotor and creative Activities			Suggested Community Service Learning Activities: Lead other children in prayers	
Suggested non- formal activity to support learning: Learners pray with their teacher(s) while in school			Suggested Assessment: checklist, oral questions	
Suggested Learning Resources: picture, picture cards/frames, puzzles, paint, brush, audio-visual materials, prayer mat charts				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Performs postures of <i>Swalah</i> in sequence and with supplication	Performs postures of <i>Swalah</i>	Sometimes performs postures of <i>Swalah</i>	Rarely performs postures of <i>Swalah</i>
Correctly names the different postures of <i>Swalah</i> in sequence	Correctly names the different postures of <i>Swalah</i>	Correctly names some postures of <i>Swalah</i>	Correctly names a few postures of <i>Swalah</i>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 MORAL TEACHINGS	4.1 Islamic Etiquette 4.1.1 Toileting (Suggested time – 2 lesson)	By the end of the sub strand the learner should be able to: a) demonstrate appropriate toileting manners according to Islamic teachings b) develop proper way of toileting in their day to day life	- Learners sing simple songs/ <i>Anashid/qasida</i> on toilet manners - Learners are engaged in discussion on activities that are not allowed while in the toilet - Learners display charts on proper use of toilet. - Learners are guided on proper use of water during and after toileting	- How do you enter the toilet? - What are you not allowed to do while toileting? - How do you leave the toilet?

		c) practice proper use of water during and after toileting (Istinja) d) appreciate the Islamic teaching of body cleanliness and hygiene	Learners sequence pictures on proper use of toilet (5 different pictures i.e.. entering toilet with left foot, use of toilet while sitting/squatting, no talking/singing in the toilet, leaving toilet with right foot and hand washing).	
Core Competence to be developed: Self efficacy, Communication and collaboration				
Link to PCIs: Life skills: Skills of Knowing and living with oneself-self awareness- Life skills: Effective decision making, Making choices- washing hands, Learner support Programme: Guidance- hygiene and etiquette, Parental empowerment and engagement: Guidance			Link to Values: Respect, Responsibility, Unity	
Link to other activity Areas: Environmental Activities			Suggested Community Service learning Activities: fetching water for cleaning of the toilet at home under the guidance of caregivers	
Suggested non- formal Activity to support learning: Practice proper manners of toileting at school during toilet time			Suggested Assessment Oral questions. Observation	
Suggested Learning Resources: pictures, digital materials, charts, water, bottles, toilet papers,				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Always uses the left foot when entering the toilet and says the dua cleans self with water, leaves with the right foot and says the dua	Always uses the left foot when entering the toilet, cleans self with water and leaves with the right foot	Sometimes uses the left foot when entering the toilet , cleans self with water and leaves with the right foot	Rarely uses the left foot when entering the toilet , cleans self with water and leaves with the right foot
Properly uses the toilet independently	Able to use the toilet properly	Able to use the toilet properly with minimal assistance	Uses the toilet with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.1.2 Manners of Eating (Suggested time – 1 lesson)	By the end of the sub strand the learner should be able to: a) demonstrate eating manners according to Islamic teachings b) practice Islamic manners of eating according to the sunnah (traditions) of the prophet (S.A.W.) c) acquire Islamic phrases used before and after eating appropriately	• Learners sing simple songs/<i>Anashid/qasida</i> and poems on manners of eating • Learners view a clip on Islamic manners of eating and discuss in pairs or small groups • Learners participate in a demonstration/skit on Islamic manners of eating • Learners are guided to use appropriate phrases before and after eating	1. What do we do before eating? 2. What do we say before and after eating? 3. What are the manners of eating?
Core Competence to be developed: Learning to learn: Use appropriate phrases before and after eating				
Link to PCIs: Life skills: Effective decision making, Making choices- washing hands Learner support Programme: Guidance-hygiene and etiquette Parental empowerment and engagement: Guidance:			Link to Values: Respect Responsibility, Integrity, Peace	
Link to other activity Areas: Environmental activities			Suggested Community Service Learning: assist in clearing the eating area	
Suggested non-formal activity to support learning: Learners to practice eating habits at school			Suggested Assessment: Observation, checklist, oral questions	
Suggested Learning Resources: audio- visual aids, utensils, pictures, charts, water. containers				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Eats according to Islamic teaching while avoiding wastage (<i>Israf</i>)	Eats according to Islamic teachings	Sometimes eats according to Islamic teachings	Rarely eats according to Islamic teachings
Always uses the Islamic phrases (before and after eating) appropriately and reminds others	Uses the Islamic phrases (before and after eating) appropriately	Sometimes uses the Islamic phrases (before and after eating)	Rarely uses the Islamic phrases (before and after eating)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.1.3 Islamic phrases <i>Shukran</i> (thank you) (Suggested time – 1 lesson)	By the end of the sub strand the learner should be able to: a) pronounce correctly the Islamic phrase (<i>Shukran</i>) as a way of appreciation b) use appropriately the given Islamic phrase in their day to day life c) appreciate the importance of the Islamic phrase (<i>Shukran</i>) in their daily life	- Learners listen to an audio-visual recording of the Islamic phrase <i>Shukran</i> and repeat its pronunciation - In pairs or small groups learners practice the use of the phrase <i>Shukran</i> through role play - Learners listen to and sing simple songs/<i>Anashid/qasida</i>/and recite poems related to the Islamic phrase <i>Shukran</i> - Learners make appreciation cards on which the Islamic phrase <i>Shukran</i> is written	1. When do we say <i>Shukran</i> ? 2. What does <i>Shukran</i> mean? 3. Why do we say <i>Shukran</i> ?
Core Competence to be developed: Communication and collaboration, Learning to learn				
Link to PCIs: Life skills, Skill of knowing and living with others: Effective communication: use simple courteous words, interpersonal relations Life skills: skills of knowing and living with oneself-self esteem Parental empowerment and engagement: Guidance			Link to values: Love, Respect, Unity, Responsibility	

Link to other activity Areas: Language activities	Suggested Community service learning activities: use the phrase <i>Shukran</i> at home when showing appreciation
Suggested non-formal activity to support learning: appreciating each other while at school.	Suggested Assessment: Observation checklist, oral questions
Suggested Learning Resources: audio-visual aids, flash cards, pictures, props, manila papers, crayons, pencils, boxes	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and fluently says the Islamic phrase <i>Shukran</i>	Correctly says the Islamic phrases	Sometimes says <i>Shukran</i> correctly	Says <i>Shukran</i> with difficulty
Always says <i>Shukran</i> to others and reminds others to say	Always says <i>Shukran</i> to others	Sometimes says <i>Shukran</i> to others	Hardly says <i>Shukran</i> to others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.1.4 Relationship Places of worship; (Suggested time – 2 lessons)	By the end of the sub strand the learner should be able to: a) name places of worship in order to respect other people's faith b) co-exist harmoniously with people of other religions for interpersonal relations c) use <i>Masjid</i> as a place of worship	- Learners view pictures of different places of worship through digital devices and other resources - Learners discuss in pairs and in small groups about different places of worship - Learners discuss in pairs and in small groups about activities in the <i>Masjid</i> - Learners role play about activities in the <i>Masjid</i> - Learners make a model, painting, or drawing of a <i>Masjid</i> - Learners sing songs/<i>Anashid/qasida</i> and recite poems on <i>Masjid</i> - Learners could visit different places of worship within their environment	- Who can name places of worship? - What activities take place in a <i>Masjid</i>? - Who goes to <i>Masjid</i>, church or temple?

Core competence to be developed: Communication and collaboration, Learning to learn	
Link to PCIs: Citizenship: social cohesion- religious diversity: Life skills: Skill of knowing and living with others- Effective communication, Responding to verbal and nonverbal instruction Parental empowerment and engagement: Guidance	Link to Values: Respect, Responsibility, Unity, Peace
Link to other activity areas: Environmental activities	Suggested community service learning Activities: Learners to go to the <i>Masjid</i> with their parents/guardians
Suggested non-formal activity to support learning: Learners to clean and arrange the prayer room.	Suggested assessment: Oral questions, observation
Suggested Learning Resources: digital materials, pictures props, boxes, play dough/clay, glue, scissors, paints, crayons,	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identifies and names places of worship used by people of different faiths	Names the places of worship used by people of different faiths	Names some places of worship used by people of different faiths	Rarely names places of worship used by people of different faiths
Interacts with people of other faiths freely and harmoniously	Interacts with people of other faiths harmoniously	Interacts with some people of other faiths	Rarely interacts with people of other faiths
Regularly goes to the <i>Masjid</i> for prayers	Often goes to the <i>Masjid</i> for prayers	Sometimes goes to the <i>Masjid</i> for prayers	Rarely goes to the <i>Masjid</i> for prayers

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 ISLAMIC FESTIVALS	5.1 <i>Eid</i> Celebrations (Suggested time – 2 lessons)	By the end of the sub strand the learner should be able to: a) describe activities related to <i>Eid</i> as an Islamic festival b) appreciate <i>Eid</i> as an Islamic festival	- Learners sing simple <i>qasida</i>/ songs/<i>Anashid</i> on <i>Eid</i> - Learners discuss in pairs or small groups <i>Eid</i> activities by using digital devices and other resources.	- What is <i>Eid</i>? - How do we prepare for <i>Eid</i>? - How do we celebrate <i>Eid</i>? - How many <i>Eids</i> do you celebrate?

		c) share happiness and joy during <i>Eid</i> by singing songs and exchanging gifts	• Learners make <i>Eid</i> greeting cards using manila papers, cartons, etc • Learners role play on <i>Eid</i> activities • Learners share and exchange gifts • Learners news-tell about <i>Eid</i> activities	
Core Competence to be developed: Communication and Collaboration, Learning to learn				
Link to PCIs: Life skills: Skills of knowing and living with others- Effective communication: responding to simple instructions, Empathy- caring for others Citizenship: Understanding integrity- sharing of gift, Social cohesion- our diversity Parental empowerment and engagement: Guidance			Link to Values: Love, Responsibility, Peace, Unity, Respect	
Link to other activity areas: Environmental activities			Suggested Community Service Learning Activities: Learners visit children’s orphanage/home and celebrate with them.	
Suggested non-formal activity to support learning: Make <i>Eid</i> cards for their family			Suggested Assessment: Observation, oral questions	
Suggested Learning Resources: Pictures, digital materials, manila papers, crayons, props, gifts, boxes,				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Clearly and systematically narrates activities related to <i>Eid</i> celebrations	Clearly narrates activities related to <i>Eid</i> celebrations	Narrates some activities related to <i>Eid</i> celebrations	Narrates activities related to <i>Eid</i> celebrations with difficulty
Willing and ready to share	Willing to share	Hesitant to share	Not willing to share

HINDU RELIGIOUS EDUCATION ACTIVITIES

Religious Activity - Hindu Religious Education

Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **PP2** level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

General Learning Outcomes:

By the end of Early Years Education, the learner should be able to:

- a) appreciate and thank Paramatma for His Creation in relation to our existence
- b) develop faith in Paramatma's Love and provision to enhance self-efficacy
- c) demonstrate the Omnipresence of Paramatma through prayer, saying and singing bhajans/stavans/shabad/mantras for their spiritual growth
- d) demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
- e) demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
- f) perform simple rhythmic Yoga exercises to become healthy Citizens
- g) acquire a sound foundation to develop into an ideal, ethical and moral human being.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 CREATION	1.1 My extended family (2 lessons)	By the end of this sub-strand, the learner should be able to: a) mention names of extended family members for self-awareness. b) identify members of extended family by their names. c) appreciate the members of extended family for mutual satisfaction.	- The learner be asked to bring pictures of his/her extended family members to be pasted in the scrap book. - The learner be guided to role play as their grandparents - Learner be guided to color pictures of his/her extended family.	- How do you call Mummy and Daddy of your parents? - Where do grand parents live?
	1.2 Panch Mahabhoot (2 lessons)	- identify the element Vayu(Air) in relation to the Panch Mahabhoot - appreciate the element Vayu(Air) as Paramatma's creation for life.	- The learner be encouraged by the teacher to share his/her knowledge on the importance of Air using flash cards/pictures. - The learner be shown the existence of Air by observing their own breathing and the movement of light objects in the surrounding (balloons, feathers, papers, kites, dry leaves etc.)	- What do we breathe in and out? - What helps the balloons and kites to fly?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Self-Efficacy, Critical thinking, Creative and Imagination				
Link to PCIs: Life Skills: Skills of knowing and living with oneself - Self-awareness, Personal identity			Link to Values: Respect, Love, Responsibility.	

Skills of knowing and living with others- Interpersonal relationships (with parents and the Creator), Effective Communication (meaning of names) Education for Sustainable Development(ESD) - Environmental awareness-Caring of plants Parental engagement and Empowerment: Telling stories and singing songs on Paramatma’s Creation, Naming immediate and extended family as part of creation	
Links to other learning activity areas: Mathematical activities: Counting the sets of parents (3) Language activities: Names of Animals, Birds Environmental Activity	Suggested Community Service Learning: The learner will be given opportunity to assist appropriately in environmental conservation with their local community for their catchment area.
Suggested non-formal activity to support learning: The learner will be encouraged to help their parents and grandparents at home in age appropriate chores.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Resource person, Pictorial books, Outdoor Activities to show and feel the presence of Air.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly recognizes members from extended family and is aware of the relationship to them.	The learner can correctly state the names of siblings, parents and members from extended family.	The learner can at times correctly state the names of siblings, parents and members from extended family.	The learner can rarely recognize the members from extended family.
Confidently appreciates the presence of Air as one of the most important creations in Panch Mahabhoot. Demonstrates the awareness of the Air’s presence appropriately. The learner can also state the uses of Air.	The learner is aware of Air being one of the elements of creation and Panch Mahabhoot. Demonstrate the awareness of the Air’s presence convincingly.	The learner is aware of Air being one of the elements of Panch Mahabhoot and creation.	The learner is aware of presence of Air but not as one of the elements of Panch Mahabhoot.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Worship	2.1 Basic Mantras for Jaap (4 lessons)	By end of this sub-strand, learner should be able to: a) recite the Basic Mantra of each faith for worship b) demonstrate the appropriate discipline for the recitation of Mantras to show respect to Paramatma c) appreciate recitation of Mantras as an act of worship.	- The learner be encouraged to recite the Gayatri Mantra, Navkaar Mantra, Mool Mantra and Buddh Mantra using audio visual aid. - The learner be guided to recite mantras in groups. - The learner be taken for a visit to places of worship by teacher/ parents to observe and participate in the chanting and be disciplined.	- Which Mantra do you recite? - At what time do you recite the mantra? - Who recites Mantra at your home?
	2.2 Musical Instruments used in worship (3 lessons)	- mention musical instruments used in worship - identify different instruments used in worship in the four faiths for familiarization - appreciate the use of musical instruments in worship for spiritual growth.	- Learner be guided to identify different musical instruments used in worship using pictures, charts, digital resources. - The learner be taken for a visit to places of worship by the teacher/ parents to see different musical instruments. - The learner be encouraged to play musical instruments like Tabla, cymbals, dholak and Harmonium.	- Can you play any musical instrument? - Do you see musical instruments at your place of worship? - Do you like listening to musical instruments being played?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Self-Efficacy				

Link to PCIs: Life Skills- Skills of knowing and living with oneself - Self-awareness – self-efficacy Self-esteem. - Skills of knowing and living with others- Effective Communication-Listening attentively - Parental Empowerment and Engagement: Parents helping the learner in recitation and chanting of Mantras using musical instruments.	Link to Values: Respect, Love, Peace, Responsibility, Unity.
Links to other learning activity areas: Psychomotor & creative activities: posing during worship Environmental Activity: Personal Hygiene	Suggested Community Service Learning activities: The teacher could plan a day of worship (through Mantras) in school for group prayers (self-less service).
Suggested non-formal activity to support learning: The learner be given an opportunity to practice the basic Mantras for Jaap during morning prayer session at the school. Parents can provide resource person for the learner to learn musical instruments.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Audio-visual aids	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
can correctly State and identify all Musical Instruments used in worship.	can correctly State and identify three Musical Instruments used in worship.	can correctly State and identify one Musical Instruments used in worship.	cannot correctly State and identify any of the Musical Instruments used in worship.
can State and recite all the Basic Mantras from all faiths.	can correctly recite two Mantras from ANY of the other four faiths other than his/her faith.	can correctly recite one Mantra from ANY of the other four faiths other than his/her faith.	cannot correctly recite Mantras from ANY of the four faiths.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manifestations	3.1 The Enlightened Beings (4 lessons)	By the end of this sub-strand learner should be able to: a) name the Enlightened Beings according to the four faiths b) identify the names of Enlightened Beings to familiarise with his/her faith c) appreciate the Enlightened Beings to enhance faith in Paramatma.	- The learner be introduced to Rishabhdev (First Tirthankar), Hanumaan ji, Guru Angad Dev ji (Second Guru), Lord Buddha through pictures/images/murtis/ animated stories/flash cards/charts. - The learner be encouraged to share their knowledge on the names of Paramatma in groups. - The learner be taught short stories from the childhood of the above mentioned Enlightened Beings	- Who are the Enlightened Beings? - Which picture of the Enlightened Being do you see at home?
	3.2 Belief in Paramatma (2 lessons)	- mention the names of Devis and Devtas to familiarise the learner with belief in Paramatma - identify the Devis and Devtas as per their attributes to deepen the learner's faith.	- The learner be introduced to Shabad Guru, Ganesh ji, Saraswati Mata, Lakshmi Mata, Parvati Mata through pictures/images/murtis/ animated stories/flash cards/charts. - The learner be encouraged to share their knowledge on the attributes of Devis and Devtas in groups.	- Which names of Devis and Devtas do you know? - Tell a short story about any of the Enlightened Beings?

			The learner be taught songs/stories about Shabad Guru, Ganesh ji, Sarasvati Mata, Lakshmi Mata, Parvati Mata.	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, learning to learn				
Link to PCIs: Life Skills: The skills of Knowing and living with others, - Effective Communication, Interpersonal relationships-responding to simple verbal and non-verbal instructions. Parental engagement and Empowerment: Telling stories and singing songs on enlightened beings, showing pictures			Link to Values: Respect, Love, Responsibility, Unity, Peace.	
Links to other learning activity areas: - Numeracy: counting, sorting and matching - Literacy: Picture reading, Story telling. - Movement and Creative Activities – Picture/image recognition, singing songs.			Suggested Community Service Learning activities:	
Suggested non-formal activity to support learning: Collage making project at home, (could also use cameras/mobile phones to take photographs) connecting places of worship to the deities / Paramatma’s names, scrap book for Paramatmas’ pictures			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Pictures and flash cards, audio visual media, charts, Religious story books.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly recognises and identifies the images of the Enlightened Beings from four faiths.	The learner can identify images of the Enlightened Beings with correct names as per different faiths. (Require at least three out of four faiths)	The learner at times recognizes the images of the Enlightened Beings with their respective names. (Between one and two faiths)	The learner does not relate to the image with correct name of the Enlightened Beings (any of the four faiths)

The learner has correctly mentioned four out of five names of Paramatma.	The learner has correctly mentioned three out of five names of Paramatma.	The learner has correctly mentioned two out of five names of Paramatma.	The learner has correctly mentioned only one out of five names of Paramatma.
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Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Scriptures	4.1 Names of Scriptures (3 lessons)	By the end of this sub-strand, learner should be able to: a) name Scriptures to promote religious identity and unity b) identify Scriptures from other faiths to promote peace and unity c) acknowledge all Scriptures as holy to promote religious tolerance.	- The learner be shown Bhagwat Purana, Bible Quran using charts/pictures. - Learner be introduced to Ramayan by telling short stories expressing love and unity among the four brothers, Rama, Lakshman, Shatrughan and Bharat. - The learner be shown animated stories selected from scriptures	- Name the Scriptures you know . - Which Scriptures do you see at home? - Have you ever seen Ramayan? - Whom do you remember from Ramayan?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Digital Literacy				
Link to PCIs: Life-skills: Skills of knowing and living with oneself, self-esteem, Self-efficacy Skills of knowing and living with others-Effective Communication, Interpersonal relationships Citizenship: Peace Education, Integrity, Social cohesion Parental empowerment and engagement: Guidance			Link to Values: Respect, Love, Responsibility, Unity, Peace	
Links to other learning activity areas: Mathematical activity: by knowing the number of scriptures Environmental activity: Hygiene in handling the scriptures			Suggested Community Service Learning activities:	
Suggested non-formal activity to support learning: Role play activity from the Scripture Ramayan. To Invite a resource person to talk about different Scriptures.			Suggested assessment: Oral questions, portfolio, observation	

Suggested Learning Resources Resource person, Pictorial books, Flash cards, digital images

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
With Confidence and consistency mention names of Scriptures and able to identify from other faiths	With Confidence and consistency mention names of Scriptures	Correctly mention names of Scriptures at times	Makes mistakes in mentioning names of Scriptures

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Yoga	5.1 Simple postures (2 lessons)	By the end of this sub-strand, the learner should be able to: a) name simple yoga postures for good health b) demonstrate simple yoga postures correctly for physical wellbeing.	- Learner be shown using charts/pictures/flash cards/videos of simple postures: Sitting Standing Squatting, Stretching, Lying down, Relaxation displaying parts of the body used in performing Yoga. - The learner be guided to perform simple postures through pairs or small groups.	- Which Yoga postures do you know? - Which part of the body is used for squatting? - Which part of the body is used for stretching?
	5.2 Coping with emotion (2 lessons)	appreciate Yoga as a way for peaceful living by coping positively with anxiety.	The learner be encouraged to role play as how to cope with emotion such as anxiety.	How do you feel after practicing yoga?
Core Competences to be developed: Digital literacy, Learning to Learn, Self-Efficacy, Critical thinking and problem solving				

Link to PCIs: Life Skills: 1. Skills of knowing and living with oneself - Self-awareness-parts of the body, coping with emotions • Skills of knowing and living with others- Effective Communication- Health Education: Communicable and non-communicable diseases	Link to Values: Respect, Love, Responsibility, Unity, Peace.
Links to other learning activity areas: Psychomotor and creative activity: physical activities Language activity: New Vocabulary.	Suggested Community Service Learning activities:
Suggested Non-Formal Activity to support learning: Invite a yoga master to demonstrate simple correct yoga postures	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Audio visual aids	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly demonstrate the simple yoga postures for physical fitness. Confident and energetic after performing yoga and encourages peers for doing Yoga correctly.	Correctly demonstrate the simple yoga postures for physical fitness. Learner is confident and energetic after performing yoga.	The learner at times demonstrates correctly the simple yoga postures for physical fitness.	The learner can rarely demonstrate correctly the simple yoga postures.
The learner consistently copes with emotion like anxiety but also encourages peers for peaceful living.	The learner confidently copes with anxiety for peaceful living.	The learner sometimes copes with emotion like anxiety	The learner rarely copes with emotion like anxiety.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)

6.0 Sadachar (Good Behaviour)	6.1 General Etiquette: (4 lessons)	By the end of this sub-strand, learner should be able to: a) mention words that express gratitude for a healthy relationship b) demonstrate acts of obedience to foster harmony c) appreciate the blessings that may be bestowed upon him/her out of obedience.	- Learner be shown pictures/charts/animated stories on how to show Respect, Obedience gratitude towards elders. - Learner be encouraged to role play respect, obedience and gratitude through group activity. - The learner be encouraged to collect pictures from old newspapers/magazines depicting general etiquette.	- What do you say when anyone gives you anything? - In which way do you show respect to elders/teachers? - Why is obedience very important?
Core Competences to be developed: Communication and collaboration, learning to learn				
Link to PCIs: Life Skills-1. Skills of knowing and living with others-Effective Communication, Listening attentively, Interpersonal relationship, Parental Empowerment and Engagement: Guidance			Link to Values: Respect, Love, Peace, Responsibility, Unity.	
Links to other learning activity areas: Language-learning new words Psychosocial- social behaviour			Suggested Community Service Learning activities: visiting own family senior citizens. Learner to visit homes for senior citizens, and orphanages. Learner to practice to help senior citizens through selfless service.	
Suggested non-formal activity to support learning: Teacher will plan a short enactment to depict greetings for different ages and people			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, Realia's, charts				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
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Uses polite words consistently to express gratitude and demonstrate acts of obedience to all.	Uses polite words consistently to express gratitude and demonstrate acts of obedience to elders.	Uses polite words at times to express gratitude and demonstrate acts of obedience to elders.	Uses polite words sometimes to express gratitude and demonstrate acts of obedience rarely.
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