INTERMEDIATE LEVEL CURRICULUM DESIGNS

FOR LEARNERS WITH SPECIAL NEEDS

VOLUME TWO

LEARNING AREAS

1. **ENVIRONMENTAL ACTIVITIES**
2. **NUMERACY ACTIVITIES**
3. **CREATIVE ACTIVITIES**
4. **PSYCHOMOTOR ACTIVITIES**

KICD

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

REPUBLIC OF KENYA

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
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PREFACE

The Kenya Institute of Curriculum Development (KICD) has been undertaking intensive activities towards education reforms in the country since 2015. The reforms in the education sector have been informed by, among other factors, the summative evaluation of the curriculum conducted in 2009 and the needs assessment study of 2016. These reforms have also given due regard to the policy environment as dictated by documents such as the Kenya Constitution 2010, the Kenya Vision 2030, the East African Protocol, Taskforce Report on Realignment of Education Sector, 2012, and Sessional Paper No. 2 of 2015 on 'Reforming Education and Training in Kenya'.

Curriculum is the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be socially and economically engaged and empowered, for personal and national development. A key milestone in the curriculum reform activities was the development of the Basic Education Curriculum Framework (BECF) which was to be a reference point for all subsequent curriculum development activities. This was followed by a competency-based curriculum for early years' education which was developed in 2016 and subsequently the curriculum designs for Grade 4 as part of the curriculum reforms materials. The designs have addressed the Competency based curriculum components such as Pertinent and contemporary issues, Learner support programmes, linkages between learning areas, selected values and community service learning.

It is hoped that the curriculum designs will guide the teacher to provide a practical approach to competency based learning that aims to yield the desired learning outcomes. It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

Prof. George A. O. Magoha, MBS, EBS, CBS
CABINET SECRETARY
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FOREWORD

The Government of Kenya embarked on a national implementation of the Competency Based Curriculum (CBC) in January, 2019 in Pre-Primary, Lower Primary and the Foundation Level for learners with special needs who do not follow the regular curriculum. The roll out of the curriculum in Grade 4 and Intermediate Level will be in the year 2020. Based on the reorganization of the Basic Education structure, Grade 4 and Intermediate Level marks the beginning of Middle School.

These curriculum designs have been developed to enable implementation of the Competency Based Curriculum for learners with special needs at the intermediate level. The designs contain; the National Goals of Education, Learning Areas, Level, General and Specific Learning Outcomes. They also suggest a variety of learning experiences, assessment modes, resources, community service learning and non- formal activities. They further link each sub-strand to core competencies, values, Pertinent and Contemporary Issues and community service learning activities.

It is my hope that all Government agencies and stakeholders will use the designs to plan effective and efficient implementation of the curriculum. Feedback will be important on all aspects of the curriculum with regard to the designs, implementation and assessment. I encourage stakeholders to engage with relevant State agents for the channelling of such feedback.

I am confident that effective implementation of the curriculum in the Intermediate Level will be a significant milestone on the ongoing curriculum reforms.

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ACKNOWLEDGEMENT

PSYCHO-MOTOR ACTIVITIES PANEL

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TABLE OF CONTENT

Suggested Time Allocation at Intermediate Level

	Learning Area		Lessons Per Week (30 minutes per lesson)
1	Communication, Social and Literacy Skills		5
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living	5
		Religious education	2
3	Sensory-motor Integration		3
4	Environmental Activities		3
5	Numeracy Activities		3
6.	Creative Activities	Art and Craft	2
		Music	2
7.	Psychomotor Activities		5
	Total Lessons Per Week		**30**

ENVIRONMENTAL ACTIVITIES

Essence Statement

Environmental activities learning area entails the study of human interaction with his physical and social surroundings. The learning area is designed to equip the learner with competencies to live and participate effectively at home, in the school environment and the community. It enables the learner to care for, explore and move about in the environment while observing safety.

General learning outcome

By the end of the learning area, the learner should be able to:

a) move safely within the immediate environment;
b) explore and conserve their immediate environment for learning and enjoyment;
c) observe safety while caring for plant and animals for sustainable development;
d) demonstrate appreciation of physical and social environment for healthy interaction;
e) apply technological skills for learning and enjoyment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0.Mobility Skills	1.1.Independent movement in school	By the end of the sub-strand, the learner should be able to: a) identify landmarks in the school environment for safe movement; b) move safely in the school environment for learning; c) appreciate safe movement in school environment for social interaction.	• Learners could be guided to identify landmarks around the school from a chart. • Learners could be guided through tactual and manual sign to explore the landmarks in the school. • Learners could be guided to move safely in the school environment. • Learners could take a guided tour within the school environment to identify landmarks. • Learners could be guided to move safely in the school through tactual and manual signing. • Learners sing songs, recite poems and play games about their school environment. • Learners could sing and role play through tactual and manual signing. • Learners could be guided to observe pictures, watch and listen to videos of various landmarks in the school.	1. What are the landmarks in our school? 2. What problem do you face when moving in school? 3. How do you move safely within the school compound?

			- Learners could be guided through tactual and manual signing on video clips about various land marks in school. - Learners could identify and record hazardous areas in the school compound that may cause harm. - In groups, learners could be guided to independently move safely in the school compound. - Learners could be guided to independently move safely in in the school compound. - Learners share experiences about their encounter with hazards in the environment. - Learners could tactually and manually identify hazardous areas in the school compound.	

Core Competencies:
- **Self-efficacy is developed** as learner moves independently and safely at school.
- **Digital literacy is developed** as learner watches and listens to the video clips.

Pertinent and contemporary issues:	**Values:**
Self-esteem is achieved as learners move independently in school. **Parental empowerment and engagement** is developed as parents' guide learners to move safely and independently at home. **Disaster risk reduction: Is** achieved as learners identify hazardous area in the school	**Unity** is nurtured as learners play games, sing and recite poems in groups. **Respect** is enhanced as learners take turns when playing games, singing and reciting poems. **Responsibility** is developed as learners identify, report and avoid areas or facilities at school that can cause harm.

compound and avoid dangerous places.	
Link to other learning areas: • Psychomotor activities. • Daily living skills and Religious Education.	**Suggested community service learning:** Learners identify landmarks in various social places including worship places, playing fields, shopping centres and markets.
Suggested non-formal activity: Singing and playing games about land marks and moving in school environment independently.	**Suggested modes of assessment:** Observation, Oral and non-verbal questions.
Suggested learning resources: Realia, video clips, camera, mobility devices, pictures	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify landmarks, move safely and appreciate safe movement in school environment and the direction of landmarks in the school.	Learner is able to identify landmarks, move safely and appreciate safe movement in school environment.	Learner is able to identify landmarks, move safely and appreciate safe movement in school environment with prompts.	Learner has difficulties in identifying landmarks for independent movement in school environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
Mobility Skills	1.2 Independent movement at home.	By the end of the sub-strand, the learner should be able to: a) identify landmarks at the home environment for safe movement; b) move safely and independently at home; c) appreciate safe movement at home for social interaction.	• Learners could be guided to identify landmarks by moving within the home environment. • Learners could be guided through tactual and manual sign to explore the landmarks within the home environment. • Learners could be guided to move safely in the home environment. • Learners sing songs, recite poems and play games about their home environment. • Learners could sing and role play through tactual and manual signing on safe movement at home. • Learners could be guided to observe pictures, watch and listen to videos of various landmarks at home. • Learners could be guided through tactual and manual signing on video clips on various land marks within the home environment. • Learners could be guided to	1. What are the landmarks at home? 2. What problems do you face when moving about at home? 3. How do you move safely at home?

				independently move safely at home.
				• Learners could identify hazards that may cause harm at home.
				• In groups, learners could be guided to independently move safely at home.
				• Learners could tactually and manually identify hazards that may cause harm at home.

Core competencies:
- **Self-efficacy** is achieved as learners move independently and safely at home**.**
- **Digital literacy** is developed as learners watch and listen to the video clips.

Pertinent and contemporary issues:	**Values:**
• **Self-esteem** is enhanced as learners move independently at home. • **Parental empowerment and engagement** is developed as they guide learners to move safely and independently at home. • **Disaster risk reduction** is developed as learners identify hazards in the school compound that could cause harm.	• **Unity** is nurtured as learners plays games, sing and recite poems in groups. • **Respect** is enhanced as learners take turn when playing games, singing and reciting poems. • **Responsibility** is developed as learners identify, report and avoid areas or facilities at home that can cause harm.

Link to other learning areas:	**Suggested community service learning:**
• Psychomotor **activities** • Daily living skills.	Learners identify landmarks in various social places including worship places, playing fields, shopping centres and markets.

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Suggested non-formal activities to: Singing, playing games about land marks and moving independently in the home environment.	Suggested modes of assessment: Observation, Oral and non-verbal questions.

| Suggested learning resources:
Realia, video clips, camera, mobility devices | |

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify landmarks, move safely and independently and appreciates safe movement at home. In addition tell direction of different landmarks at home.	Learner is able to identify landmarks, move safely and independently and appreciate safe movement at home.	• Learner is able to identify landmarks, move safely and appreciates safe movement at home with minimal support.	• Learner has difficulties in identifying landmarks for independent movement at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Mobility skills	1.3Sensory integration in movement	By the end of the sub-strand, the learner should be able to: a) identify ways of using various sensory input for safe and independent movement in the environment; b) explore the immediate environment using various senses; c) use the sense of sight, smell, auditory and kinaesthetic to move independently in the environment; d) appreciate the use of various senses for safe and independent movement in the environment.	• Learners could be guided to identify ways of using sensory inputs. • Learners could be guided to explore the various sensory stimuli. • Learners take a guided tour within the school compound and explore various landmarks. • Learners could be guided to use the various sensory inputs for independent and safe movement in the environment in pairs or groups. • Learners could move round using the sense of kinaesthetic, sight, auditory and smell for tracking, discrimination and fixation. • Learners recite poems, sing songs, play games, watch and listen to videos about movement using various sensory input. • Learners could sing and role play through tactual and manual signing about movement using various sensory input.	How do the senses help us when moving?

Core competencies:
- **Self-efficacy** is enhanced as learners move safely and independently in the environment.
- **Critical thinking and problem solving** is developed as they use the various senses to move safely and independently in the immediate environment**.**
- **Digital literacy** is developed as learner watch and listen to video clips and radios about sensory integration in movement

Pertinent and contemporary issues:	**Values:**
Life skills- self-awareness and self-esteem are enhanced as learners move safely and independently in the environment.	• **Unity** is nurtured as learners respond to various sensory signals from others. • **Responsibility** is developed as learners use their senses for safe movement and independence in the immediate environment.
Link to other learning areas: Sensory motor integration Psychomotor activities.	**Suggested community service learning:** • Leaners use their senses to locate social places including religious places, shopping centres or market place while observing safety. • Learners use senses to identify areas that need cleaning in the environment. • Learners clean their immediate environment while observing safety.
Suggested non-formal activities to support learning: Singing songs, playing games about sensory integration in their immediate environment.	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questioning
Suggested learning resources: Realia, rattles, jingles, drums, radios, pictures and video clips	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to use most of the following senses; sight, smell, auditory and kinaesthetic while moving consistently in the environment and in identifying some areas in the environment such as kitchen, toilet, washing place, market.	Learner is able to use either of the following senses; sight, smell, auditory and kinaesthetic while moving in the environment.	Learner is able to use either of the following senses; sight, smell, auditory and kinaesthetic while moving in the environment with minimal support.	Learner has difficulties in using either of the senses for movement in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Mobility skills	1.4. Use of assistive devices	By the end of the sub- strand, the learner should be able to: a) identify appropriate assistive devices for safe movement; b) use assistive devices correctly while moving; c) care for assistive devices for durability and efficiency	• Learners could be guided to identify different assistive devices. • Learners could be guided to correctly practice using different assistive devices in movement. • Learners could take a guided tour to the workshop to observe how different devises are maintained. • Learners could be guided to draw and colour assistive devices. • Learners could watch and listen to video clips on safe use of assistive devices. • Learners could be guided to discuss on how to take care of different assistive devices. • Learners could be guided to sing songs, recite poem for safe use of assistive devices. • Learners could be guided to model assistive devices.	1. What do you use to support yourself in seeing, hearing, sitting upright and movement? 2. How do you take care of the assistive devices?

Core competencies:
- **Learning to learn as** learners develop skills for using assistive devices correctly**.**
- **Communication and collaboration as** learners interact with peers while using and caring for their assistive devices**.**
- **Self-efficacy** as learners develop self-esteem and self-confidence through use of assistive devices.
- **Digital literacy** is developed as learners use digital devices for assistance.

Pertinent and contemporary issues:	Values:
• Self-esteem is enhanced as learners develop abilities to use assistive devices.	• **Responsibility** is enhanced as learners care for the assistive devices.

Education for sustainable development as learners use assistive devices correctly.	**Unity** is developed as learners support one another to use assistive devices. **Social justice** as learners choose appropriate assistive devices for others.
Link to other learning areas: • Psychomotor activities • Communication, social and literacy skills • Daily living skills.	**Suggested community service learning:** • Taking care of the assistive devices used by people in the community. • Removing obstacles on the way. • Helping others to use assistive devices in the community.
Suggested non-formal activity to support learning: **Join clubs and societies, go for field trips, join Drama and singing of songs**	**Suggested modes of assessment:** **Observation, Verbal and non-verbal questions, Project**
Suggested learning resources: Realia, video clips, photographs, drawings, pencils, crayons, clay, plasticine.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to use and care for assistive devices safely and correctly and in addition removes obstacles on the way	Learner is able to use and care for assistive devices safely and correctly.	Learner is able to use and care for assistive devices safely and correctly with assistance.	Learner has difficulties using and caring for assistive devices.

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Mobility skills	1.5 Safe movement in the immediate environment	By the end of the sub-strand, the learner should be able to: a) identify safe places in their immediate environment for independent movement; b) observe personal safety as he/she moves on different surfaces for safety; c) appreciate safety in the immediate environment for personal safety.	• Learners could be guided to map out dangerous places in the immediate environment using various sensory inputs. • Learners take a guided tour of the school to identify dangerous places. • Learners could participate in identifying various surfaces and discuss the dangers they pose while moving in the immediate environment. • Learners observe and or tactually sign and listen to videos about right posture. • Learner take a guided tour of the school to identify different surfaces (slippery floors, steep ramps, steep stairs) • Learners could be guided to sort different footwear for personal safety (raised heeled shoes, flat shoes, smooth soled shoes, raised shoes, boots and callipers). • Learner practice right posture using different devices when moving. • Learner could be guided on observing right posture for movement. • Learner could be guided to practice	How do you move safely within your environment?

				fitting different sizes of mobility devices.
				• Learner could be guided to sort and group different mobility devices according to type, size and use.
				• Learner take guided tour to a crowded place and practices safe movement.
				• Learners participate in clearing school compound to remove obstacles.

Core competencies :
- **Critical thinking and problem solving** is enhanced as learners observe safety while moving.
- **Self-efficacy** is nurtured as learners observe safety when moving in their immediate environment.
- **Creativity and imagination** is developed as learners move observing safety.

Pertinent and contemporary issues:	Values:
• As learners observe safety in the immediate environment for personal wellness. safety is observed as learners move within their immediate	**Responsibility** is developed as learners observe safety when moving in the immediate environment as well as reporting to the relevant personnel (teacher, guardian,

environment for personal wellness	parents) on hazards that could lead to injury or harm.
Link to other learning areas: • Psychomotor activities**.** • sensory motor integration	**Suggested community service learning:** Learners clear obstacles in the school compound.
Suggested non-formal activity: Learners observe safety as they play in the field and as they move to their homes.	**Suggested modes of assessment:** Observation**,** Oral and non-verbal assessment.
Suggested learning resources: Charts, pictures, realia-as learners observe safe places, video clips.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify safe places, observe safety as they move on different surfaces and appreciate safety by removing obstacle or harmful materials in the immediate environment.	Learner is able to identify safe places, observe safety as they move on different surfaces and appreciate safety in the immediate environment.	• Learner is able to identify safe places, observe safety as they move on different surfaces and appreciate safety in the immediate environment with minimal support.	• Learner has difficulties in moving in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 **Mobility skills**	1.6 Safe methods of travel	By the end of the sub-strand, the learner should be able to: a) identify safe methods of travel from one place to another; b) use safe methods of travel from one place to another for personal comfort; c) appreciate safe methods of travel for movement from one place to another.	• Learners name various means of transport they use from one place to another. • Learners are guided in identifying safe methods of travel. • Learners participate in guided discussion about unsafe methods of travel. • Learners practice boarding and alighting from different types of transport. • Learners could be guided to role playing asking for help when traveling • Learners could sing and role play about safe methods of travel.	1. What means of transport do you use when travelling? 2. How do you board and alight from various means of transport? 3. How do you ask for help when travelling?

Core competencies:
- **Self-efficacy** is developed as learners safely board and alight from various means of transport**.**
- **Critical thinking and problem solving** is developed as learners identify appropriate means of travel.
- **Learning is enhanced as learners use different and safe methods of travel**

Pertinent and contemporary issues:	Values:
• Education for sustainable development; Disaster risk reduction as learners observe safety while travelling. Assertiveness as learners seek and decline inappropriate help. • learners observe safety while travelling	• **Responsibility** is enhanced as learners identify appropriate means of travel. • **Respect** is enhanced as learners seek and decline inappropriate help politely.
Link to other learning areas: Communication, social and literacy skills.	**Suggested community service learning:** Learners sensitize others about safe methods of travel in the community.

Suggested non-formal activity:	Suggested modes of assessment:
Learners board and alight appropriately from different means of transport as they travel.	Observation, Oral and non-verbal assessment.
Suggested learning resources: Realia-(motorbike, cars, bicycles), pictures, video clips, charts	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify safe methods of travel, use safe methods of travel from one place to another and appreciate safe methods of travel. In addition they can make choices on the method of travel.	Learner is able to identify safe methods of travel, use safe methods of travel from one place to another and appreciate safe methods of travel.	Learner is able to identify safe methods of travel, use safe methods of travel from one place to another and appreciate safe methods of travel with minimal support.	Learner has difficulty in identifying safe methods of travel in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.1 My family	By the end of the sub-strand, the learner should be able to: a) identify family members for social interaction and support; b) name family members for self- awareness; c) appreciate support given by different family member for social interaction.	• Learner could be guided to name, sign names or tactually sign names of family members. • Learner could be guided to tell the support given by different members in the family • Learners could discuss in groups about what family members do at home. • Learner could be guided to role play through tactual and manual signing about support given by different family members. • Learners could be guided to watch and or listen to video clips on support given by different members of the family. • Learners could be guided through tactual and manual signing to watch and listen to video clips about support given by different members of the family.	1. Who do you live with at home? 2. What support do you get from people you live with at home?

Core competencies:
- **Self-efficacy** is developed as learners identify and describe family members at home**.**
- **Communication and Collaboration** is enhanced when family members interact with the learner
- **Digital literacy** is developed as learners identify their family members in photographs, watch and listen to video clips.

Pertinent and contemporary issues:	Values:
• **Social cohesion as** learners appreciate members in the family. • **Parental empowerment and engagement** as they guide learners in identifying and describing family members at home. • **Learners** apply negotiation skills as they request for support.	• **Unity** is developed as learners sing, discuss, role play, recite poem, and watch video and play together about people at home. • **Respect** is enhanced as the learners request and receive support.
Link to other learning areas: • Communication social and literacy skills. • Daily living skills and religious education.	Suggested community service learning: Learners assist in various chores at home.
Suggested non-formal activities: Singing, Drama, Clubs and societies, Sport and games	Suggested modes of assessment: Observation, Oral and non-verbal questions
Suggested learning resources–Photographs, realia, video clips, drawing materials, modelling materials.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and name family members, describe and appreciate support given by the different family members consistently and further describe work done by the family members.	Learner is able to identify and name family members and appreciate support given by the different family members.	Learner is able to identify and name family members and appreciate support given by the different family members with prompts and cues.	Learner has difficulties in identifying and naming family members.

Strand	Sub–Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.2 Orientation at home	By the end of the sub-strand, the learner should be able to: a) move safely within the home environment; b) apply orientation skills acquired to move independently in the home for comfort; c) appreciate acquired orientation skills for ease of movement at home.	• Learner could name, sign name and or tactually sign name of the equipment used in orientation at home through manipulation and exploration. • Learners could be guided to identify the main landmarks and cues to use for orientation at home in pairs or groups. • Learners could be guided to tell their position in relation to the landmarks at home. • Learners could be guided to tell the direction of the various landmarks and cues at home. • Learners could be guided to role play, sing songs, recite poems about the main landmarks and cues at home. • Learners could be guided to role play, sing, dance and recite poems on main landmarks and cues at home through tactual and manual signing. • Learners could be guided to draw and colour landmarks at home. • Learners could be guided to make a model of their home in	1. What aids your free movement at home? 2. What hinders your free movement at home?

				the nature corner in class.
				• Leaner takes a guided tour to identify the landmarks and cues in a nearby home.
				• Learners could be guided to watch and/or listen to video clips on main landmarks and cues at home.
				• Learners could be guided through tactual and manual signing on videos clips on main landmarks and cues at home.

Core Competencies:
- **Self-efficacy** is developed as learners move safely and independently at home**.**
- **Digital literacy** is developed as learners watch and or listen to video clips about orientation at home.

Pertinent and contemporary issues:	**Values:**
• High self-esteem as the learner competently moves around. Learners develop high self-esteem as they competently move around. • **Parental empowerment and engagement** as parents give orientation to learners at home.	• **Unity** as learners sing, discuss role play, recite poems, watch and listen to video clips and play together

Link to other learning areas:	**Suggested community service learning:** Learners apply their orientation skills by visiting various social places in their communities.
• Communication social and literacy skills. • Sensory motor integration. • Psychomotor activities.	

Suggested non-formal activities: Join the following groups: Singing**,** Drama, Clubs and societies**,** Sports and games	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questions

Suggested learning resources:
Photographs, realia, video clips, drawing materials, modelling materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to find their way out at home, apply orientation skills acquired to move independently and appreciate acquired orientation skills and describe directions.	Learner is able to find their way out at home, apply orientation skills acquired to move independently and appreciate acquired orientation skills.	Learner is able to find their way out at home, apply orientation skills acquired to move independently and appreciate acquired orientation skills with assistance.	Learner has difficulty finding their way at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.3 Safety at Home	By the end of the sub-strand, the learner should be able to: a) identify safe and unsafe places at home for personal safety; b) observe safety at home for personal wellness; c) appreciate safe places at home for personal wellness.	• Learner could be guided to name, sign names or tactually sign names of safe and unsafe places at home. • Learners could be guided to participate in talking about safe and unsafe places at home. • Learners could be guided through tactual and manual signing to talk about safe and unsafe places at home. • Learners participate in collecting and disposing harmful objects at home. • Learners could watch and listen to videos, listen to stories, role play, and draw, take pictures, recite poems, play and sing songs about safety and unsafe objects and places at home. • Learners could be guided through tactual and manual signing about video clips on safe and unsafe places at home.	How do we observe safety at home?

Core competencies:
- **Self-efficacy** is developed as learners move safely and independently at home**.**
- **Critical thinking and problem solving** is developed as learner think of safe and unsafe places at home**.**
- **Digital literacy** is developed as learner watches and listen to video clips about safe and unsafe places, materials and objects at home.

Pertinent and contemporary issues:	Values:
• **Parental empowerment and engagement** as they guide learners in identifying safe and unsafe places and objects at home. • **Disaster risk reductions** as learners observe safety at home • **S**elf-esteem is enhanced as the learners acquire mastery of the surroundings.	**Responsibility** as learners identify safe and unsafe places and objects at home.

Link to other learning areas:	Suggested community service learning:
• Daily living skills and religious education. • Communication, social and literacy skills	• Learners identify safe and unsafe places in their neighbourhood. • Learners participate in clean-up activities in their community.

Suggested non-formal activities:	Suggested modes of assessment:
Singing, Drama, Clubs and societies, Sports and games	Observation, Oral and non-verbal questions

Suggested learning resources:
Photographs, realia, video clips, drawing materials, modelling materials, cleaning materials (disposal bins, rakes and gloves)

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify safe and unsafe places at home, observe and appreciate safe places and remove obstacles and hazards at home.	Learner is able to identify safe and unsafe places at home, observe and appreciate safe places at home.	Learner is able to identify safe and unsafe places at home, observe and appreciate safe places at home with minimal support.	Learner has difficulties in identifying safe and unsafe places at home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social Environment	2.4 My school - People in school.	By the end of the sub-strand, the learner should be able to: a) identify people in the school for social interaction; b) tell the relationship with people in the school for harmonious living; c) appreciate people in the school for social interaction.	• Learners could name and/or sign name or tactually sign names of the people in school. • Learners could name and/or sign names or tactually sign names of people they have interacted with in school. • Learners take a guided tour of the school to identify people and observe the work they do. • Learners could be guided on how to ask for help from people in school.	Whom do you find in school?
			• Learners participate in singing songs, dance, recite poems and role play about people in the school. • Learners could be guided to take photographs, watch and or listen to video clips of people in the school.	

Core Competencies:
- **Self-efficacy** is developed as learners identify and describe people in the school.
- **Citizenship** is developed as learners appreciate people in school.
- **Communication and collaboration** is developed as learners sing, role play and recite poems about people in the school in groups.
- **Digital literacy** is developed as learners take photographs, watch and listen to video clips of people in the school.

Pertinent and contemporary issues:	Values:
• **Developed Self esteem** is enhanced as learners sing and recite poems about people in the school. • Social cohesion and harmonious living is nurtured as learners appreciate different people in the school.	• **Unity** as learners recite poems and role play about people living together. • **Love** as learners appreciate help given by peers and others.
Link to other learning areas: • Communication, social and literacy skills. • Psychomotor activities. • Daily living skills and religious education.	**Suggested community service learning:** Learners participate in cleaning the environment in the community.
Suggested non-formal activities: Singing**,** reciting poems and role playing about people in the school outside the class.	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questions.
Suggested learning resources: Resource persons, picture or photographs of people in schools, camera, phones, video clips of people working in schools.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify people in the school, tell the relationship of people in the school, describe and appreciate people in the school. In addition, name the work some people do at school.	Learner is able to identify people in the school, tell the relationship of people in the school, describe and appreciate people in the school.	Learner is able to identify people in the school, tell the relationship of people in the school, describe and appreciate people in the school with prompts.	Learner has difficulties in identifying people in the school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social Environment	2.5 Work done by people in school.	By the end of the sub-strand, the learner should be able to: a) identify the role played by different people in the school; b) discuss the role played by different people in the school; c) appreciate the role played by different people in the school.	• Learner mentions, signs or tactual sign the roles of the people in the school • Learners could be guided to discuss the roles of the people in the school. • Learners could be guided to ask for help from people in school according to their roles in times of need • Learners could be guided to sing songs, dance, and recite poems and role play about activities done by people in school. • Learners could sing and role play through tactual and manual signing about work done by people in school. • Learners could be guided to take photographs, watch and/or listen to video clips of people in the school. • Learners could be guided through tactual and manual signing on videos and clips on people in school.	1. What do different people do in the school?

Core Competencies:

- **Self-efficacy –** confidence is developed as learners sing songs, role play and recite poems about work done by people in the school.
- Communication and collaboration is developed as learners sing, role play and recite poems about work done by people in school.
- Digital literacy is developed as learners manipulate and watch videos, take photographs of people at work in school.

Pertinent and contemporary issues:	**Values:**
- **Learner support programme;** career guidance, as learners identify work done by different people in school. - **Life skills**-effective communication and confidence are developed as learners sing, recite poems, ask for help and role play about work people do at school.	- **Respect** as learners appreciate and interact with people playing different roles in the school. - **Unity as learners recite** poems and role play on work done by people at school in groups. - **Responsibility** as learners take photos of people working in school.
Link to other learning areas: - Communication, social and literacy skills**.** - Psychomotor activities.	**Suggested community service learning:** Learners participate in cleaning the environment in the community.
Suggested non-formal activities: Learners sing, recite and role play about work done by people in the school outside class. Ask for support from people working in the school.	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questions.

Suggested learning resources:
Resource persons, pictures or photographs of people in schools, cameras, phones, video clips of people working in schools.

Assessment Rubric

Exceeding Expectations	**Meeting Expectations**	**Approaching Expectations**	**Below Expectations**
Learner is able to identify, discuss and appreciate the role played by different people in the school and at home.	Learner is able to identify, discuss and appreciate the role played by different people in the school.	Learner is able to identify, discuss and appreciate the role played by different people in the school with prompts and cues.	Learner has difficulties in identifying different people in the school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social Environment	2.6 Orientation in school	By the end of the sub-strand, the learner should be able to a) find their way in school for independence; b) apply orientation skills acquired to move independently in the school for comfort; c) appreciate acquired orientation skills for ease of movement in the school.	• Learner could name or sign or tactually sign name the equipment used in orientation in the school. • Learner could be guided to identify the main landmarks and cues to use for orientation in the school • Learner take a guided tour of the school to identify landmarks and cues using various sensory inputs. • Learner could be guided to identify their position in relation the landmarks in the school using various sensory inputs. • Learner could be guided to identify the direction of the various landmarks in the school using various sensory inputs in pairs or groups. • Learner could be guided to role play, watch and or listen to video clips, sing songs, recite poems about the main features in the school. • Learner could sing and role play through tactual and manual signing about main features in	1. What aids your free movement in school? 2. What aids your free movement in school? 3. What aids your movement in the neighbourhood?

			• the school. • Learners could draw, model and colour main landmarks in the school. • Learner could be guided to manipulate tactile diagrams of landmarks. • Learners could be guided to make a model of their school in the nature corner. • Learner practice how to use devices for orientation in the school. • Learners discuss orientation skills used to move around in the school.	

Core competencies:
- **Self-efficacy** is developed as learners move independently in school.
- **Communication and collaboration** is enhanced as learners sing, role play and recite poems about orientation in school.
- **Digital literacy** is developed as learners take photographs, manipulate, watch and listen to video clips about orientation in school.

Pertinent and contemporary issues: **Life skills: Self-awareness** and understanding of the environment as learners move independently in school.	**Values:** • **Unity** as learners sing and role play through tactual and manual signing about main features in the school in groups. • **Responsibility** as learners practice using assistive devices and learn to move independently.
Link to other learning areas: • Communication, social and literacy skills. • Psychomotor activities. • Daily living skills and religious education.	**Suggested community service learning:** Learners sensitize people in the community about orientation skills.

Suggested non-formal activities:	Suggested modes of assessment:
Singing songs and reciting poems**,** talk about and role play orientation skills outside class , sports clubs and societies.	Observation**,** Oral and non-verbal questions.

Suggested learning resources:
Resource persons, pictures or photographs of people in school, camera, phones, video clips of people working in schools.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to find his or her way out in school, apply orientation skills acquired to move independently, appreciate acquired orientation skills and describe directions.	Learner is able to find his or her way out in school, apply orientation skills acquired to move independently and appreciate acquired orientation Skills.	Learner is able to find his or her way out in school, apply orientation skills acquired to move independently and appreciate acquired orientation skills with assistance.	Learner has difficulties finding his or her way in school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social Environment	2.7 Safety in school	By the end of the sub-strand, the learner should be able to: a) identify safe and unsafe places, objects and materials for personal safety; b) observe safety measures in the school for personal wellness; c) appreciate safe places, materials and objects for personal wellness.	• Learner could name, sign name or tactually sign name safe and unsafe places in school. • Learner could be guided to talk about safe and unsafe places in school. • Learner could be guided through tactual and manual signing to talk about safe and unsafe places in school. • Learners could be guided to participate in collecting and disposing harmful objects in the school using various sensory inputs. • Learner could watch and/or listen to videos clips, stories, role play, draw, take pictures, recite poems, play and sing songs about safety and unsafe objects and places in school. • Learner could be guided through tactual and manual signing on video clips about safe and unsafe places in school.	1. Which are the safe and unsafe places? 2. How do we observe safety in the school?

Core competencies:
- **Self-efficacy** is developed as learners move safely and independently in school.
- **Communication and collaboration** is developed as learners sing, role play and recite poems about safety in school.
- **Digital literacy** is developed as learners manipulate, watch video clips and take photographs of safe and unsafe places, materials and objects in school.

- **Critical thinking and problem solving** is developed as learners identify safe and unsafe places, objects and materials in school.

Pertinent and contemporary issues:	Values:	1. Who are the people in our neighbourhood?
• **Parental empowerment and engagement** as parents guide learners in identifying safe and unsafe places and objects. • **Disaster risk reduction** as learners observe safety measures.	• **Responsibility** as learners identify s places and objects in school.	2. How do we interact with people in our neighbourhood?
Link to other learning areas: • Daily living skills and religious education. • Communication social and literacy skills**.** • Psychomotor activities. • Sensory motor integration.	**Suggested community service learnin** • Learners identify safe and unsafe pl neighbourhood. • Learners participate in clean-up activ	
Suggested non-formal activities: Singing**,** recite poems**,** role play.	**Suggested modes of assessment:** Observation**,** Oral and non-verbal quest	

Suggested learning resources:
Resource persons, pictures or photographs of people in school, camera, phones, video clips of people w cleaning materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Belov
Learner is able to identify safe and unsafe places in the school, observe and appreciate safe places and remove obstacles and hazards in school.	Learner is able to identify safe and unsafe places in the school, observe and appreciate safe places in school.	Learner is able to identify safe and unsafe places in the school, observe and appreciate safe places in school with minimal support.	Learn identifying safe and unsafe places in the school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.8 People in the neighbourhood	By the end of the sub-strand, the learner should be able to: a) identify people in the neighbourhood for social interaction and support; b) describe different support given by people in the neighbourhood for personal wellness; c) appreciate support given by different people in the neighbourhood for harmonious living.	• Learner could name, sign name or tactually sign names of the people in the neighbourhood. • Learner could name, sign names or tactually sign names of people they have interacted with in the neighbourhood. • Learners could take a guided tour in the neighbourhood to identify people and observe the work they do. • Learners could be guided to mention the places in the neighbourhood where they interacted with people. • Learner could be guided to ask for help from people in the neighbourhood. • Learners could be guided to sing songs, dance, recite poems and role play about work done by people in the neighbourhood. • Learner could be guided through tactual and manual signing on video clips about main features in the	1. What are the landmarks in the neighbourhood? 2. How do you move around in the neighbourhood?

				neighbourhood.
				• Learners could be guided to take photographs, watch and or listen to videos about people in the neighbourhood.

Core competencies:
- **Citizenship** is developed when learners appreciate people in the neighbourhood.
- **Digital literacy** is developed as learners identify people in the neighbourhood in photographs, manipulate, watch and/or listen to videos clips about people in the neighbourhood.

Pertinent and contemporary issues:	**Values:**
• Social cohesion and nationalism is nurtured as learners appreciate people in the neighbourhood.	**Unity and patriotism** as learners sing, discuss, recite poems, watch and/or listen to video clips and role play together about people in the neighbourhood.
Link to other learning areas:	**Suggested community service learning:**
• Communication, social and literacy skills • Psychomotor activities • Daily living skills and religious education	Learners identify people in need in the community and offer them services according to their specific needs.
Suggested non-formal activities: Singing**, **Drama**, **Clubs and societies**, **learners will join Sports and games	**Suggested modes of assessment:** Observation**, **Oral and non-verbal questions**, **Projects and exhibitions.
Suggested learning resources – Photographs, realia, video clips, drawing materials, modelling materials, camera, phones.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and name people in the neighbourhood, describe and appreciate different support given by people in the neighbourhood and further describe work done by people in the neighbourhood.	Learner is able to identify and name people in the neighbourhood, describe and appreciate different support given by people in the neighbourhood.	Learner is able to identify and name people in the neighbourhood, describe and appreciate different support given by people in the neighbourhood with prompts.	Learner has difficulties in identifying people in the neighbourhood.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.8 Orientation in the neighbourhood	By the end of the sub-strand, the learner should be able to: a) Move safely in the neighbourhood for independence; b) apply orientation skills acquired to move independently in the neighbourhood for comfort; c) appreciate acquired orientation skills for ease of movement in the neighbourhood.	• Learner could name, sign name or tactually sign name the equipment used in orientation in the neighbourhood. • Learners could be guided to identify the main landmarks and cues to use for orientation in the neighbourhood. • Learners take a guided tour of the neighbourhood to identify landmarks and cues using various sensory inputs. • Learners could be guided to identify their position in relation to the landmarks and cues in the neighbourhood using various sensory inputs. • Learners could be guided to identify the direction of the various landmarks and cues in the neighbourhood using various sensory inputs. • Learners could be guided to role play, watch and/or listen to video clips, sing songs, recite poems about the main landmarks and cues in the neighbourhood. • Learners could sing and role	1. What are the landmarks in the neighbourhood? 2. What device do you use for orientation in the neighbourhood?

			play through tactual and manual signing about main landmarks and cues in the neighbourhood.	
			• Learners could be guided to draw and colour landmarks in the neighbourhood.	
			• Learners draw, model and colour main landmarks in the neighbourhood.	
			• Learners could be guided to manipulate tactile diagrams of landmarks.	
			• Learners could be guided to make a model of the neighbourhood in the nature corner.	
			• Learners practice how to use devices for orientation in the neighbourhood.	
			• Learners could be guided to discuss orientation skills used to move about in the neighbourhood.	

Core competencies:
- **Self-efficacy** is developed as learners move safely and independently in the neighbourhood.
- **Digital literacy** is developed as learners manipulate, watch and listen to video clips about the neighbourhood.

Pertinent and contemporary issues:	Values:
• **Parental empowerment and engagement** as parents orient learners in the neighbourhood.	• **Unity** as learners sing, discuss, role play, recite poems, watch and listen to video clips and play together about orientation in the neighbourhood.

Link to other learning areas:	Suggested community service learning:
• Communication, social and literacy skills • Psychomotor activities • Daily living skills and religious education	Learners support members of the community by sharing acquired orientation skills for the safety of the members.
Suggested non-formal activities: Singing, Drama, Clubs and societies, Learners to join Sports and games. **Suggested learning resources:** Photographs, realia, video clips, drawing materials, modelling materials.	**Suggested modes of assessment:** Observation, oral and non-verbal questions, projects.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to find his or her way out in the neighbourhood, applys orientation skills acquired to move independently and appreciates acquired orientation skills and describes directions.	Learner is able to find his or her way out in the neighbourhood, apply orientation skills acquired to move independently and appreciate acquired orientation Skills	Learner is able to find his or her way out in the neighbourhood, apply orientation skills acquired to move independently and appreciate acquired orientation skills with assistance.	Learner has difficulties finding his or her way in the neighbourhood.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Social environment	2.9 Safety in the neighbourhood	By the end of the sub-strand, the learner should be able to: a) identify safe and unsafe place in the neighbourhood for personal safety; b) observe safety measures in the neighbourhood for wellness; c) appreciate safe places in the neighbourhood for wellness.	• Learner could be guided to name, sign name or tactually sign name safe and unsafe places in the neighbourhood. • Learners could be guided to talk about safe and unsafe places in the neighbourhood. • Learner could be guided through tactual and manual signing to talk about safe and unsafe places in the neighbourhood. • Learners could be guided to participate in collecting and disposing harmful objects in the neighbourhood. • Learners could be guided to watch and/or listen to video clips, listen to stories, role play, draw, take pictures, recite poems, play and sing songs about safe and unsafe objects and places in the neighbourhood. • Learners take a guided tour to observe safe and unsafe places in the neighbourhood. • Learner could be guided through tactual and manual signing to watch and listen to	How do we observe safety in the neighbourhood?

			video clips about safe and unsafe places in the neighbourhood.	

Core competencies:
- **Self-efficacy as** is developed learners move safely and independently in the neighbourhood.
- **Critical thinking and problem solving** is developed as learner observe and identify safe and unsafe places in the neighbourhood**.**
- **Digital literacy** is developed as learner identify safe and unsafe places, objects and materials in the neighbourhood, in photographs, watch and or listen to video clips about neighbourhood.

Pertinent and contemporary issues:	**Values:**
- **Parental empowerment and engagement** as parents guide learners in identifying safe and unsafe places and objects in the neighbourhood. - **Disaster risk reduction** as learners observe safety in the neighbourhood. - **Disaster management** as learners identify safe and unsafe places, materials and objects and collect and dispose them in the neighbourhood. - **Education for sustainable development** as learners protect and maintain the environment by collecting and disposing harmful objects and materials**.**	- **Responsibility** as learners identify, collect and dispose unsafe materials and objects in the neighbourhood. - **Unity** as learners sing, discuss, role play, recite poems, watch and or listen to video clips and play together about safe and unsafe places in the neighbourhood.
Link to other learning areas: - Daily living skills and religious education - Communication, social and literacy skills	**Suggested community service learning:** - Learners identify safe and unsafe places in the neighbourhood. - Learners participate in clean-up activities in the community.
Suggested non-formal activity: Singing, drama, clubs and societies, sport and games	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questions**,** Projects

Suggested learning resources:
Photographs, realia, video clips, drawing materials, modelling materials, cleaning materials, phones, cameras

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify safe and unsafe places in the neighbourhood, observe and appreciate safe places and remove obstacles and hazards in the neighbourhood.	Learner is able to identify safe and unsafe places, observe and appreciate safe places in the neighbourhood.	Learner is able to identify safe and unsafe places, observe and appreciate safe places in the neighbourhood with prompts.	Learner has difficulties identifying safe and unsafe places in the neighbourhood.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Physical environment	3.1.Physical features in the immediate environment	By the end of the sub-strand, the learner should be able to: a) identify the physical features found in the immediate environment for awareness; b) name physical features found in the environment for learning; c) appreciate the physical features found in the environment for social awareness.	• Learner could identify the features found in their immediate environment • Learner could name, sign or tactually sign names of the physical features found in the immediate environment. • Learner watches and/or listens to video clips about physical features in the environment. • Learner could be guided through tactual and manual signing on video clips about physical features in the immediate environment. • Learners in groups and in pairs could be guided to discuss physical features found in the environment. • Learners could be guided to draw and colour physical features found within the environment. • Learner could be guided to manipulate models of physical features found in the immediate environment. • Learner could be guided to model physical features found within the environment. • Learners could be guided to sing and recite poems about features	1. Which physical features are found in your immediate environment? 2. Where are the physical features found in your immediate environment? 3. How do you use the physical features in your immediate environment?

| | | | found in the immediate environment. Learners could be guided through tactual and manual signing to sing, role play and recite poems about features found in the immediate environment. Learners could be guided to take a nature walk to observe the physical features in the immediate neighbourhood. Learners could be guided to watch and or listen to video clips about physical features in the immediate environment. Learner could be guided through tactual and manual sign about the video clips on physical features in the environment. | |

Core competencies:
- **Communication and collaboration** is developed as learners discuss in groups and pairs about physical features found in the immediate environment**.**
- **Digital literacy** is developed as learners manipulate, watch and/or listen to videos about physical features found in the immediate environment.

Pertinent and contemporary issues.	Values:
Life skills: Education for sustainable development: Environmental education as learners appreciate and develop a mind-set of protecting different natural resources through taking nature walks to identify the physical features in the immediate environment.	**Unity** as learners discuss in groups the physical features found in the immediate environment

• **Self-esteem is developed** as learners take nature walk to identify physical features in the immediate environment.	
Link to other learning areas: • Daily living skills and religious education. • Psychomotor activities. • Communication, social and literacy skills.	**Suggested community service learning:** Learners visit people in the environment and take part in cleaning and observing physical features in the immediate environment.
Suggested non-formal activities: • Learners sing songs about physical features. • Learners participate in field trips. Clubs and societies	**Suggested modes of assessment:** Observation, Projects, Oral and non-verbal questions
Suggested learning resources. Realia, pictures and photographs, video clips drawings, charts, drawing materials	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and name the physical features and appreciate the physical features found in the environment and further give their direction.	Learner is able to identify and name the physical features and appreciate the physical features found in the environment	Learner is able to identify and name the physical features and appreciate the physical features found in the environment with prompts and cues.	Learner has difficulties in identifying physical features in their environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Physical environment	3.2.Soil	By the end of the sub-strand, the learner should be able to: a) talk about uses of soil for awareness; b) talk about safety measures when playing with soil for learning; c) play with soil for enjoyment and exploration; d) appreciate playing with soil for enjoyment.	• Learners could be guided to discuss about uses of soil. • Learners could play with soil • Learners could be guided to model using soil. • Learners could be guided to discuss safety measures when using soil. • Learners could be guided to observe photos and pictures on uses of soil. • Learners could be guided to sing songs and recite poems about soil. • Learners could be guided through tactual and manual signing to sing and recite poems about soil. • Learners could be guided to listen to and or watch video clips about soil. • Learners could be guided through tactual and manual sign about the videos clips on soil. • Learners to take a guided nature walk or a visit to observe and collect soil.	1. What do we use soil for? 2. How do we play safely with soil?

Core competencies:
- **Creativity and imagination** is developed when using soil to make simple models.
- **Learning to learn** is developed as learners learn safety measures when working with soil.
- **Communication and collaboration** is developed as they work and discuss about uses of soil.

Pertinent and Contemporary issues:	Values:
• **Health education** as learners observe safety measures when playing with soil. • **Parental empowerment and engagement** as parents provide different types of soil for use by their children.	• **Responsibility** as learners observe safety measures when working with soil. • **Unity** as learners play with soil together.

Link to other learning areas:	Suggested community service learning:
• Psychomotor activities • Creative activities • Communication, social and literacy skills • Daily living skills and religious education	• Learners engage in soil conservation activities like planting trees in the community.

Suggested non-formal activity:	Suggested assessment:
Learners joinClubs and societies, Guided nature walk in the school	Observation, Projects, Oral and non-verbal questions

Suggested learning resources. Soil, pictures, photos, video clips, drawings.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to talk about uses of soils, observe safety measures when using soil and enjoy playing with soil and further describe ways of conserving soil.	Learner is able to talk about uses of soils, observe safety measures when using soil and enjoy playing with soil.	Learner is able to talk about uses of soil, observe safety measures when using soil and enjoy playing with soil with minimal support.	Learner has difficulties talking about uses of soil.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Physical environment	3.3. Water	By the end of the sub- strand, the learner should be able to: a) discuss uses of water for personal awareness; b) talk about sources of water for learning; c) appreciate good uses of water for conservation and wellness.	• Learner could identify sources of water. • Learner could be guided to take a walk to the sources of water. • Learner could be guided to use water safely. • Learners could be guided to discuss about water conservation methods in groups. • Learner could be guided to watch and/or listen to video clips about uses, conservation and sources of water. • Learner could be guided through tactual and manual sign to listen and/or watch video clips on water. • Learner could be guided to model the sources of water in the nature corner. • Learner could be guided to manipulate models of sources of water. • Learner could draw and colour sources of water. • Learners could recite poems and sing songs about conservation, uses and sources of water.	1. Where do you get water from? 2. What do we use water for?

Core competencies:
- **Self-efficacy** is developed as learners use water while observing safety.
- **Critical thinking and problem solving** is developed as learners use and conserve water.

Pertinent and contemporary issues:	Values:
Health education as learners discuss on safe uses of water**.** **Conservation** as learners practice water conservation as learners practice water conservation. **Animal welfare education** as learners give water to animals to drink	**Unity** as learners discuss about sources, use and conservation of water in groups**.** **Responsibility** as learners choose to interact with and drink safe and clean water.
Link to other learning areas: - Daily living skills and religious education - Communication, social and literacy skills - Psychomotor activities	**Suggested community service learning:** Learners engage in water harvesting and conservation activities in the community**.**
Suggested non-formal activities: Clubs and societies, Field trips and nature walk	**Suggested modes of assessment:** Projects, Observation., Oral and non- verbal questions
Suggested learning resources: Water, water containers, charts, video clips , coloured pencils and crayons (Drawing materials), soil, plasticine.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to talk about uses and sources of water and appreciates value of water and its conservation. In addition take part in water harvesting activities.	Learner is able to talk about uses and sources of water and appreciate the value of water and its conservation.	Learner is able to talk about uses and sources of water and appreciate the value of water and its conservation with prompts.	Learner has difficulties in talking about uses of water.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Physical environment	3.4. Source of light in the surrounding environment	By the end of the sub- strand, the learner should be able to: a) identify sources of light for personal knowledge; b) use light appropriately for personal wellness; c) appreciate light for their wellbeing.	• Learner could be guided to name, sign, tactually sign name the sources of light. • Learner could be guided to discuss the uses of light in groups or pairs. • Learners could be guided to draw and colour sources of light. • Learner could be guided to manipulate models of sources of light. • Learner could take a guided tour to observe sources of light. • Learner could be guided to use light appropriately. • Learner could be guided to conserve light or putting light off when not in use. • Learner could be guided to listen to and/or watch videos about sources of light. • Learner could be guided through tactual and manual sign about the video clips on sources of light.	1. What are the sources of light? 2. What do we use light for?

| | | | • Learners could be guided to sing songs, and recite poems about sources, uses and conservation of light.
• Learner could be guided to sing songs, role play and recite poems through tactual and manual signing on sources, uses and conservation of light. | |

Core competencies:
- **Self-efficacy** is developed as learners use light while observing safety**.**
- **Critical thinking and problem solving** is developed as learners use and conserve light.

Pertinent and contemporary issues:	**Values:**
• **Environmental education** as learners practice light conservation	**Unity** as learners discuss about sources, use and conservation of light in groups

Link to other learning areas:	**Suggested community service learning**:
• Daily living skills and religious education • Psychomotor activities • Communication, social and literacy skills	Learners engage in light conservation activities in the community or learners sensitise members of the community on light conservation

Suggested non-formal activities:	**Suggested modes of assessment:**
Learners join clubs and societies, Field trips and nature walk.	Projects**,** Observation**,** Oral and non- verbal questions .

Suggested learning resources: charts, video Clips, coloured pencils, and crayons (Drawing materials), light producing objects (Lamps, Candle, Torch, sun , moon)

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify sources of light, use light appropriately and appreciate light and further engage in light saving activities..	Learner is able to identify sources of light, use light appropriately and appreciate light.	Learner is able to identify sources of light, use light appropriately and appreciate light with prompts.	Learner has difficulties in identifying sources of light.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Physical environment	3.5. Weather	By the end of the sub-strand, the learner should be able to: a) identify common weather conditions for learning; b) respond to different weather condition for personal wellness; c) appreciate different weather conditions for their wellbeing.	• Learner could be guided to identify various weather conditions by taking a guided tour • Learner could be guided to name, sign or tactually sign name various weather conditions. • Learner could be guided to discuss effect of various weather conditions using their various sensory inputs. • Learner could be guided to draw various weather symbols • Learner could be guided to tactually manipulate weather symbols drawn on tactile diagrams. • Learner could be guided to watch and/or listen to various video clips on weather conditions. • Learners could sing songs, role play and recite poems through tactual and manual signing on weather conditions. • Learners could play games showing weather conditions (kites, roller, umbrellas) • Learners could be guided to	1. What are the common weather conditions? 2. What do you do in different weather conditions?

			- make and play with kites. - Learners could recite poems, sing or tactually sign sing songs about different weather conditions - Learner could be guided to discuss activities they can do or not do in different weather conditions.	

Core competencies:
- **Learning to learn** is developed as learners respond to various weather conditions.
- **Creativity and imagination** is developed as learners make and play with kites.

Pertinent and contemporary issues: - **Health education as** learners respond appropriately to different weather condition. **Disaster risk reduction** as learners respond to various weather conditions**.**	**Values:** - **Unity as** learners make and play with kites in groups appropriately**.** - **Responsibility** as learners ensure safety as they respond to various weather conditions
Link to other learning areas: - Creative activities - Psychomotor activities	**Suggested community service learning:** Learners share their experience with weather conditions in the community.
Suggested non-formal activity: Learners join inPlaying**,** Singing**,** Club**,** Projects**,** Sports and games	**Suggested modes of assessment:** Observation**,** Oral and non-verbal questions**,** Project
Suggested learning resources: Realia, pictures, charts, video clips, drawing materials, strings, glue, cut - outs, cutting objects,	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify, respond and appreciate common weather conditions and further talk about effects of adverse weather conditions.	Learner is able to identify, respond and appreciate common weather conditions.	Learner is able to identify, respond and appreciate common weather conditions with prompts.	Learner has difficulties in responding to weather conditions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Physical environment	3.6.Care for the immediate environment	By the end of the sub-strand, the learner should be able to: a) identify ways of caring for their immediate environment for wellness; b) observe and care for their immediate environment for conservation; c) appreciate care of immediate environment for enjoyment.	• Learners could be guided to discuss various ways of caring for the immediate environment. • Learners could be guided to discuss precautions taken when caring for the environment. • Learners could be guided to discuss various tools, equipment and materials for use when caring for the immediate environment. • Learner could be guided to manipulate tools, equipment and materials used in caring for the immediate environment. • Learners to take part in caring for the immediate environment using the tools. • Learner could participate in activities of safe disposal of waste. • Learners could be guided in identifying waste materials that can be re-used. • Learners could be guided to sing songs and sign sing songs, recite poems, model, role play about how to care for the	1. How do we take care of our environment? 2. How do we dispose waste materials?

			environment.	

Core Competencies:
- **Learning to learn** is developed as learners engage in cleaning and disposing waste materials appropriately.
- **Creativity and imagination** is developed as learner participate in different ways of waste disposal and re-use.
- **Critical thinking and problem solving** is developed as learners' care for their immediate environment.

Pertinent and contemporary issues:	Values:
• **Education for sustainable development** as learners participate in safe disposal and re-use of waste materials. • **Community service learning as** learners engage in cleaning their immediate environment.	• **Responsibility** as learners care for the immediate environment while observing safety measures. • **Patriotism** as learners participate in taking care of their environment.
Link to other learning areas:	**Suggested community service learning:**
• Daily living skills and religious education • Psychomotor activities	Learners participate in cleaning their immediate environment (classrooms, playground, their home, their places of worship)
Suggested non-formal activities:	**Suggested modes of assessment:**
Learners join clubs and societies, Projects**,** Guided tour in the schools and field trips	Observation, Verbal and non- verbal questions**,** Projects

Suggested learning resources:
Brooms, gloves, rakes, gum boots, dustbins, hoes, slashers, water cans, wheel barrows

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify ways of caring and care for their immediate environment also participate in cleaning of the playground.	Learner is able to identify ways of caring and care for their immediate environment.	Learner is able to identify ways of caring and care for their immediate environment with prompts and cues.	Learner has difficulties identifying ways of caring for the immediate environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Plants and animals	4.1. Plants	By the end of the sub- strand the learner should be able to; a) identify the types of plants found in the immediate environment; b) name safe and harmful plants found in the immediate environment; c) appreciate the importance of plants found in the immediate environment.	• Learners could be guided to take a walk in the immediate environment to observe and name plants. • Learners could be guided to name, sign and tactually sign name plants found in the immediate environment. • Learner could be guided to identify safe plants in the immediate environment • Learner could be guided to identify harmful plants in the immediate environment. • In groups learners could be guided to discuss and take pictures of safe and harmful plants. • Learner could be guided to manipulate tactual diagrams showing safe and harmful plants. • Learners sing songs or tactually sign songs about plants found in the immediate environment. • Learners could be guided to recite poems, and rhymes about plants found in the immediate environment. • Learners could tactually recite poems, and rhymes about plants found in the immediate environment. • Learner could draw and colour pictures of plants found in the immediate	1. Which plants are found in your environment? 2. Which plants are safe? 3. Which plants are harmful? 4. What is the importance of plants found in the immediate environment?

			environment.
			• Learner could be guided to manipulate plants found in the immediate environment.
			• Learner could be guided to listen to and/or watch video clips on plants found in their immediate environment.
			• Learner could be guided through tactual and manual signing on video clips about plants found in their immediate environment.

Core-Competencies:
- **Critical thinking and problem solving** is developed as learners come up with what to do when manipulating harmful plants.
- **Learning to learn** is developed as learners name plants in the immediate environment.
- **Communication and collaboration** is developed as learners discuss safe and harmful plants in the immediate environment.

Pertinent and Contemporary Issues: Education for sustainable development	**Values:**
• **Environmental education**, environmental awareness as learners take a walk in the immediate environment.	• **Unity** as learners discuss in groups,
• **Disaster Risk Reduction**: personal safety as learners observe safety when identifying safe and harmful plants.	• **Responsibility** – as learners take safety precautions when handling harmful plants,
• **Effective communication** as learners respond to instructions as they discuss safe and harmful plants.	• **Patriotism** as learners safely dispose harmful plants within their immediate environment

Link to other learning areas:	**Suggested community service learning:**
• Creative activities	• Parental engagement as parents help learners to identify safe and harmful plants at home.
• Numeracy activities	• Learners taking care of plants at home and school
• Psychomotor activities	

Suggested non-formal activities:	Suggested modes of assessment:
Group activities on safe disposal of harmful plants, Joining Environmental clubs	Observation, Oral questions, Non-verbal questions, Projects

Suggested learning Resources:
Realia including plants, charts, video clips, pictures, equipment such as hoes, pangas, watering cans

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify different types of plants, name safe and harmful plants and appreciate the importance of plants found in the immediate environment. In addition take care of plants at school.	Learner is able to identify different types of plants, name safe and harmful plants and appreciate the importance of plants found in the immediate environment.	Learner is able to identify different types of plants, name safe and harmful plants and appreciate the importance of plants found in the immediate environment with prompts and cues.	Learner has difficulties in identifying safe and harmful plants in the immediate environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Plants and animals	4.2. Animals	By the end of the sub- strand, the learner should be able to; d) identify animals found in the immediate environment; e) name animals found in the immediate environment; f) identify safe and dangerous animals found in the immediate environment; g) appreciate the animals found in the immediate environment.	• Learner could be guided to walk around and name the animals found in the immediate environment. • Learner could be guided to identify animals found in the immediate environment. • Learner could be guided to manipulate tactual diagram of animals found in the immediate environment. • Learner could be guided to colour pictures of animals. • Learner could be guided to identify the dangerous animals found in the immediate environment. • Learner could be guided to manipulate diagrams of dangerous animals. • In groups or pairs, learners could be guided to discuss the dangerous animals found in the immediate environment. • Learner could be guided to match and group pictures of dangerous animals from pictures or a tactile picture book. • Learner could be guided to sort and match models of tactile diagrams of animals. • Learner could be guided to sing songs, sign and tactually sign sing songs and recite poems about animals found in the immediate environment. • Learner could watch and or listen to	1. Which 2. animals are around us? 3. How do we handle animals?

			video clips of animals and identify those found in their immediate environment. • Learner could be guided to draw or model animals found in their immediate environment. • Learner could be guided on how to take care of the animals at home while observing safety precautions.	

Core-Competencies
- **Communication and Collaboration** is developed as learners are discussing in pairs or groups.
- **Digital literacy** is developed as learners manipulate and watch video clips.
- **Critical thinking and problem solving** is developed as learner handle dangerous animals.
- **Learning to learn** is developed as learners observe safety in their immediate environment when handling animals .

Pertinent and Contemporary Issues:	**Values:**
• **Education for Sustainable development:** • **Animal welfare:** As learners identify animals found in the immediate environment, • **Disaster Risk Reduction:** personal safety is enhanced as learners identify safe and dangerous animals they observe for their safety • **Life skills:** are observed as learners make good choices of not to disturbing and playing with dangerous animals	• **Unity** as learners work together while taking care of animals • **Responsibility** as learners observe safety precautions against dangerous animals.
Link to other learning areas: • Numeracy activities • Psychomotor activities	**Suggested community service learning:** Parental engagement in teaching learners how to take care of animals and how to behave towards animals.

Suggested non-formal activity:	Suggested modes of assessment:
Nature walk, join clubs and Societies, Projects, Feeding animals (give them water and cleaning animal shed while observing safety and health precaution).	Observation, Oral questions, Non-verbal questions, Project

Suggested learning resources:
Realia, Picture cut outs, flash cards, Picture books, crayons, paper, video clips, drawings, dummies or models, coloured pencils

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and name safe and dangerous animals and appreciate the animals found in the immediate environment. In addition take care of animals in the school compound.	Learner is able to identify and name safe and dangerous animals and appreciate the animals found in the immediate environment.	Learner is able to identify and name safe and dangerous animals and appreciate the animals found in the immediate environment with prompts and cues.	Learner has difficulties in identifying safe and dangerous animals in immediate environment.

NUMERACY SKILLS

Essence Statement

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

Learning outcomes for numeracy skills

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

a) apply number concept to perform simple addition and subtraction in day-to-day life;
b) use measurement skills using arbitrary units to determine quantities in learning and problem solving;
c) apply geometrical skills to make lines, shapes and patterns in day-to-day life;
d) Use digital literacy skills to perform numeracy activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Numbers	**1.1 Counting numbers**	By the end of the sub-strand, the learner should be able to: a) recite numerals 1 -10 in ascending order; b) count numbers 1-10 using various objects; c) count numbers 1-10 in sequence; d) Recognize the importance of numbers in day-to-day activities.	• Learners to be guided to recite numbers 1-10 individually and in groups. • In pairs or in groups, learners to practice counting numbers using various objects. • Learners to order and count number cut outs of 1 to 10 in sequence. • Learners observes or listens to sounds on numbers from digital devices e.g. laptop. • Learners manipulates digital devices to write or construct numbers.	1. What numbers come before number 10? 2. Why do we count numbers?

Core Competencies;
- **Communication and Collaboration**- will be achieved as learners work in groups.
- **Self-Efficacy**- Will be achieved when the learner counts numbers 1-10 as others listen and when working in groups.
- **Creativity and Imagination**- will be achieved as the learner sings or plays number games.
- **Digital Literacy** - will be achieved as the learner types numbers, plays drags and drops number games or matches numbers on digital devices such as mobile phones, tablets and computers.

Pertinent and contemporary issues:	Value:
• **Environmental Education-** will be enhanced as learner collects objects for counting from the environment. • **Citizenship-** Social Cohesion- will be nurtured when learners work in groups	**Respect-**will be developed when learners respect one another's opinions as they work in turns.

Link to other learning areas:	Suggested modes of assessment: oral or signed
• **Daily Living Skills**	questioning, checklists or written tests.
• **Communication, Social and Literacy Skills**	
• **Psychomotor Activities**	
• **Creative activities**	
• **Environmental Activities.**	
Suggested Non –Formal activity: learner shall be encouraged to play number games during out of class activities. **Suggested Community Service Learning:** **Parental engagement and Empowerment-** Parents could guide learners to count utensils, animals or books at home.	**Suggested Learning Resources:** sticks, bottle tops, straws, number boards, number cut outs, number charts, digital devices and play materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently: • recites numerals 1-10 in ascending order; • counts numbers1-10 using various objects; • Counts numbers 1-10 in sequence. • In addition, count numbers beyond 10.	Learner is able to: • recite numerals 1 -10 in ascending order; • count numbers 1-10 using various objects; • Count numbers 1-10 in sequence.	Learner is able to: • recite numerals 1 -10 in ascending order and Count numbers 1-10 using various objects.	• The learner has difficulties reciting and counting numbers 1 – 10.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Numbers	1.2 Number Recognition	By the end of the sub-strand, the learner should be able to: a) identify numbers 1-10 written on different surfaces; b) arrange numbers 1 – 10 in the correct sequence; c) sort and match numbers 1 - 10 with corresponding jumbled numbers written on number cards; d) Appreciate working with numbers in day-to-day activities.	• Learner to identify numbers 1- 10 on different surfaces within and outside the classroom for example on flash cards, black board, number boards and charts. • In pairs or groups, learners to practise sorting and matching of jumbled numbers 1 -10 written on flash cards. • Learner could be guided to play various number games on number recognition. • Learner could be guided to model numbers 1 -10 using clay or plasticine. • Learner to watch or listen to videos on activities involving number recognition.	1. What numbers are you able to remember from the ones you learnt? 2. What numbers have you come across at home and school? 3. When do we use numbers?

Core Competencies:
- **Communication and Collaboration**- will be achieved as the learner shares experiences as they work in groups.
- **Self-Efficacy** – will be achieved as the learner identifies numbers 1-10 as others listen and when working in groups.
- **Creativity and Imagination** – will be achieved when the learner groups objects in sets and corresponds them to specific numbers.
- **Digital Literacy** -will be achieved when the learner drags and drops sets of objects or matches numbers to sets of objects on digital devices such as mobile phones, tablets and computers.

Pertinent and Contemporary Issues:	Value: Respect- will be developed as learners work in groups and respect one another's opinions and take turns while working in groups.
• Environmental Education-will be developed as learners collect objects from the environment to learn number	

recognition • Social Cohesion-will be nurtured as learners interact with one another in groups.	
Link to other learning areas: • Daily Living Skills. • Communication, Social and Literacy Skills • Psychomotor Activities • Creative activities • Sensory Motor integration	**Suggested modes of assessment: oral or signed questioning, checklists and written tests.**
Suggested Non –Formal activity – Learners shall be encouraged to play number games during out of class activities. **Suggested Community Service Learning: Learners to play with peers in games that involve number recognition.**	**Suggested learning Resources: Sticks, bottle tops, straws, number boards, number cut outs, number charts, digital devices and play materials.**

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can consistently: • identify numbers 1-10 written on different surfaces; • arrange numbers 1 – 10 in the correct sequence; • sort and match numbers 1 - 10 with corresponding jumbled numbers written on number cards; • sort and match numbers beyond 10 with corresponding jumbled numbers written on number cards	Learner can: • identify numbers 1-10 written on different surfaces; • arrange numbers 1 – 10 in the correct sequence; • Sort and match numbers 1 - 10 with corresponding jumbled numbers written on number cards.	Learner can: • Identify numbers 1-10. written on different surfaces with prompts • sort and match numbers 1 - 10 with corresponding jumbled numbers written on number cards with prompts.	• The learner has difficulties with number identification

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Numbers	1.3 Number Value	By the end of the sub- strand, the learner should be able to: a) say, sign or tactually sign numbers 1 -10 in ascending order; b) match numbers 1- 10 with corresponding objects; c) write numbers 1 - 10 with corresponding number of objects; d) Recognize the importance of numbers in day-to- day activities.	• Learner could be guided to say, sign or tactually sign numbers 1-10 individually, in pairs and in groups. • Learners to practise how to correspond numbers 1- 10 with various objects individually, in pairs or in groups. • Learners participate in singing games that relate to number value. • Learners observe, write, touch or sign given objects as they count numbers they represent. • Learners to listen or watch videos on number value. • Individually, in pairs or in groups, learners manipulate digital devices on number value activities.	1. How many heads/noses do you have? 2. How many eyes/ears/le gs/hands do you have? 3. How many fingers do you have on one hand?

Core Competencies
- **Communication and Collaboration**- will be achieved as the learner works in groups.
- **Self-Efficacy** – will be achieved as the learner says, signs or tactually signs numbers 1-10 as others listen and observe while working in groups.
- **Creativity and Imagination**- will be achieved when the learner groups objects in various sets and relates them to specific numbers, as well as participating in singing games.
- **Digital Literacy**: - will be achieved when the learner drags, drops or matches numbers to sets of objects on digital devices, for example, mobile phones, tablets and computers.

Pertinent and Contemporary Issues:	Values:
• **Environmental Education -** will be developed as the learner collects objects for grouping from the environment. • **Social Cohesion**- shall be nurtured when learners work in groups.	**Respect-** will be developed as learners work in groups and respect one another's opinions.
Link to other learning areas: 　• Daily Living Skills 　• Communication and Social Skills 　• Psychomotor Activities 　• Creative activities 　• Sensory Motor Integration	**Suggested modes of assessment:** oral or signed questioning, checklists and written tests.
Suggested Non –Formal activity: Learners role play, dramatize and play games on number value.	**Suggested learning Resources**: sticks, bottle tops, straws, number boards, number cut outs, number charts, digital devices and play materials.
Community Service Learning: **Parental Empowerment and Engagement**- Learners assist parents to arrange dishes or plates on the table according to the number of people present during meals.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can: • say, sign or tactually sign numbers 1 -10 in ascending order; • match numbers 1- 10 with corresponding objects; • The learner can write numbers 1-10 with corresponding number of objects. • In addition, the learner can write numbers beyond ten.	Learner can: • say, sign or tactually sign numbers 1 -10 in ascending order; • match numbers 1- 10 with corresponding objects; • Write numbers 1 to 10 with corresponding number of objects.	Learner can: • say, sign or tactually sign numbers 1 -10 in ascending order with prompts and Match numbers 1- 10 with corresponding objects with prompts.	• The learner has difficulties with number concept.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Numbers	1.4 Addition	By the end of the sub-strand, the learner should be able to: a) recognize addition as putting together; b) identify symbol (+) of addition as an operation sign; c) recognize numbers used in addition; d) add single-digit- number with a sum not exceeding 10; e) Appreciate working with numbers to carry out addition.	• Learner could be guided to observe, model and match symbols of addition. • Learner could name, observe, touch, feel and/use tactual signs to identify digit numbers used during addition. • Learner groups objects into various sets, puts together the sets and finds the total number of objects in all the sets individually, in pairs or in groups. • Learner could manipulate digital devices to play games on addition or perform operations on addition.	1. What is addition? 2. When do we add?

Core Competencies:
- **Communication and Collaboration**- will be achieved as learners work in groups.
- **Self-Efficacy** – will be achieved when the learner practices addition in pairs and in groups.
- **Critical Thinking and Problem Solving** – will be achieved when the learner works out sums involving addition.
- **Digital Literacy** - will be achieved when the learner manipulates digital devices to perform sums involving addition, watches or listens to activities involving addition from videos.

Pertinent and Contemporary Issues:	Values: - respect and responsibility will be developed as learners work in groups
• **Social Cohesion**- will be nurtured when learners work in groups. • **Learner Support Programme: Peer education-** will be achieved when learners support one another in learning addition.	

Link to other learning areas:	Suggested modes of assessment: questioning
• Daily Living Skills • Communication, Social and literacy Skills • Psychomotor Activities	and observation guided by a checklist.
• **Creative activities** • **Sensory Motor integration**	
Suggested Non –Formal activity: - learner will carry out activities that help in addition of items out of school environment. **Community Service Learning: Learner participates in taking stock of personal belongings or items at home.**	**Suggested learning Resources: Sticks, bottle tops, straws, number boards, number cut-outs, number charts, digital devices and play materials.**

Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can consistently: • recognize addition as putting together; • identify symbol (+) of addition as an operation sign; • recognize the digit numbers involved in addition; • Use objects with values that correspond to the digits in addition to single digit numbers with a sum not exceeding 10.	The learner can: • recognize addition as putting together; • identify symbol (+) of addition as an operation sign; • recognize the digit numbers involved in addition;	The learner can: • recognize addition as putting together with prompts; • identify symbol (+) of addition as an operation sign with prompts;	• The learner has difficulties in recognizing addition as putting together and identifying symbol (+) of addition as an operation sign.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Numbers	1.5. Subtraction	By the end of the sub-strand, the learner should be able to: a) recognize subtraction as taking away; b) identify symbol (-) of subtraction as an operation sign; c) recognize the single-digit numbers involved in given subtraction mathematical statements; d) subtract objects with single-digit number values; e) use single-digit numbers to perform subtraction operations; f) Appreciate working with numbers in carrying out subtraction.	• Learner to practice grouping and take away objects from the same group. • Learner could be guided to observe, model or match symbols of subtraction. • Learner could observe and name digit numbers used during subtraction. • In pairs or groups, learners to group objects together and take away some objects from the group and find the remainder. • Learner could manipulate digital devices to play games involving subtraction. • Learner works out sums involving subtraction of single-digit numbers.	1. What is subtraction? 2. How do we take away objects?

Core Competencies:
- **Communication and Collaboration**- will be achieved as learners work in groups
- **Self-Efficacy**-will be achieved when learners practice subtraction in pairs and in groups.
- **Critical Thinking and Problem Solving** will be achieved when learners work out sums involving subtraction.
- **Digital Literacy** - will be achieved when learners manipulate digital devices to perform games involving subtraction.

Pertinent and Contemporary Issues:	Value:
• **Social Cohesion**- will be nurtured when learners work in groups. • **Peer education-** will be achieved when learners are encouraged to support one another in working out subtraction.	**Respect**- will be developed when learners respect one another's opinions and take turns when working in groups.
Link to other learning areas: • Daily Living Skills • Communication, Social and Literacy skills • Psychomotor Activities • Creative activities • Sensory Motor integration	**Suggested modes of assessment:** oral or signed questioning, checklists and written tests.
Suggested Non –Formal activity: learners carry out activities in subtraction out of the classroom or school environment. **Community Service Learning -**Learners participate in counting members of the family and items at home.	**Suggested learning Resources**: Sticks, bottle tops, straws, number boards, number cut-outs, number charts, digital devices and play materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The Learner can consistently: • recognize the symbol of subtraction; • recognize single-digit-numbers involved in subtraction; • subtract objects from a group of objects; • In addition, subtract single-digit- numbers from single-digit numbers. .	The Learner can: • recognize the symbol of subtraction; • recognize single-digit-numbers involved in subtraction; • subtract objects from a group of objects;	The Learner can: • recognize the symbol of subtraction with prompts; • recognize single-digit-numbers involved in subtraction with prompts	• The learner has difficulties in performing subtraction activities.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry Question(s)
2.0. Measurement	2.1 Length	By the end of the sub-strand, the learner should be able to: a) identify objects which are short, long or have the same length; b) match objects or materials according to their lengths; c) classify objects according to their lengths; d) measure the lengths of various objects using various materials; e) Appreciate the lengths of various objects or materials in the learning environment.	• Learner, individually, in pairs and in groups, draws lines of different lengths on the board, ground or worksheet. • Learner could manipulate objects of different lengths. • Learner, individually, in pairs or in groups, matches objects according to their lengths. • Learner observes various objects or materials and says, signs or tactually signs which ones are shorter, longer or of the same length. • Learner, individually, in pairs or in groups, classify objects or materials based on how long or short they are. • Learner could be guided to measure the lengths of various objects using strings, threads, fingers or paper. • Learner watches or listens to videos on length. • Learner manipulates digital devices to draw lines of different lengths.	1. What materials can you use to measure how long or short an object is? 2. How can you tell whether objects are long, short or of the same length? 3. What activities can you perform using digital devices to show how long or short objects are?

Core Competencies:	
• **Communication and Collaboration**- will be achieved as learners work in groups.	
• **Self-efficacy**- will be achieved when learners practice how to measure lengths using arbitrary units in pairs and in groups.	
• **Critical Thinking and Problem Solving**- will be achieved when learners compare lengths of various objects or materials.	
• **Digital Literacy - Could be achieved as learners manipulate different digital devices to learn different aspects of lengths.**	

Pertinent and Contemporary Issues:	**Values-**
• Social interaction- could be enhanced as learners engage in measuring lengths of objects in pairs or groups. • **Peer education-** will be achieved when learners are encouraged to support one another while working with lengths.	• **Respect**- will be developed as learners respect one another's opinions and take turns during group activities. • **Responsibility-** will be developed as learners care for own learning materials and those of their peers.
Link to other learning areas: • Daily Living Skills • Communication, Social and Literacy Skills • Psychomotor Activities • Creative activities • Sensory Motor integration	**Suggested modes of assessment-** oral or signed questioning, checklists, written tests and observation.
Suggested Non –Formal activity- learner could be encouraged to engage in measuring lengths of various structures in the school using arbitrary units. **Suggested Community Service Learning-** Learner could be engaged in measuring the lengths of kitchen gardens or other structures at home.	**Suggested learning Resources** - Sticks, strings, ropes, paper, rulers, tape measures, digital devices.

Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can consistently: • identify objects which are short, long or have the same length; • match objects or materials according to their lengths; • classify objects according to their lengths; • In addition, Measure the lengths of various objects using various materials.	Learner can: • identify objects which are short, long or have the same length; • match objects or materials according to their lengths; • classify objects according to their lengths; .	Learner can: • identify objects which are short, long or have the same length with prompts; • match objects or materials according to their lengths with prompts	• The learner has difficulties identifying matching, classifying and measuring different lengths.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Measurement	2.2. Mass	By the end of the sub-strand, the learner should be able to: a) identify different ways of measuring mass; b) compare mass of various objects and tell which ones are heavy, light or have the same mass; c) classify objects according to their mass; d) measure mass of various objects using different measuring scales; e) manipulate various digital devices to perform activities that involve measuring mass; f) Appreciate the mass of various objects and materials in day-to-day activities.	• Learner could be guided to lift objects of various mass to determine the ones that are heavy, light or of the same mass; • Learner classifies various objects or materials according to their mass; • Learner could be guided to measure the mass of various materials or objects using various measuring scales such containers, beam-balance, see-saw and weighing balance; • Learner, individually, in pairs or groups, compares mass of various objects to determine which ones are heavy or light; • Learner could be guided to manipulate digital devices to perform various activities involving measuring mass of various objects.	1. How can you tell whether an object is heavy or light? 2. What can you use to determine whether an object is heavy or light?

Core Competencies:

- **Communication and Collaboration** - shall be achieved as learners work in groups.
- **Self-Efficacy**- shall be achieved as learners develop confidence while measuring mass in pairs or groups.
- **Critical Thinking and Problem Solving-** shall be achieved when the learner measures and compares mass of various objects.
- **Digital Literacy--** shall be achieved when the learner manipulates different digital devices to measure mass of various objects.

Pertinent and Contemporary Issues:	Values:
• **Social interaction** could be enhanced as learner engages in measuring mass of objects and materials in groups. • **Safety -** will be achieved as the learner observes safety precautions while using materials in the environment as they measure their mass.	• **Integrity and Honesty -** may be nurtured when the learner measures the mass of various objects accurately. • **Responsibility -** will be nurtured when the learner observes safety precaution while using materials in the environment.
Link to other Subjects: • Daily Living Skills • Communication, Social and Literacy Skills • Psychomotor Activities • Creative activities • Sensory Motor Integration.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.
Suggested Non –Formal activity- learner could be encouraged to engage in activities that involve measuring and comparing mass of objects or peers. **Community Service Learning -** Learner could visit neighbouring shops or markets to observe how the mass of various goods is measured.	**Suggested learning Resources**: containers of various sizes, beam balance, weighing machines, see-saw and digital devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • identify different ways of measuring mass; • compare mass of various objects and tell which ones are heavy, light or have the same mass; • classify objects according to their mass; • measure mass of various objects using different measuring scales; • In addition will manipulate various digital devices to perform activities that involve measuring mass	The learner can: • identify different ways of measuring mass; • compare mass of various objects and tell which ones are heavy, light or have the same mass; • classify objects according to their mass; • measure mass of various objects using different measuring scales;	The learner can: • identify different ways of measuring mass with assistance; • compare mass of various objects and tell which ones are heavy, light or have the same mass with prompts; • Classify objects according to their mass with prompts .	• The learner has difficulties identifying and comparing mass of different objects.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Measurement	2.3. Capacity	By the end of the sub- strand, the learner should be able to: a) identify containers which are of different capacities; b) mention various containers of different capacities used for measuring capacity both at school and at home; c) empty the contents of various containers into other containers of various sizes and shapes; d) Classify containers according to their sizes. e) Appreciate the capacity of various containers at school and at home.	• Learner to feel, observe or touch various containers in order to identify their capacities. • Learner, individually, in pairs or in groups, to arrange containers according to their capacity or size. • Learner could be guided to fill or empty containers of different capacities. • Learner could be guided to measure the capacity of various containers by suggesting the amount of contents they can hold. • Learner to watch or listen to videos on capacity of various containers. • Learner to manipulate digital devices to empty and fill containers of different capacities.	1. How can you tell that containers have different capacities? 2. What containers of different capacities do you know? 3. When do we use containers of different capacities?

Core Competencies:
- **Communication and Collaboration**- will be achieved as learners work in groups.
- **Self-Efficacy**- will be achieved as the learner practices filling and emptying containers.
- **Critical Thinking and Problem Solving** – will be achieved when the learner compares capacity of various containers by emptying and/or filling.
- **Digital Literacy -** will be achieved as the learner manipulates different digital devices to learn different aspects of capacity.

Pertinent and Contemporary Issues:	Values:
• **Social interaction** could be enhanced as learners engage in measuring capacities of containers in pairs or in groups. • **Peer education -** will be achieved when learners are	• **Unity -** will be nurtured as learners work in pairs or in groups. • **Respect** – will be nurtured as learners respect one

encouraged to support one another in learning capacity.	another's abilities and take turns while emptying and filling containers.
Link to other learning areas: • Daily Living Skills • Communication, Social and Literacy Skills. • Psychomotor Activities • Creative activities • Sensory Motor integration.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.
Suggested Non-Formal activities: Learners participate in various games that enhance their understanding of capacity, for example filling and emptying containers. **Community Service Learning -** Learners could visit shops, stalls or markets to observe how different commodities are measured using containers of different capacities.	**Suggested learning Resources**: containers, liquids, soil, sand, beans and digital devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • identify containers which are of different capacities; • state various containers of different capacities used for measuring capacity; • empty the contents of various containers into other containers of various sizes and shapes; • In addition will classify containers according to their sizes,	The learner can: • identify containers of different capacities; • state various containers of different capacities used for measuring capacity both at school and at home; • empty the contents of various containers into other containers of various sizes and shapes.	The learner can: • identify containers of different capacities; • Empty the contents of various containers into other containers of various sizes and shapes with assistance. However needs support to classify containers according to their sizes.	• The learner has difficulties identifying, stating and classifying containers of different capacities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Measurement	**2.4. Calendar Skills**	By the end of the sub-strand, the learner should be able to: a) recite days of the week in sequence; b) recite the months of the year in sequence; c) arrange days of the week in sequence; d) arrange the months of the year in sequence; e) use calendar skills to learn important events related to days of the week and months of the year; f) use calendar skills to plan for their activities within the week and the year; g) Appreciate activities that take place in the days of the week and months of the year in day-to-day life.	• Learner, individually, in pairs and in groups, could be guided to recite the days of the week and months of the year. • Learner, individually, in pairs or in groups, to practice arranging the days of the week and the months of the year in sequence using flash cards and communication boards. • Learner could be guided to identify important school events taking place within the week and the year. • Learner could be guided to keep a diary of important school events that take place in the week and the year. • Learner could be guided to role play activities that take place in the days of the week and the school terms in pairs or in groups. • Learner to listen and watch videos on days of the week and months of the year from digital devices.	1. How many days are there in a week? 2. How many months are there in a year? 3. In which months of the year do we have school holidays?

Core Competencies:
- **Communication and Collaboration**- will be achieved as the learner recites the days of the week and the months of the year in pairs or groups.
- **Self-Efficacy**- will be achieved when the learner recites the days of the week and the months of the year as others

listen and when working in groups.	

- **Creativity and Imagination- will be achieved when the learner sings or plays games involving days of the week and months of the year.**
- **Digital Literacy will be achieved as the learner manipulates, listens and watches videos involving days of the week and months of the year.**

Pertinent and Contemporary Issues:	Values:
Social Cohesion- will be nurtured as learners work in groups. **Peer support** - will be encouraged as learners support peers with challenges in identifying and reciting the days of the week and months of the year.	**Respect** – will be achieved as learners respect one another's opinions and take turns in telling time. **Responsibility -** will be nurtured as the learner identifies and participates in planning of key (school) events in the week or in the year.
Link to other learning areas: - Daily Living Skills - Communication, Social and Literacy Skills. - Creative Activities. - Psychomotor Activities.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.
Suggested Non –Formal activities - Learners sing, recite poems and play games involving the days of the week and the months of the year.	**Community Service Learning and Parental Empowerment -** Learner could be encouraged to assist parents identify important days and dates in the school and in the community, for example: - School calendar activities. - Public holidays - Social functions. - Religious activities
Suggested learning Resources: boards with days of the week and months of the year, charts with days of the week and months of the year, digital devices, play materials, calendars and calendar boxes.	

Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • recite days of the week in sequence; • recite the months of the year in sequence; • arrange days of the week in sequence; • arrange the months of the year in sequence; • In addition, use calendar skills to learn important events related to days of the week and months of the year; .	The learner can: • recite days of the week in sequence; • recite the months of the year in sequence; • arrange days of the week in sequence; • arrange the months of the year in sequence.	The learner can: • recite days of the week in sequence; • recite the months of the year in sequence; • arrange days of the week in sequence; • Arrange the months of the year in sequence. However, the learner needs support to perform the above skills.	• The learner has difficulties with calendar skills.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Measurement	2.5. Time	By the end of the sub-strand, the learner should be able to: a) identify different methods of telling time; b) tell time based on routines of the day; c) participate in activities performed at different times of the day both at school and at home; d) manipulate digital devices to observe activities related to telling time; e) Appreciate activities related to telling time.	• Learner could be guided to identify different activities that are performed during the day. • Learner, individually, in pairs or in groups, to demonstrate and role play activities that take place at different times of the day. • Learner, individually, in pairs and in groups to participate in singing games and pantomime activities that take place in the day. • Learner, individually, in pairs or groups, watches or listens to videos clips on activities that take place at different times of the day. • Learner tells time from digital devices, for example laptop, phone, watch, clock face, tactile clock face or digital clock.	1. What do you use to tell time? 2. Which activities do you do at different times of the day?

Core Competencies:	
• **Communication and Collaboration** - will be achieved as learners work in groups.	
• **Self-Efficacy**- shall be achieved when the learner describes activities, role plays and pantomimes activities when working in groups.	
• **Creativity and Imagination**- will be achieved when the learner role plays, participates in singing games or manipulates digital devices.	
• **Digital Literacy** - will be achieved when the learner manipulates watches, listens to video clips.	

Pertinent and Contemporary Issues:	Values: Responsibility will be achieved as
• **Environmental Education**- will be achieved as learners participate in cleaning their home and school environment. • **Disaster Risk Reduction**: will be achieved as learners remove harmful objects or materials in the immediate environment while performing various activities at school/home.	the learner attends to their duties and responsibilities on time.
Link to other learning areas: • Daily Living Skills. • Communication, Social and Literacy Skills. • Psychomotor Activities. • Creative activities. • Sensory Motor Integration.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.
Suggested Non –Formal activity - learner role plays activities that take place at different times of the day. **Community Service Learning:** **Parental Empowerment and Engagement**- will be achieved as the learner reminds their parents the main activities of a day.	**Suggested learning Resources**: clock face, tactile clock face, digital clock, video clips, charts and pictures.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • identify different methods of telling time both at school and at home; • tell time based on routines of the day; • participate in activities performed at different times of the day both at school and at home; • In addition, manipulate digital devices to observe activities related to telling time.	The learner can: • identify different methods of telling time at school and at home; • tell time based on routines of the day; • participate in activities performed at different times of the day both at school and at home;	The learner can: • identify different methods of telling time both at school and at home; • participate in activities performed at different times both at school and at home; However, the learner needs support to tell time based on routines of the day.	• The learner has difficulties in telling time.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Measurement	2.6 Money	By the end of the sub-strand, the learner should be able to: a) identify different currency coins used in Kenya; b) identify different currency notes used in Kenya; c) practice counting Kenyan money in coins and notes; d) determine the value of Kenyan coins and notes; e) use Kenyan coins and notes to buy items from classroom shop; f) Appreciate the value of Kenyan money in buying goods and services.	• Learner could be guided to observe, touch or feel features of Kenya currency (coins and notes). • Learner could be guided to count coins not exceeding shillings 10 by using number lines, pointing, touching, feeling or signing. • Learner is guided to tell value of different Kenyan coins and notes, for example, how many ten shilling-coins make 20 shillings or how many 50 shilling-notes make 100 shillings? • Learner to use Kenyan coins and notes to buy items from classroom shop. • Learner could be guided to watch or listen to video on activities involving buying and selling of goods or services.	1. How do we identify money? 2. What do we use money for? 3. Which coins and notes do we use in Kenya as money?

Core Competencies:
- **Communication and Collaboration**- will be achieved as learners work in groups to practice buying and selling of items from the classroom shop.
- **Self-Efficacy**- will be achieved as the learner develops confidence while counting money.

Assessment Rubric

Pertinent and Contemporary Issues:	Values:
• **Life Skills-** Social interaction could be enhanced as learners role play buying and selling of goods and services. • **Financial Literacy-** will be achieved through acquisition of knowledge of use of the Kenyan currency.	• **Honesty-** will be nurtured when the learner uses money with integrity. • **Responsibility-** will be achieved as the learner uses money appropriately.
Link to other Subjects: • Daily Living Skills. • Communication, Social and Literacy Skills. • Sensory motor integration. • Creative activities. • Psychomotor activities	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.
Suggested Non –Formal activity - learner could be encouraged to start income generating activities in schools. **Community Service Learning –** Learners could visit local shops or markets to observe how money is used in buying and selling of goods and services.	**Suggested learning Resources**: coins, notes, model shop and various shop items.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • identify different currency coins used in Kenya; • identify different currency notes used in Kenya; • practice counting Kenyan money in coins and notes; • determine the value of Kenyan coins and notes; • In addition, use Kenyan coins and notes to buy items from classroom shop.	The learner can: • identify different currency coins used in Kenya; • identify different currency notes used in Kenya; • practice counting Kenyan money in coins and notes; • determine the value of Kenyan coins and notes;	The learner can: • identify different currency coins used in Kenya; • identify different currency notes used in Kenya; • Practice counting Kenyan money in coins and notes; • Determine the value of Kenyan coins and notes. However, the learner needs support to perform the above	• Learner has difficulties working with money.

Strand	Sub-strand	Specific learning outcomes	Specific learning experiences	Key inquiry question(s)
3.0. Geometry	**3.1 Lines**	By the end of the sub- strand, the learner should be able to: a) identify straight lines drawn or modelled on various surfaces; b) identify curved lines drawn or modelled on various surfaces; c) identify objects with straight or curved lines at school and at home; d) classify objects as straight or curved; e) draw or model straight and curved lines; f) draw or model shapes and diagrams using straight and curved lines; g) Appreciate the importance of lines in day-to-day activities.	• Learner to identify straight lines drawn or modelled on various surfaces by observing, feeling, touching or tracing. • Learner to, individually, in pairs or in groups classify draw or model lines, objects or materials as straight or curved. • Learner could be guided to draw, shade, model, or trace straight and curved lines. • Learner, individually, in pairs, or in groups practice drawing or modelling shapes and diagrams using straight and curved lines. • Learner to identify objects and places with straight or curved lines at school and at home, for example assembly ground, fields, dining and flower beds. • Learner participates in activities or games involving lines. • Learner to watch simulations on drawing lines on digital devices. • Learner manipulates digital devices to draw lines.	1. What objects in the classroom have straight lines? 2. Which objects in the classroom or home have curved lines? 3. Which places in the school or home have straight or curved lines?

Core Competencies:	
• **Communication and Collaboration**- will be achieved as learners work in groups.	
• **Creativity and Imagination** - will be achieved when learners use lines to make patterns.	
• **Critical Thinking and Problem Solving** - will be achieved when learners identify objects that are straight or curved.	

Pertinent and Contemporary Issues:	**Values:**
	Respect- will be nurtured when learners respect one another's opinion while working with lines.
• **Peer Education -** will be achieved when learners support one another to identify straight and curved lines.	
• **Environmental Education -** will be nurtured when learners plant trees, flowers/crops or arrange household items in lines.	

Link to other learning areas:	**Suggested Non –Formal activity-** will be achieved when learners participate in games that involve lines.
• Daily Living Skills	
• Psychomotor Activity	
• Communication, Social and Literacy Skills.	
• Creative Activity	
• Environmental Activity.	

Community Service Learning – will be achieved as learners engage in planting trees/flowers/crops or arranging household items using lines.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.

Suggested learning Resources: charts, shapes, cartoons, paper, rulers, sticks, straws, thread, wire, clay, plasticine, digital devices and assemblyground or fields.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can consistently: • identify straight lines drawn or modelled on various surfaces; • identify curved lines drawn or modelled on various surfaces; • identify places with straight or curved lines at school and at home; • classify objects as straight or curved; • In addition will arrange household items in lines.	The learner can: • identify straight lines drawn or modelled on various surfaces; • identify curved lines drawn or modelled on various surfaces; • identify places with straight or curved lines at school and at home; • classify objects as straight or curved.	The learner can: • identify straight lines drawn or modelled on various surfaces; • identify curved lines drawn or modelled on various surfaces • identify places with straight or curved lines at school and at home; • However, learner needs support to perform the above skills;	• The learner has difficulties working with lines.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Geometry	3.2. Shapes	By the end of the sub-strand, the learner should be able to: a) identify different types of shapes from cut outs or objects (square, rectangle, triangle, circle and oval) at school and at home; b) draw or model shapes of different kinds; c) use cut-outs of different shapes to make patterns; d) Appreciate the importance of shapes both at school and at home.	• Learner could be guided to identify different shapes from cut-outs or objects by observing, touching or feeling. • Learner, individually, in pairs or in groups, identifies squares, rectangles, triangles, circles and ovals. • Learner draws or models different shapes. • Learner draws or models shapes to form patterns. • Learner to colour or shade shapes. • Learner to use cut-outs of different shapes to make patterns • Learner watches or listens to videos on shapes or patterns.	1. What is the shape of (book, classroom door, classroom window, ball, tray, egg, sun)? 2. How do you make patterns from shapes?

Core Competencies:
- **Communication and Collaboration**- will be achieved as learners work in groups.
- **Creativity and Imagination** - will be achieved when the learner models and draws different shapes and makes patterns.
- **Critical Thinking and Problem Solving** - will be achieved when the learner makes different patterns using shapes.
- **Self-efficacy -** will be achieved when the learner demonstrates confidence in using shapes to make patterns.

Pertinent and Contemporary Issues:	Values:
Learner Support Programmes: **Peer Education -** will be achieved when learners support one another as they work with shapes.	• **Respect -** shall be nurtured when learners respect one another's opinions and take turns. • **Responsibility** - will be developed when the learner takes care of their shapes after modelling or drawing.

Link to other learning areas:
- Psychomotor Activity**.**
- Communication, Social and Literacy Skills
- Creative Activities
- Daily Living Skills
- Sensory Motor integration.

Community Service Learning - Parental Empowerment and Engagement - will be achieved when the learner supports parents to identify various items with different shapes at home.	**Suggested modes of assessment:** oral or signed questioning, checklists, written tests and observation.

Suggested Resources: charts, shapes, cartoons, paper, rulers, clay, plasticine, videos, digital devices.

Assessment Rubric

Exceeding Expectations	**Meeting Expectations**	**Approaching Expectations**	**Below Expectations**
The learner can consistently: • identify different shapes from cut outs or objects (square, rectangle, triangle, circle and oval) at school and at home; • draw or model the above shapes; In addition, use cut-outs of different shapes to make patterns	The learner can: • identify different shapes from cut-outs or objects (square, rectangle, triangle, circle and oval) at school and at home; • draw or model the above shapes.	The learner can: • identify different shapes from cut-outs or objects (square, rectangle, triangle, circle and oval) in school and at home; • Draw or model the above shapes. However, the learner needs support.	• The learner has difficulties working with shapes and patterns.

CREATIVE ACTIVITIES

Essence Statement

Creative activities learning area comprises art, craft and music. The area will enable the learner to acquire knowledge and skills to express talents, enhance creativity, flexibility and acquisition of expressive skills. It will also strengthen speech and language development, thereby making learning more enjoyable. The competencies acquired will lay a foundation for development of pre- vocational skills.

General Learning Outcomes for creative Activity Area

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

1) express feelings through drawing and painting for learning and enjoyment;
2) create art works through pattern making, paper craft, mounting techniques, weaving and modelling for learning, creativity, talent development and aesthetic values:
3) make ornamental items for creativity, earning and aesthetic value;
4) express their ideas, thoughts and feelings through performing music for learning, leisure and enjoyment;
5) appreciate their own and others' art, music and dance and movements from different social and cultural backgrounds.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0. Drawing	**1.1 Lines**	By the end of the sub-strand, the learner should be able to: a) identify types of lines used in drawing; b) trace lines from different surfaces or materials for creativity; c) draw various types of lines for creativity; d) appreciate the importance of various lines in drawing.	• Leaners could be guided to identify various types of lines in pairs / groups (dotted, straight, curved, wavy). • Learners could be guided to trace lines from different surfaces. • Learners could use digital gadgets to draw lines. • Learners could be guided to display and appreciate the created lines.	1. What shapes do you know?

Core-Competencies:
- **Learning to learn** will be achieved when learners experiment by drawing lines.
- **Digital literacy** will be achieved when learners use digital gadgets to draw lines.
- **Communication and collaboration** is enforced as learners identify various types of lines in pairs and groups.
- **Self-efficacy** will be developed when learners draw lines on different surfaces.

Pertinent and Contemporary Issues:	Values:
Self-esteem -will be developed as learners display drawn lines. • **Parental empowerment and engagement.** This is developed as parents support/guide the learner in planting various plants at home in rows/lines. • **Safety.** This will be achieved as learners handle drawing materials with caution	• **Unity** will be achieved as learners work in pairs and groups. • **Responsibility** will be achieved as learners handle the drawing materials. • **Cooperation.** This is developed as learners share drawing materials.

Link to other learning areas:	Suggested community service-learnings:
• Numeracy activities • Communication, social and literacy skills. • Psychomotor activities	• Planting various plants in line in the school garden or at home.
Suggested non-formal activity:	Suggested modes of assessment:
• Learner could practice arranging utensils in linear manner at home.	• Questioning • Observation • Checklist
Suggested learning resources: • Books, paper, rulers, pencils, teacher aids, erasers, drawn lines, sharpeners, pens and crayons.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, trace and draw lines and join lines to make shapes and patterns.	The learner is able to identify, trace and draw lines.	The learner is able to identify, trace and draw lines with prompts.	The learner has difficulties in identifying, tracing and drawing lines.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Drawing	1.2. Shapes	By the end of the sub-strand, the learner should be able to: a) identify different types of shapes in the environment for learning; b) trace shapes from different materials in readiness for drawing; c) draw various shapes for learning; d) colour drawn shapes using cut-outs; e) cut out drawn shapes; f) appreciate the use of shapes in daily life.	• In pairs / groups, learners could be guided to identify various types of shapes such as circular, rectangular, oval, square, triangle from video clips, images, cut-outs, photographs. • Learner could be guided to trace various shapes from different materials. • Learner could be guided to draw various shapes. • Learner could be guided to colour drawn shapes. • Learner could use digital gadgets to draw shapes • Learners could be guided to display and appreciate the created shapes.	1. What shapes do you know?

Core-Competencies:
- **Learning to learn** will be achieved when learners engage in drawing shapes
- **Digital literacy** will be achieved when Learners use digital gadgets to draw shapes
- **Communication and collaboration** will be achieved as learners identify and appreciate various types of shapes in Pairs and groups.
- **Self-efficacy** will be developed as learners cut out and colour shapes.

Pertinent and Contemporary Issues:	Values
• **Self-esteem** is enhanced as learners display their created shapes and are appreciated. • **Parental empowerment and engagement** will be developed as	• **Unity** will be achieved as learners work in pairs and groups. • **Responsibility.** This will be developed as learners

parents show learners shapes of objects at home	handle drawing and cutting materials.
• **Safety**- will be achieved when learners handle materials at school and at home with caution.	• **Cooperation.** This will be developed as learners share drawing and cutting materials. • **Respect.** This will be developed as learners exchange materials and work together in groups.
Link to other learning areas: • Numeracy activities • Communication, social and literacy skills • Psychomotor activities	**Suggested community service-learning:** • Planting and trimming flowers in different shapes in school and outside school.
Suggested non-formal activity: • Learner could practice making cut- outs of various shapes.	**Suggested modes of assessment** • Presentation • Observation • Checklist
Suggested resources: • Books, tracing paper, pair of scissors, rulers, pencils, teacher aids, erasers, drawn shapes, sharpeners, pens, Digital devices, images, cameras, cut outs, photographs, video clips, crayons and coloured pencils.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, trace, cut, colour, draw and in addition display different shapes consistently	• The learner is able to identify, trace, cut, colour, draw some specific shapes.	• The learner is able to identify, trace, cut, colour, some shapes with prompts.	• The learner has difficulties in identifying, tracing, cutting shapes.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0. Texture	2.1. Smooth and Rough Textures	By the end of the sub-strand, the learner should be able to: a) identify types of texture for learning; b) sort various textures for fun c) discriminate various textures in the surroundings; d) appreciate the need to discriminate textures in the surrounding.	• Learners could be guided to identify various types of textures individually/ pairs/groups (smooth, rough). • Learners could be guided to feel various textures from their surroundings. • Learners could be guided to mount various texture on their books and other provided surfaces • Learner could use cameras to take photos of different textures • Learners could be guided to explore different texture in their surroundings.	1. How do you identify textures of various objects? 2. Which objects have smooth texture? 3. Which objects have rough texture?

Core-Competencies:
- **Learning to learn** will be achieved as learners engage in creating textures
- **Imagination and Creativity** will be achieved as learners come up with new ideas of creating textures
- **Digital literacy** will be achieved as earners use cameras to take photographs of different textures
- **Communication and collaboration** will be achieved as learners identify and appreciate various textures in pairs and groups.

Pertinent and Contemporary Issues:	Values:
• **Education for sustainable development.** This will be achieved by acquiring functional skills • **Health education** will be achieved as the learners wash their hands after handling different objects	• **Unity** will be achieved as learners work in pairs and groups • **Responsibility** will be achieved as learners create different textures and as they care for them.

Link to other learning areas:	Suggested community service learning:
• Communication, social and literacy skills. • Psychomotor skills. • Sensory motor integration.	• Learners could be taken to an art gallery to see collection of art work on texture
Suggested non-formal activity: • **Learner should be encouraged to make different artwork of texture for their families**	**Suggested modes of assessment:** • **Presentation** • **Observation** • **Checklist**
Suggested learning resources: • Soil, seeds, pebbles, sand papers, plain paper, glue, camera, teacher aide, leaves, fabrics.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, feel, create, appreciate various textures and in addition display various textures	• The learner is able to identify, feel, create and appreciate various textures.	• The learner is able to identify, feel, create and appreciate various textures with prompts.	• The learner has difficulties in identifying, feeling, creating and appreciating textures.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0. Painting	**3.1. Colouring**	By the end of the sub-strand, the learner should be able to: a) identify different colours from the environment for learning; b) collect different colours to be used for colouring; c) colour pictures, drawings and shapes for creativity and enjoyment; d) appreciate the diversity of colours for beauty.	• Learners could be guided to identify different colours from the environment by observation. • Learners could be guided to collect different coloured objects for demonstration. Learners could be guided tocolour pictures/ drawings/ shapes. • Learners could be guided to use digital apparatus to create coloured images, pictures and photographs. • Learners could be guided to appreciate the diversity of colours	1. Which colours do you know?

Core-Competencies:
- **Learning to learn** will be achieved as they colour different objects appropriately using different colours.
- **Digital literacy** will be enhanced as learners use digital apparatus to create images, pictures and photographs.

Pertinent and Contemporary Issues:	Values:
• **Life skills.** Self-esteem is enhanced as learners display their coloured items and are appreciated • **Parental empowerment and engagement** will be achieved a**s** parents provide colouring materials to learners at home. • **Education for sustainable development.** The learners will be encouraged to develop their colouring/painting skills, which they can later use to earn a living.	• **Responsibility** will be nurtured as learners take care of their colouring materials. • **Cooperation** will be nurtured as learners share colouring materials. • **Respect** will be developed as learners use and share colouring materials in turns.

Link to other learning areas:	Suggested community service-learning:
• Sensory motor integration. • Psychomotor activities	• Learners could take a field trip to learn more on colouring from colouring artists.
Suggested non-formal activity: • **Learner could practice colouring at home.**	Suggested modes of assessment: • **Presentation** • **Observation** • **Checklist**
Suggested learning resources: • Coloured pencils, crayons, sharpeners, papers, digital apparatus, photographs, images, pictures, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, collect different colours and colour pictures/ drawing/ shapes and in addition can colour objects according to their distinct colours. .	• The learner is able to identify, collect different colours and colour pictures/ drawing/ and shapes.	• The learner is able to identify, collect different colours and colour pictures/ drawing/ and shapes with prompts.	• The learner has difficulties in identifying, collecting and colouring pictures/ drawings/ and shapes.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Painting	**3.2. Improvising brush**	By the end of the sub-strand, the learner should be able to: a) identify and name materials for making brushes from the environment for learning; b) collect the materials used to make brushes from the environment for learning; c) use the collected materials for making brushes; d) appreciate the environmentally available materials.	• Learners could be guided to identify and name materials for making brushes from the environment by observation. • Learners individually/pairs/groups could be guided to collect the materials for making brushes. • Learners could be guided to make brushes using a variety of the collected materials. • Learners could be guided to appreciate their finished brushes.	1. What materials do you need to make a brush?

Core-Competencies:
- **Learning to learn** will be achieved as learners identify and name materials to be used in brush making.
- **Communication and collaboration** will be achieved as learners engage in pairs and groups as they engage in making the brushes.
- **Imagination and creativity.** This is achieved as learners make brushes from locally available materials.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem** is enhanced as learners improvise the brushes and are appreciated. • **Parental Empowerment and engagement** will be enhanced when parents support learners to make brushes at home.	• **Responsibility** will be developed as learners individually identify, collect and use the materials to make brushes. • **Unity** will be nurtured when they work in pairs and groups

Link to other learning areas:	Suggested community service-learning:
• Environmental activities. • Psychomotor activities	• Learners could make and donate brushes to the art and craft club in their school.

Suggested non-formal activity:	Suggested modes of assessment:
• Learner could practice painting using the made brushes at school and home.	• Presentation • Observation • Questioning • Checklist

Suggested learning resources:
  • Sticks, feathers, hard papers, piece of cloth, strings, glue, teacher aide, wax, gum, masking tape, cell tape, scissors.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, name and collect materials for making brushes, make brushes and in addition demonstrate how to use the brushes.	The learner is able to identify, name and collect materials for making brushes and also make them.	The learner is able to identify, name and collect materials for making brush, with prompts.	The learner has difficulties in making brushes.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Painting	3.3. Painting simple shapes	By the end of the sub-strand, the learner should be able to: a) identify simple shapes to be painted for learning; b) create various simple shapes for learning; c) paint simple shapes for fun, creativity or enjoyment; d) talk about each other's painted shapes for appreciation.	• Learners could be guided to identify simple shapes for painting through pictures/ photos/ images and demonstrations. • Learners could be guided to create simple shapes in preparation for painting. • Learners could be guided to use digital gadgets to create various simple shapes. • Learners could be guided to appreciate their painted work.	1. Why do you paint things? 2. What materials do you use for painting?

Core-Competencies:
- **Learning to learn** will be achieved as learners identify and create simple shapes.
- **Digital literacy** will be achieved as learners use digital gadgets to paint the simple shapes.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem-** is enhanced as learners display their painted pieces of work and are appreciated. • **Parental empowerment and engagement** will be enhanced when parents guide and support learners in painting at home.	• **Unity** will be nurtured as learners cooperate in group work. • **Responsibility** will be developed as learners take care of materials used in painting simple pictures.

Link to other learning areas:	Suggested community service-learning:
• Psychomotor activities • Sensory integration skills. • Numeracy.	• Learners could volunteer to paint school walls, school furniture and home furniture**.**

Suggested non-formal activity:	Suggested modes of assessment:
• Learner could be engaged in singing about colours as they paint at school and home.	• Presentation • Observation • Checklist
Suggested learning resources: • Paint, paper, digital gadgets, containers, brushes, painting boards, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, create and paint simple shapes appropriately.	• The learner is able to identify, create and paint simple shapes.	• The learner is able to identify, create and paint simple shapes with prompts.	• The learner has difficulties in identifying, creating and painting simple shapes.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0. Pattern making	**4.1 Dot Pattern**	By the end of the sub-strand, the learner should be able to: a) identify a dot for learning; b) create a dot pattern for creativity; c) display the created patterns for appreciation.	• Learners could be guided to identify dots used for creating dot patterns through observation. • Learners could be guided to use digital gadgets to create dot patterns. • Learners could be guided to display their dot patterns for appreciation.	1. How do you make dot patterns?

Core-Competencies:
- **Learning to learn** will be achieved when the learners create patterns using dots.
- **Digital literacy** will be achieved when the learners use digital gadgets to create dot patterns.

Pertinent and Contemporary Issues: • **Self-esteem** is enhanced as learners display their created pieces of work and are appreciated	**Values:** • **Respect** will be developed as learners take turns as they use dot pattern making materials. • **Responsibility** will be developed as learners take care of the materials, they use during dots pattern making.
Link to other learning areas: • **Psychomotor activities- will** be achieved as learners create the dot patterns. • **Sensory motor integration will** be achieved as learners coordinate their eyes and hands when creating patterns using dots.	**Suggested community service-learning:** • Learners could visit art galleries and see an array of dot patterns.
Suggested non-formal activity: • Learner could practice creating dot patterns at home.	**Suggested modes of assessment:** • Presentation • Observation • Checklist

Suggested learning resources:
- Paint, paper, paint brushes, digital gadgets, pencils, pens, teacher aides.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, create, display a variety of dot patterns and in addition join dots appropriately to make patterns.	• The learner is able to identify, create and display a variety of dot patterns.	• The learner is able to identify, create and display a variety of dot patterns with prompts.	• The learner has difficulties in identifying, creating and displaying a variety of dot patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Pattern making	4.2 Line Pattern	By the end of the sub-strand, the learner should be able to: a) identify a line for learning; b) draw different types of lines for learning; c) make different patterns using lines for creativity; d) display and talk about each other's work for appreciation.	• Learners could be guided to identify lines used for creating patterns through observation • Learners could be guided to use digital gadgets to create line patterns • Learners could be guided to display their line patterns for appreciation.	1. How do you make line patterns?

Core-Competencies:
- **Imagination and creativity** will be achieved as learners create patterns using line.
- **Learning to learn** will be achieved as learners create patterns using lines.
- **Digital literacy** will be achieved as learners use digital gadgets to create line patterns.
- **Communication and collaboration** will be achieved as learners discuss how to make patterns and share materials.

Pertinent and Contemporary Issues:	**Values:**
• **Self-esteem** is enhanced as learners display their created pieces of work and are appreciated.	• **Respect** will be nurtured a**s** learners take turns in using materials for line patterns. • **Responsibility** will be enhanced as learners take care of the materials, they use in making line patterns.
Link to other learning areas: • **Psychomotor activities** • **Numeracy activities.**	**Suggested community service-learning:** • Learners could visit art galleries and see a collection of line patterns.
Suggested non-formal activities: • Learner could practice planting flowers in a pattern at school and home.	**Suggested modes of assessment:** • Presentation • Observation

Learners could draw line patterns on the ground when playing	Checklist
Learners could form line patterns while singing or playing games	

Suggested learning resources
- Pencils, paint, paper, paint brushes, pens, digital gadgets, teacher aides, charcoal, ashes.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, draw, and make line patterns and in addition make shapes using line patterns.	The learner is able to identify, draw and make line patterns.	The learner is able to identify, draw and make line patterns with prompts.	The learner has difficulties identifying, drawing and making line patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Pattern Making	4.3. Numeral Pattern	By the end of the sub-strand, the learner should be able to: a) identify numerals from 0 to 9 for learning; b) write down the numerals 0 to 9; c) make different patterns using numerals for fun;	• Learners could be guided to identify numbers through rote learning. • Learners could be guided to identify numerals from 0 to 9 through video clips, pictures, flash cards. • Learners could be guided to trace numerals from 0 to 9 • Learners could be guided to mount numeral cut-outs of 0 to 9 on various surfaces • Learners could be guided to display their numeral patterns for appreciation.	1. Which numerals are you able to identify?

Core-Competencies:
- **Imagination and creativity** will be achieved as learners create patterns using numerals.
- **Learning to learn** will be achieved as learners create patterns using numerals.
- **Digital literacy** will be achieved as learners use digital gadgets to create numerals patterns.

Pertinent and Contemporary Issues:	Values:
Self-esteem is enhanced as learners display their created pieces of work and are appreciated	• **Respect** will be nurtured as learners take turns and share materials used for numeral patterns. • **Responsibility** will be developed as learners share and take care of materials used in making numeral patterns.
Link to other learning areas: • Numeracy activities. • Psychomotor activities.	**Suggested community service-learning:** • Learners could visit art galleries and see a collection of numeral patterns.

Suggested non-formal activity:	Suggested assessment:
• Learner could practice creating number patterns at home.	• Presentation • Observation • Checklist
Suggested learning resources: • Pencils, paint, paper, paint brushes, pens, digital gadgets, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, write down and make numeral patterns of 0-9 and beyond.	• The learner is able to identify, write down and make numeral patterns of 0- 9.	• The learner is able to identify, write down and make numeral patterns of 0 to 9 with prompts.	• The learner has difficulties in identifying, writing down and making numeral patterns of 0 to 9.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Pattern Making	4.4 Shape Pattern	By the end of the sub-strand, the learner should be able to: a) identify various shapes for learning; b) draw various shapes from objects from the surrounding for fun; c) create patterns using the drawn shapes for creativity; d) display and appreciate the drawn shapes.	• Learners could be guided to identify various shapes through realia. • Learners could be guided to create patterns using shapes. • Learners could be guided to draw various shapes using coins, bottle tops, erasers, flash cards, photo cut-outs. • Learners could be guided to display their shape patterns for appreciation.	1. What are shapes? 2. How do we make shapes?

Core-Competencies:
- **Imagination and creativity** will be achieved as learners create patterns using various shapes.
- **Learning to learn** will be achieved as learners create patterns using shapes.
- **Digital literacy** will be achieved as learners use digital gadgets to create shape patterns.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem** is enhanced as learners display their created pieces of work and are appreciated.	• **Responsibility** will be nurtured as learners take care of the materials used in making shape patterns. • **Respect.** This will be developed as learners take turns in using materials used in making shape patterns.

Link to other learning areas:	Suggested community service-learning:
• Numeracy skills • Psychomotor skills.	• Learners could make different shapes and donate to the school exhibitions.

Suggested non-formal activities:	Suggested modes of assessment:
• Learners could practice creating shape patterns at home. • Learners could be guided to create songs on shapes	• Presentation • Observation • Checklist

Suggested learning resources:
Coins, bottle tops, erasers, Pencils, paint, papers, photo cut-outs, paint brush, pens, digital apparatus, teacher aide.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, draw and create various shape patterns in addition he can join shapes to form pictures.	The learner is able to identify, draw and create various shape patterns.	The learner is able to identify, draw and create various shape patterns with prompts.	The learner has difficulty in identifying, drawing and creating various shape patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning Experiences	Key inquiry question(s)
5.0 Paper craft	5.1 Rolling technique	By the end of the sub-strand, the learner should be able to: a) observe/demonstrate rolling technique for learning; b) identify items made using the rolling technique for learning; c) make items using rolling technique for creativity; d) display and appreciate each other's work.	• Learners could be guided to demonstrate the rolling technique by observing video clips and realia. • Learners could be guided individually/pairs/groups to identify the items made using the rolling technique. • Learners could be guided to make items using the rolling technique. • Learners could be guided to display and appreciate others' work.	1. How do you make a paper chain?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity while making paper craft.
- **Imagination and creativity** will be achieved as learners create paper crafts.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share the craft materials.
- **Learning to learn** will be achieved as learners make paper crafts using rolling technique.
- **Digital literacy** will be achieved as learners use digital gadgets – videos - to learn the rolling technique.

Pertinent and Contemporary Issues:	Values:
• **Environmental Awareness** will be achieved as learners make use of waste papers to make craft items. • **Self-esteem** is enhanced as learners display their created pieces of work and are appreciated	• **Cooperation** will be developed as learners work in pairs and in groups. • **Responsibility** is developed as individual learners take care of materials used in rolling technique. • **Respect** will be developed as learners take turns in using/sharing the rolling technique materials.

Link to other learning areas:	Suggested community service-learning:
• Psychomotor activities.	• Learners could share the items made by rolling technique with the community.
Suggested non-formal activity:	**Suggested modes of assessment:**
• Learner could be assisted by parents/siblings/peers to use rolling techniques to make items at home.	• Presentation • Observation • Checklist
Suggested learning resources: • Glue, realia, paint, paper, digital apparatus, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to observe/demonstrate, identify, make items using rolling technique in addition make different patterns	• The learner is able to observe/demonstrate, identify and make items using rolling technique.	• The learner is able to observe/demonstrate, identify and make items using rolling technique with prompts.	• The learner has difficulties in observing/demonstrating, identifying and making items using rolling technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Paper craft	**5.2 Twisting technique**	By the end of the sub-strand, the learner should be able to: a) observe/demonstrate twisting technique for learning; b) identify items made using the twisting technique for learning; c) make items using twisting technique for creativity; d) display and appreciate each other's work.	• Learners could be guided to demonstrate the twisting technique by observing video clips and realia. • Learners could be guided individually/pairs/groups to identify the items made using the twisting technique. • Learners could be guided to make items using the twisting technique. • Learners could be guided to display and appreciate others' work.	1. How do you make a rope? 2. Which things can we make by twisting?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity in twisting technique.
- **Imagination and creativity** will be achieved as learners engage in twisting technique activities.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share the materials used in twisting technique.
- **Learning to learn** will be achieved as learners make items using twisting technique.
- **Digital literacy** will be achieved as learners use digital gadgets – videos - to learn the twisting technique.

Pertinent and Contemporary Issues:	Values:
• **Environmental Awareness** will be achieved as learners make use of waste papers while engaging in the twisting technique activities. • **Self-esteem** is enhanced as learners display their created pieces of work and are appreciated • **Peer Education** will be achieved when learners who are competent in twisting technique assist others.	• **Cooperation** will be nurtured as learners work in pairs and in groups. • **Responsibility** will be developed as learners take care of materials used in the twisting technique activities. • **Respect** will be nurtured as learners take and follow given instructions.

Link to other learning areas:	Suggested community service-learning:
• Psychomotor skills	• Learners could be taken to an art gallery to learn how to make paper craft items by twisting technique. • Learners could display their finished work on a Parents' Day.
Suggested non-formal activity: Learner could be assisted by parents/siblings/peers to use twisting techniques to prepare paper craft at home.	**Suggested modes of assessment** • Observation • Checklist

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to independently complete an item using the twisting technique and in addition make patterns.	• The learner is able to independently complete an item using the twisting technique.	• The learner is able to complete an item by the twisting technique with prompts.	• The learner has difficulties in making a paper craft item.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Paper craft	**5.3 Folding technique**	By the end of the sub-strand, the learner should be able to: a) observe/demonstrate folding technique for learning; b) identify items made using the folding technique for learning; c) make items using folding technique for creativity; d) display and appreciate each other's work.	• Learners could be guided to demonstrate the folding technique by observing video clips and realia. • Learners could be guided individually/pairs/groups to identify the items made using the folding technique. • Learners could be guided to make items using the folding technique. • Learners could be guided to display and appreciate others' work.	1. How do you make a paper box? 2. Which things can we make by folding paper?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity while engaging in folding technique activities.
- **Imagination and creativity** will be achieved as learners make items through the folding technique.
  Communication and collaboration will be achieved as learners work in pairs/groups and share the materials used during folding technique activities**.**
- **Learning to learn** will be achieved as learners make items using the folding technique.
- **Digital literacy** will be achieved as learners use digital gadgets – videos - to learn the folding technique.
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Pertinent and Contemporary Issues:	Values:
Learner support programme: Peer Education will be achieved as learners who are competent in folding technique assist others. • **Environmental Awareness** will be achieved as learners make use of waste paper during the folding technique activities. • **Self-esteem.** Will be enhanced as learners display their created pieces of work and are appreciated • **Parental empowerment and engagement** will be achieved as parents guide and provide materials for folding technique to learners at home.	• **Cooperation** will be developed as learners work in pairs and in groups. • **Responsibility** will be nurtured as learners take care of materials used in folding technique activities. • **Respect** will be developed as learners take and follow given instructions and share materials with one another**.**
Link to other learning areas: • **Psychomotor skills.** As learners engage in folding technique activities, they will be enhancing fine and gross motor skills. • **Sensory integration skills.** As learners fold papers, the eye hand coordination enforces sensory integration skills	**Suggested community service-learning:** • Learners could make necklaces using the folding technique and sell to school visitors.
Suggested non-formal activity: • Learner could be assisted by parents/siblings/peers to use folding techniques to prepare paper craft at home.	**Suggested modes of assessment:** • Presentation • Observation • Checklist
Suggested learning resources: • Glue, realia, paint, an assortment of papers, digital gadgets, pair of scissors, teacher aide.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to observe, demonstrate, identify and make items using the folding technique and in addition make functional items.	• The learner is able to observe, demonstrate, identify and make items using the folding technique.	• The learner is able to observe, demonstrate, identify and make items using the folding technique with prompts.	• The learner has difficulties in observing, demonstrating, identifying and making items using the folding technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Mounting Techniques	**6.1 Mosaic**	By the end of the sub-strand, the learner should be able to: a) identify materials for making mosaic for learning; b) make mosaic patterns using locally available materials for creativity; c) appreciate the use of locally available materials.	• Learners could be guided to identify materials for making mosaic. • Learners could be guided individually/ pairs/ in groups to make mosaic images using locally available materials • Learners could be guided to appreciate the mosaic patterns created.	1. How do you make patterns? 2. Which materials do you use to make a mosaic?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity while making mosaic patterns.
- **Imagination and creativity** will be achieved as learners come up with mosaic images.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share materials used for making mosaic patterns.
- **Learning to learn** will be achieved as learners engage in creating mosaic(s) using the mounting technique.
- **Digital literacy** will be achieved as learners observe, listen or manipulate digital gadgets to create mosaics.

Pertinent and Contemporary Issues:	Values
• **Self-esteem.** This will be enhanced as learners display their created pieces of work and are appreciated • **Peer Education** will be achieved as learners who are competent in mosaic making assist others.	• **Cooperation** will be nurtured as learners work in **p**airs and groups. **Responsibility** will be developed as learners individually or collectively handle materials well/appropriately • **Respect** will be developed as learners follow given instructions.

Link to other learning areas:	Suggested community service:
• Psychomotor activities • Sensory motor integration. • Environmental activities	• Learners could make decorations by mosaic and use them at home. • Learners could exhibit their mosaics during parents' meetings.
Suggested non-formal activity: • Learner could practice making mosaic patterns at home.	**Suggested assessment:** • Presentation • Observation • Checklist
Suggested learning resources: • Glue, realia, paint, paper, sand, pebbles, boards, leaves, beads, teacher aides.	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and make mosaic patterns and in addition decorate them.	The learner is able to identify and make mosaic patterns.	The learner is able to identify and make mosaic patterns with prompts.	The learner has difficulties in identifying and making mosaic patterns .

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Mounting techniques	6.2 Collage	By the end of the sub-strand, the learner should be able to: a) identify materials for making collage for learning; b) make collage patterns using locally available materials for creativity; c) appreciate the use of locally available materials.	• Learners could be guided to identify materials for creating collage. • Learners could be guided individually/ pairs/ in groups to make collage patterns using locally available materials • Learners could be guided to appreciate the collage patterns created.	1. What materials do we use to make a collage?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity while making collage patterns.
- **Imagination and creativity** will be achieved as learners come up with a collage.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share the different materials for making collage.
- **Learning to learn** will be achieved when the learners mount different items on various surfaces to make a collage.

Link to Pertinent and Contemporary Issues:	Values:
• **Life skills:** This is achieved as learners display their created pieces of work and are appreciated • **Learner support programme: Peer Education** will be achieved when learners who are competent in collage making assist others	• **Cooperation** will be nurtured as learners work in pairs and groups. **Responsibility** will be developed as learners individually or collectively handle materials well/appropriately and care for them. • Respect will be nurtured as learners follow given instructions and take turns in using materials/items used in making collage.

Link to other learning areas:	Suggested community service learning:
• Psychomotor activities • Environmental activities. • Sensory integration skills	• Learners could use the knowledge of making collage patterns to come up with items to decorate their homes.

Suggested non-formal activity:	Suggested modes of assessment:
• **Learner could practice making collage patterns at home.**	• **Presentation** • **Observation** • **Checklist**

Suggested learning resources:
- Glue, realia, paint, paper, sand, pebbles, boards, leaves, beads, teacher aides.
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Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, make collage patterns and in addition can frame pictures.	The learner is able to identify materials and make collage patterns.	The learner is able to identify materials and make collage patterns with prompts.	The learner has difficulties in identifying materials and making collage patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7 Ornaments	**7.1 Bangles**	By the end of the sub-strand, the learner should be able to: a) identify locally available materials for making bangles for learning; b) make bangles using locally available materials for creativity and enjoyment. c) appreciate the made; bangles by wearing and sharing.	• Learners could be guided to identify locally available materials for making bangles by viewing video clips, pictures and realia. • Learners could be guided to observe a demonstration of how to make bangles by watching video clips on bangle making. • Learners could be guided individually/ pairs/ in groups to make bangles using locally available materials. • Learners could be guided to appreciate the bangles made by wearing and sharing them.	1. What ornaments do people wear?

Core-Competencies:
- **Communication and collaboration** will be achieved as learners work in pairs/groups to make the bangles.
- **Imagination and creativity** will be achieved as learners make bangles of different sizes/colours using locally available materials.
- **Self-efficacy** will be developed as learners express their creativity while making the bangles.
- **Digital literacy** will be achieved as learners use digital gadgets – videos - to learn how to make bangles and the materials that are required.
- **Learning to learn** will be achieved as learners interact with the locally available materials to make bangles.

Pertinent and Contemporary Issues:	Values
• **Self-esteem**. This will be enhanced as learners display their created pieces of work and are appreciated • **Independent Living will** be achieved as learners acquire bangle making skills, which they can use to make bangles for sale.	• **Cooperation** will be nurtured as learners work in pairs and groups. • **Responsibility** will be developed as learners individually or collectively handle materials well/appropriately • **Respect** – Will be achieved as learners follow given instructions and take turns in using materials/items used in making bangles.
Link to other learning areas: • Psychomotor skills. • Environmental activities.	**Suggested community service learning:** • Learners could make bangles and sell to school visitors.
Suggested non-formal activity: • Learner could practice making bangles at home.	**Suggested modes of assessment** • Presentation • Observation • Checklist
Suggested learning resources: • Glue, realia, paint, wires, plastic rolls, dry wood, bones, strings, rubber bands, horns, teacher aide.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify materials, make bangles and in addition can make bangles in patterns.	• The learner is able to identify materials and make bangles.	• The learner is able to identify materials and make bangles with prompts.	• The learner has difficulties in identifying materials and making bangles.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 Ornaments	**7.2 Necklace**	By the end of the sub- strand, the learner should be able to: a) identify locally available materials for making necklaces for learning; b) make necklaces using locally available materials for creativity and enjoyment; c) appreciate the made necklaces by wearing and sharing.	• Learners could be guided to identify locally available materials for making necklaces by viewing video clips, pictures and realia. • Learners could be guided to observe a demonstration of how to make necklaces by watching video clips on bangle making. • Learners could be guided individually/ pairs/ in groups to make necklaces using locally available materials. • Learners could be guided to appreciate the necklaces made by wearing and sharing them.	1. What ornament do we wear on the neck? 2. What materials or items do we use to make necklaces?

Core-Competencies:
- **Communication and collaboration** will be achieved as learners work in pairs/groups to make the necklaces.
- **Imagination and creativity** will be achieved as learners make the necklaces from locally available materials.
- **Self-efficacy** will be developed as learners express their creativity while making the necklaces.
- **Digital literacy** will be achieved as learners use digital gadgets – videos - to learn how to make necklaces and the materials that are required.
- **Learning to learn** will be achieved as learners interact with the locally available materials to make necklaces.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem.** This will be enhanced as learners display their created pieces of work and are appreciated • **Independent Living**. This will be achieved as the learners will acquire bangle making skills, which they can use to make bangles for sale.	• **Cooperation** will be nurtured as learners work in pairs and groups • **Responsibility** will be developed as learners individually or collectively handle materials well/appropriately.

	Respect will be nurtured as learners follow given instructions and take turns in using materials/items used in making necklaces.
Link to other learning areas: • Psychomotor activities. • Environmental activities. • Numeracy activities	**Suggested community service learning:** • Learners could make necklaces and sell to school visitors.
Suggested non-formal activity: • Learner could practice making necklaces at home.	**Suggested modes of assessment:** • Presentation • Observation • Checklist
Suggested learning resources: • Glue, realia, paint, wires, plastic rolls, dry wood, bones, strings, rubber bands, horns, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, make necklaces and in addition make necklaces with patterns.	• The learner is able to identify materials and make necklaces.	• The learner is able to identify materials and make necklaces with prompts.	• The learner has difficulties in identifying materials and making necklaces.

Strand	Sub-strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 Ornament	7.3 Bracelet	By the end of the sub-strand, the learner should be able to: a) identify locally available materials for making bracelet for learning; b) make bracelets using locally available materials for creativity and enjoyment; c) appreciate the made bracelets by wearing and sharing.	• Learners could be guided to identify locally available materials for making bracelets by viewing video clips, pictures and realia. • Learners could be guided to observe a demonstration of how to make bracelets by watching video clips on bangle making. • Learners could be guided individually/ pairs/ in groups to make bracelets using locally available materials. • Learners could be guided to appreciate the bracelets made by wearing and sharing them.	1. Which ornaments are worn on the arm? 2. Which materials do we use to make bracelets?

Core-Competencies:
- **Communication and collaboration** will be achieved as learners work in pairs/groups to make the bracelets.
- **Imagination and creativity** will be achieved as learners make the bracelets using locally available materials.
- **Self-efficacy will be developed as learners express their creativity while making the bracelets.**
- **Digital literacy will be achieved as learners use digital gadgets – videos - to learn how to make bracelets and the materials that are required.**
- **Learning to learn will be achieved as learners interact with the locally available materials to make necklaces.**

Pertinent and Contemporary	Values:
• **Self-esteem** will be developed as learners display their created pieces of work and are appreciated. • **Independent Living** will be achieved as the learners acquire bracelet making skills, which they can use to make bracelets for sale. • **Peer Education** will be achieved when learners who are competent in bracelet making assist others. Learners can also be supported to form bracelet making group(s).	• **Cooperation** will be nurtured as learners work in pairs and groups. • **Responsibility** will be developed as learners take care of the materials used for making bracelets.
Link to other learning areas: • Psychomotor activities • Environmental activities.	**Suggested community service-learning:** • Learners could make bracelets and sell to school visitors.
Suggested non-formal activity: • Learner could practice making bracelets at home.	**Suggested modes of assessment:** • Presentation • Observation • Checklist
Suggested learning resources • Glue, realia, paint, wires, plastic rolls, dry wood, bones, strings, rubber bands, horns, teacher aides**.**	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify materials, make bracelets and in addition make various patterns.	• The learner is able to identify materials and make bracelets.	• The learner is able to identify materials and make bracelets with prompts.	• The learner has difficulties in identifying materials and making bracelets.

Strand	Sub-strand	Specific learning outcomes	Suggested learning Experiences	Key inquiry question(s)
8.0 Weaving	8.1 Plain paper weaving	By the end of the sub-strand, the learner should be able to: a) identify weaving patterns for learning; b) observe/demonstrate weaving for learning; c) weave various plain paper patterns for creativity; d) appreciate the woven items.	• Learners could be guided to observe/demonstrate weaving from video clips. • Learners could be guided individually/pairs to identify weaving patterns. • Learners could be guided to make items by weaving. • Learners could be guided to appreciate their woven items.	1. How do birds make their nests? 2. What items are made by weaving?

Core-Competencies:
- **Self-efficacy** will be developed as learners express their creativity through plain paper weaving.
- **Imagination and creativity** will be achieved as learners weave different patterns using plain papers.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share ideas on how to weave plain papers**.**
- **Learning to learn** will be achieved as learners make woven items from their surroundings.
- **Digital literacy** will be developed as learners use digital gadgets – video clips - to observe and learn plain paper weaving.

Pertinent and Contemporary Issues:	Values:
• **Environmental Awareness** will be achieved as learners make use of materials from the environment to make woven items, which can be sold so as to promote independent living. • **Self-esteem** will be enhanced as learners display their created pieces of work and are appreciated	• **Cooperation** will be nurtured as learners work in pairs and groups. • **Responsibility will be developed as learners take care of plain paper weaving materials.** • **Respect** – Will be developed as the learners take and follow given instructions**.**
Link to other learning areas: • Psychomotor activities • Sensory motor integration • Environmental Activities.	**Suggested community service-learning** • Learners could be taken to a salon to learn observe and practice how to weave.

Suggested non-formal activity:	Suggested modes of assessment:
• Learner could be assisted by parents/siblings/peers to practice weaving at home.	• Presentation • Observation • Checklist

Suggested learning resources:
• Hair/fur, threads, wool, grass, paper, digital apparatus, feathers, teacher aides.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, weave plain paper patterns and in addition weave various colour patterns	The learner is able to identify and weave plain paper patterns.	The learner is able to identify and weave plain paper patterns with prompts.	The learner has difficulties in identifying and weaving plain paper patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	8.2. Loom weaving	By the end of the sub-strand, the learner should be able to: a) identify materials for weaving using a loom for learning; b) weave various patterns using a loom for creativity. c) display and appreciate the woven items.	• Learners could be guided to observe/demonstrate loom weaving from video clips. • Learners could be guided individually/pairs to identify loom weaving patterns. • Learners could be guided to make items using loom weaving method. • Learners could be guided to display and appreciate their woven items.	1. How are sweaters made? 2. Which items are made by loom weaving?

Core-Competencies:
- **Self-efficacy** will be developed when the learners express their creativity through loom weaving.
- **Imagination and creativity** will be achieved when learners weave different patterns using the loom.
- **Communication and collaboration** will be achieved when the learners work in pairs/groups and share ideas on how to weave using the loom**.**
- **Learning to learn** will be achieved as the learners make woven items from locally available materials.
- **Digital literacy** will be developed as the learners use digital gadgets – video clips - to observe and learn how to weave using the loom.

Pertinent and Contemporary Issues	Values:
• Environmental Awareness will be achieved as learners make use of material from the environment to make woven items using the loom. • Self-esteem will be enhanced as learners display their created pieces of work and are appreciated.	• Cooperation will be nurtured as learners work in pairs and groups. • Responsibility will be developed as learners take care of the looming materials. • Respect will be nurtured as learners take and follow given instructions.
Link to other learning areas: • **Psychomotor activities** • **Sensory motor integration**	**Suggested community service-learning:** • Learners could be taken to a textile industry to learn observe and practice how to weave using a loom.
Suggested non-formal activity:	**Suggested modes of assessment;**

• Learner could be assisted by parents/siblings/peers to practice loom weaving at home.	• Presentation • Observation • Checklist

| **Suggested   learning resources:**
• Hair/fur, threads, pair of scissors wool, grass, paper, digital gadgets, teacher aides. | |

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, demonstrate, loom weave various patterns, perform and do the trimming.	The learner is able to identify materials, demonstrate and loom weave various patterns.	The learner is able to identify materials, demonstrate and loom weave various patterns with prompts.	The learner has difficulties in identifying materials, demonstrating and loom- weaving various patterns.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
9.0 Modelling	9.1 Pinch method	By the end of the sub-strand, the learner should be able to: a) identify items at home made through pinch method for learning; b) model simple items using pinch method for creativity; c) appreciate use of modelled items for functional and aesthetic purposes	• Learners could be guided to identify items made through pinch method, then, observe by viewing video clips a demonstration of pinch method of modelling. • Learners could be guided individually/pairs/groups to model items using pinch method. • Learners could be guided to display and appreciate their modelled items.	1. What items can we model through pinching?

Core-Competencies:
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share ideas on how to model by pinch method**.**
- **Self-efficacy** will be developed as learners express their creative skills by modelling various items.
- **Imagination and creativity** will be achieved as learners model items using locally available materials.
- **Learning to learn** will be achieved as learners model items.
- **Digital literacy** will be achieved as learners observe and learn how to model by the pinch method.

Pertinent and Contemporary Issues:	Values:
• **Environmental Awareness** will be achieved as the learners obtain raw materials for modelling from the environment. • **Self-esteem** will be enhanced as learners display their created pieces of work and are appreciated	• **Unity** will be developed a**s** learners cooperate while working in pairs and groups. • **Responsibility** will be nurtured as learners take care of modelling material**s.**

Link to other learning areas:	Suggested community service learning
• Environmental activities. • Psychomotor activities • Sensory motor integration.	• Learners could be taken to pottery sites to learn how to make items by the pinch method.
Suggested non-formal activity: • **Learner could engage in flower pot-making at home for functional and aesthetic purposes.**	**Suggested modes of assessment:** • **Presentation** • **Observation** • **Checklist**
Suggested learning resources: Modelling clay, plasticine, water, containers, digital gadgets, grass, straw, tin lamps, kiln, solar dries, fuel, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify items made through pinch method at home, demonstrate, model simple items by pinching and tell what some of the items are used for.	• The learner is able to identify items made through pinch method at home, demonstrate and model simple items by pinching.	• The learner is able to identify items made through pinch method at home, demonstrate and model simple items by pinching with prompts.	• The learner has difficulties in identifying items made through pinch method at home, demonstrating and modelling simple items by pinching

Strand	Sub-strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry question(s)
9.0 Modelling	9.2 Coiling Technique	By the end of the sub-strand, the learner should be able to: a) identify items at home made through coiling technique for learning; b) model simple items using coiling technique for creativity; c) display the modelled items in class and appreciate each other's work.	• Learners could be guided to identify items made by coiling technique, then, observe by viewing video clips a demonstration of coiling technique of modelling. • Learners could be guided individually, in pairs and groups to model items using coiling technique. • Learners could be guided to display and appreciate the modelled items.	1. What items are made through coiling?

Core-Competencies:
- **Imagination and creativity** will be achieved as learners model by coiling items.
- **Learning to learn** will be achieved as learners model items by coiling.
- **Communication and collaboration** will be achieved as learners work in pairs/groups and share ideas on how to model using coiling technique**.**
- **Self-efficacy** will be developed as learners express their creative skills modelling various items using coiling.
- **Digital literacy** will be achieved as learners observe and learn how model by the coiling technique through digital gadgets.

Pertinent and Contemporary Issues:	Values:
Environmental Awareness will be achieved as learners obtain raw materials from the environment for coiling. Life skills: Self-esteem will be enhanced as learners display their created pieces of work and are appreciated.	• **Responsibility** will be developed as learners individually take care of materials, they will be using during the coiling technique activities. • Unity will be nurtured as learners cooperate while working in pairs and groups.

Link to other learning areas:	Suggested community service-learning:
• Environmental activities. • Psychomotor activities.	• Learners could be taken to pottery sites to learn how to make items by the coiling technique.

• Sensory motor integration.	
Suggested non-formal activity: • **Learner could engage in flower pot-making at home for functional and aesthetic purposes.**	**Suggested modes of assessment:** • **Presentation** • **Observation** • **Checklist**
Suggested learning resources: Modelling clay, plasticine, water, digital gadgets, grass, straw, tin lamps, kiln, solar dries, fuel, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to identify, observe, demonstrate, model simple items by using the coiling technique and display finished work.	• The learner is able to identify, observe, demonstrate and model simple items by using the coiling technique.	• The learner is able to identify, observe, demonstrate and model simple items by using the coiling technique with prompts.	• The learner has difficulties in identifying, observing, demonstrating and modelling simple items by using the coiling technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
10 Music – performing	**10.1** Listening and responding to songs/ feeling and responding to music vibrations	By the end of the sub-strand, the learner should be able to: a) name songs that are sung/ sign-sung locally for learning; b) listen to/ feel songs vibrations from the surrounding and respond to them for fun; c) appreciate songs by singing, sign singing or dancing.	• Learners could be guided to name songs that are sung/sign-sung by playing a recorded song or by watching songs on video clips. • Learners could be guided to listen to/ feel songs/vibrations and watch live performances by musicians and audio- visuals. • Learners could be guided to appreciate various songs they listen to by presenting to the class.	1. Which songs do you know?

Core-Competencies:
- **Learning to learn** will be achieved as learners listen to and respond to songs.
- **Self-efficacy** will be developed as learners express their creative skills by singing various songs.
- **Digital literacy** will be achieved as learners observe, listen to/feel vibrations of songs from radios and video clips.
- **Communication and collaboration** will be achieved as learners sing, dance and sign-sing together.
- **Imagination and creativity** will be achieved as learners create songs or dancing styles.

Pertinent and Contemporary Issues:	Value:
• **Self-esteem** will be enhanced as learners sing various songs and are appreciated • **Imagination and creativity** will be achieved when learners compose and present simple songs. • **Education for sustainable development: Independent Living** will be achieved as learners gain singing and dancing skills as they **engage in** singing and dancing activities. The skills can be applied for earning an income. • Citizenship will be achieved when learners are engaged in singing patriotic songs.	• **Respect**. Learners will develop appreciation for their own and other peoples culture through songs**.**

Link to other learning areas:	Suggested community service-learning:
• **Communication and social skills.** • **Psychomotor activities**	• **Learners could be called upon to perform during school's activity day i.e. education day, perform in public functions**
Suggested non-formal activity:	Suggested modes of assessment
• **Learner could listen to/feel vibrations and enjoy music at home and in other settings.**	• **Performance**
Suggested learning resources: Performance regalia, digital gadgets, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
• The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding, respond to them and follow rhythms.	• The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding and respond to them.	• The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding and respond to them with prompts.	• The learner has difficulties in naming songs that are sung locally, listening/feeling songs/vibration from the surrounding and responding to them.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
11.0 Music	11.1 **Singin g games**	By the end of the sub- strand, the learner should be able to: a) sing/sign-sing familiar songs for enjoyment; b) perform new singing games for learning; c) dance to songs or song-vibrations; d) appreciate new singing games for relaxation.	Learners could be guided to sing/sign-sing familiar songs from amongst themselves. • Learners could be guided to practice and sing/sign-sing new singing games by observing live performances and audio- video resources. • Learners could be guided to appreciate various singing games through intra and inter class competitions.	1. Which songs do you like singing? 2. Which songs do you like dancing to?

Core-Competencies:
- **Communication and Collaboration** will be achieved as learners participate in singing, sign-singing and dancing
- **Learning to learn** will be achieved as learners sing singing games.
- **Self-efficacy** will be developed as learners express their creative skills by singing various singing games.
- **Digital literacy** will be achieved as learners observe, listen to/feel vibrations of singing games from radios and video clips.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem** will be achieved as learners sing various singing games and are appreciated. • **Imagination and creativity** will be developed as learners compose and present simple singing games.	• **Unity** will be nurtured as learners cooperate as they practice and perform singing games together**.**

Link to other learning areas:	Suggested community service learning:
• Communication, social and literacy skills. • Psychomotor activities	• Learners could be called upon to perform singing games during school's activity day i.e. education day, perform in public functions.

Suggested non-formal activity:	Suggested modes of assessment:
• Learner could integrate their singing games at home as they help with the house chores.	• Performance • Observation • Checklist

Suggested learning resources:
• Performance regalia, digital gadgets, teacher aides.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to sing/sign-sing some common singing games and participate in a singing game and in addition use musical instruments in singing.	The learner is able to sing/sign-sing some common singing games and participate in a singing game.	The learner is able to sing/sign-sing some common singing games and participate in a singing game with prompts.	The learner has difficulties in singing/sign-singing some common singing games and participating in a singing game

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
11.0 Music	11.2 Musical instruments	By the end of the sub-strand, the learner should be able to: a) identify musical instruments for learning; b) practice and play musical instruments to the class for fun; c) appreciate playing musical instruments for entertainment.	• Learners could be guided to identify musical instruments through realia, photographs/ images. • Learners could be guided to practice how to play various musical instruments by watching videos, or orientation by a music expert(s).	1. Which musical instruments do you know?

Core-Competencies:
- **Learning to learn** will be achieved as the learners will be playing the musical instruments.
- **Self-efficacy** will be developed as the learners express themselves through playing various music instruments.
- **Digital literacy**- Will be achieved as the learners see the photographs and images of musical instruments, manipulate and watch videos on how to play them.

Pertinent and Contemporary Issues:	Value:
• **Life skills: Self-esteem** will be enhanced as learners practice and play various musical instruments.	• **Unity** will be nurtured as learners cooperate as they practice/ play musical instruments together**.**
Link to other learning areas: • Communication, social and literacy skills • Psychomotor activities.	Suggested community service learning: • Learners could do a performance of musical instruments at the school assemblies, during school's activity days i.e. education day, perform in public functions
Suggested non-formal activity: • Learner could improvise items at home to come up with musical instruments.	Suggested modes of assessment • Performance • Observation • Checklist

 Suggested learning resources; Musical instruments, digital gadgets, teacher aides**.**

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, play musical instruments and produce various meaningful rhythms .	The learner is able to identify, play musical instruments.	The learner is able to identify and play musical instruments with prompts.	The learner has difficulties identifying and playing musical instruments.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
11.0 Music	11.3 Dance and movement	By the end of the sub-strand, the learner should be able to: a) identify simple dance/movement styles for learning; b) practice dancing to songs, instrumental beats for enjoyment; c) appreciate different dancing styles and movements for leisure.	• Learners could be guided to identify simple dances and movements through observation and demonstration • Learners could be guided to practice dancing to songs and instrumental beats by observing/participating in live performances/audio- visual resources. • Learners could be guided to appreciate various dances through intra and inter class competitions.	1. Which dance styles can you demonstrate?

Core-Competencies:
- **Learning to learn** will be achieved as learners dance and make various coordinated movements.
- **Self-efficacy** will be developed as learners show their dancing styles and movements.
- **Digital literacy** will be achieved as learners observe video clips.
- **Communication and collaboration** will be achieved as learners sing or sign-sing and dance together.

Pertinent and Contemporary Issues:	Values
• **Life skills:** Self-esteem is enhanced as learners perform various dances and are appreciated • **Learner support programmes: Peer education** will be achieved as learners who are competent in dance and movement assist others • **Imagination and creativity** will be achieved as learners invent their own dance styles and movement patterns.	• **Unity will be developed as learners cooperate as they practice and perform singing games together.** • **Responsibility** will be nurtured as learners are encouraged to take good care of the musical instruments

Link to other learning areas:	Suggested community service learning:
• Psychomotor activities. • Communication, social and literacy skills	• Learners could present dances during public functions.
Suggested non-formal activity: • **Learner could engage his/her peers in dancing competition at home.**	**Suggested modes of assessment:** • **Performance** • **Observation** • **Checklist**
Suggested learning resources: • Musical instruments, Performance regalia, digital devices, teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify simple dance/movement styles, practice dancing to song/instrumental beats and play simple musical instruments.	The learner is able to identify simple dance/movement styles and practice dancing to song/instrumental beats	The learner is able to identify simple dance/movement styles and practice dancing to song/instrumental beats with prompts	The learner has difficulties in identifying simple dance/movement styles and practicing dancing to song/instrumental beats.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
12 Music-Creating rhythm	12.1 Rhythm, melody and harmony	By the end of the sub-strand, the learner should be able to: a) identify and demonstrate rhythmic beats/melodies for learning; b) practice making simple rhythm/beats for enjoyment; c) appreciate different beats and melodies for leisure.	• Learners could be guided to identify and demonstrate rhythmic beats and melodies through listening to sounds/feeling vibrations/observing video clips. • Learners could be guided to individually/in pairs/in groups produce simple rhythms/beats by clapping hands, stamping feet, snapping fingers, stroking bottles and simple instruments. • Learners could be guided to appreciate the melodies and harmonies created by the rhythmical beats by presenting to class/whole school.	1. What makes a song enjoyable?

Core-Competencies:
- **Learning to learn** will be achieved as learners make melodies and accompanying rhythms.
- **Self-efficacy** will be developed as learners create the melodies and rhythms.
- **Digital literacy** will be achieved as learners manipulate, observe video clips on melody and rhythm creations.

Pertinent and Contemporary Issues:	Values:
• **Self-esteem** will be enhanced as learners present their melodies and are appreciated • **Imagination and creativity** will be achieved as learners come up with their own melodies and rhythms.	• Unity will be nurtured as learners cooperate as they practice and perform harmoniously.

Link to other learning areas:	Suggested community service learning:
• Psychomotor activities • Communication, social and literacy skills	Learners could visit music theatres to learn how to produce rhythmical melodies and harmonies.

Suggested non-formal activity:	Suggested modes of assessment:
• Learner could practice producing rhythmical melodies at home.	• Performance • Observation • Checklist
Suggested learning resources: • Musical instruments, digital gadgets , teacher aides.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, demonstrate rhythmic beats/melodies, practice making simple rhythms/beats and play simple musical instruments.	The learner is able to identify, demonstrate rhythmic beats/melodies, practice and making simple rhythms/beats.	The learner is able to identify, demonstrate rhythmic beats/melodies, practice and making simple rhythms/beats with prompts.	The learner has difficulties in identifying, demonstrating rhythmic beats/melodies, practicing and making simple rhythms/beats.

PSYCHOMOTOR ACTIVITIES

ESSENCE STATEMENT

This learning area involves locomotor, non-locomotor activities, manipulative skills, games and sports. Psychomotor activities enable the learner to develop talents, spirit of sport and its values, fine and gross motor abilities for physical fitness, health and recreation.

GENERAL LEARNING OUTCOMES

By the end of the learning area, the learner should be able to:

a) develop locomotor and non-locomotor skills for physical fitness and wellness;
b) develop manipulative skills for fine and gross motor co-ordination;
c) participate in games and sports for the development of team spirit;
d) nurture talents through games, athletics and sports activities:
e) integrate technology in psychomotor activities through digital and assistive devices.

Strands	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry Question(s)
1.0 Loco motor Activities	1.1 Crawling	By the end of the sub - stand The learner should be able to: a) observe safety precaution during crawling to prevent accidents; b) perform crawling activities using limbs and belly for learning and enjoyment; c) Appreciate crawling for health and physical fitness.	• Learners are guided to the structure board for anticipation of the coming activities. Learner could be guided to prepare a safe place for crawling by removing obstacles such as stones, sticks and furniture. • Learners watch videos clips of children crawling. • Learner could be guided to position self during crawling. • Learners practice crawling from one end to another individually or in pairs. The crawling activities include bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl. • Learners to draw and colour pictures of children crawling.	1. How do you crawl? 2. Why do you crawl? 3. Where do we crawl?

Core competencies
- **Communication and collaboration** is achieved as learners crawl in pairs
- **Digital literacy** is developed was learners watch video clips.

Pertinent and contemporary issues:	Values:
• **Health –** And fitness are achieved when learners crawl for physical fitness. • **Learner support Programme –** The peer education will be achieved as learners skilled in crawling assist others to acquire skills. • **Self-esteem** is boosted when learners appreciate self and others for successfully performing activities.	• **Unity-** is enhanced when learners crawl in pairs • **Respects-** is observed when learners listen to the instructions related to crawling activity.

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Link to other learning areas: • **C**ommunication social and literacy skills. • Environmental activities.	**Suggested community service learning:** learner utilize crawling skills at home.
Suggested non-formal activity to support learning: learners participate in crawling activities during games and sports.	**Suggested modes of assessment**: checklist, observation, oral or signed questions, peer and self-assessment.
Suggested learning resources: mat, mattress, knee pad, structure board, first aid kit, video clips, and objects of reference.	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to crawl from one end to another and even crawl over and under obstacles using various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl and also assist others.	Learner is able to crawl from one end to another and even crawl over and under obstacles using various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling craw.	Learner is able to crawl from one end to another and even crawl over and under obstacles however is assisted in performing various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl.	Learner has difficulties in crawling.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 locomotor activities	**1.2 Rolling**	By the end of the sub-strand, the learner should be able to: a) observe safety precautions while rolling to prevent accidents; b) roll backwards, forward and sideways for health and physical fitness; c) appreciate rolling for learning and enjoyment.	• Learners are guided to prepare safe place for rolling by removing the obstacles such as stones, sticks, slippery materials. • Learner to watch and/ or listen to video clips on children rolling. • Learner is guided to position self in readiness for rolling by assuming a lying position, legs straight together and arms straight on the sides. • Learner is guided to roll on desired direction- forward, backwards and sideways. • In pairs learner to roll in different directions • Learners take photographs of peers rolling.	1. How do you roll on the ground? 2. Where do you roll? 3. Why do you roll?

Core competencies be developed:
- **Self- efficacy is** achieved when learners are encouraged and appreciated for performing rolling activities.
- **Digital literacy** is achieved as learners watch and take videos of learners rolling.

Pertinent and contemporary issues:	Values:
• **Health** is achieved when learners perform rolling for physical fitness. • Safety is enhanced when learners remove obstacles from the field.	• **Social justice**- learners observe fairness during rolling activities with peers. • **Unity**-team work is achieved when leaners work in groups.
Link to other learning areas • Sensory integration. • Communication Social and Literacy skills.	**Suggested community service learning**: learners practice rolling with other children at home and during picnics.

Suggested non-formal activities to support learning: Learners play games involving rolling during breaks, lunch and games time.	Suggested learning Resources: Field, video clips, structure board, mats, cameras, first aid kits, objects of reference.
Suggested modes of assessment: peer assessment, self-assessment, observation and checklist.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to maintain appropriate position for rolling forward, backward and sideways.and in addition, rolls side by side with a partner and support others in performing rolling activities.	Learner is able to maintain appropriate position for rolling forward, backwards, sideways and side by side with a partner.	Learner is able to maintain appropriate position for rolling forward, backwards and sideways. However assisted to roll side by side with a partner	Learner has difficulties in performing rolling activities.

Strands	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions(s)
1.0 locomotor activities	**1.3 Walking**	By the end of the sub–strand, the learner should be able to: a) observe safety precautions during walking to prevent accidents; b) position self in readiness for walking; c) walk in different directions for mobility and learning; d) walk in different directions with assistive devices for mobility and learning; e) Appreciate walking as an activity for learning and enjoyment.	• Learners prepare the ground in readiness for walking by removing obstacles. • Learners watch and/or listen to video clips of children walking. • Learners sing or sign sing songs while walking. • Learners are guided to walk in relaxed steps on their heels and toes. • Learners walk while swinging the arms with the motion of the opposite legs. • Learners walk in different directions forward, backwards, sideways and in patterns. • Learners walk in slow and fast motions • Learners with physical impairment are guided to walk using assistive devices such as, crutches, walking sticks, scooter, walkers and calipers. • Learners with deafblind could walk supported by sighted guide, mobility sticks clues and land marks. • Learners imitate how different animals walk for example kangaroos, horses, duck and rabbits. • Learners take videos and photographs of peers walking.	1. What do we use in walking? 2. How do we walk?

Core competencies
Learning to learn is achieved when learners use skills of walking for mobility.
Digital literacy is achieved when learners watch and take videos of the learners walking.

Pertinent And contemporary issues:	
Health is achieved when learners are walking for health and physical fitness	**Values:** social justice is achieved when learners observe fairness during walking activities with peers.
Safety is achieved when learners remove obstacles from the field of activities.	

Link to other learning areas:	**Suggested community service learning:** learners can match during community events such as public holidays.
• Numeracy activities.	
• Environmental activities.	
• Communication, social and literacy skills.	
• Sensory motor integration.	

Suggested non-formal activity: to support learning: learners could participate in walking races in sports and games.	**Suggested modes of assessment:** oral questions**,** observation, checklist, peer assessment and self-assessment.

Suggested learning Resources: videos, crutches, walking stick, white cane, walker, boots and callipers, video clips, structure boards, objects of reference, white canes, human resource.

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectation	Below expectations
Learner is able to walk independently while swinging the arms with the motion of opposite legs with or without assistive devices and support others to walk.	Learner is able to walk independently while swinging the arms with the motion of the opposite legs with or without assistive devices.	Learner is able to walk independently, however has difficulty in swinging the arms with the motion of the opposite legs with or without assistive devices.	Learner has difficulties in walking even with assistive devices.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Locomotor activities	1.4 Running	By the end of the sub -strand the learner should be able to: a) observe safety precaution during running to prevent accidents; b) position self in readiness for running; c) run while swinging the arms in alternating manner to maintain balance; d) land mid sole of the feet for running; e) use assistive devices for running; f) participate in running as an activity for health and physical fitness; g) appreciate running as an activity for learning and enjoyment.	• Learners prepare the field for running by removing obstacles. • Learners identify the land marks and clues in the field that guide in maintaining the running space for example white line or a rope tied on both sides of the field. • Learners watch and/ or listen to video clips of children running. • Learners are guided to run while swinging the arms in alternating manner. • Learners are guided to run while landing mid sole of their feet and rolling towards their toes. • Learners run in pairs or in groups while singing or sign singing. • Learners with physical impairment are guided to run with assistive devices such as crutches, running sticks. • Learners who are deaf blind are supported by sighted guides. • Take video of others running.	1. Which parts of the body are involved in running? 2. Why do we run? 3. When do we run?

Core competencies:
• **Communication and collaboration** is achieved when learners form teams during running activities and support each other
• **Digital literacy** is achieved when learners take and watch video clips of peers running

Pertinent and contemporary issues:	Values:
• **Health** is achieved when learners run for health and physical fitness • **Education for sustainable development:** • Safety is achieved when learners remove obstacles in the field. • **Patriotism** is achieved when learners relate to Kenyan elite runners.	• **Responsibility** – when learners show dedication and commitment to excel in running activities • **Love** – when learners support each other to run especially those using assistive devices.
Link to other subjects: Sensory motor integration, Numeracy and Creative activities.	**Suggested community service learning:** Learners take place in cross country competition with neighbouring schools.
Suggested non-formal activities to support learning: learners take part in running in school during games.	**Suggested mode of assessment:** observation, self-assessment, peer assessment, checklist, oral or signed question.
Suggested learning Resources: fields, cameras, video clips, structure boards, assistive devices, objects of reference.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to run while swinging the arms in an alternating manner and land mid sole of the feet while rolling towards the toes, and support others especially those using assistive devices.	Learner is able to run while swinging the arms in an alternating manner and land mid sole of the feet while rolling towards the toes.	Learner is able to run while swinging the arms in an alternating manner however has difficulties in landing the mid sole of feet.	Learner has difficulties in running.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1. 0 Locomotor activities	1.5 Jumping	By the end of the sub-strand, the learner should be able to: a) Observe precaution during jumping for safety purposes; b) position arms upwards in readiness for jumping; c) stretch both arms sideways and forcefully when jumping to maintain stability; d) bend the knees while pushing the arms behind, forcefully for balance; e) take off on both feet simultaneously; f) land on both feet while thrusting the arm downwards for stability; g) appreciate jumping as an activity for learning and enjoyment.	• Learners prepare the field for jumping by removing obstacles such as stones, sticks or slippery materials. • Learners watch and/or listen to video of children jumping. • Learners are guided to position arms upwards in readiness for jumping. • Learners are guided to stretch both arms sideways and forcefully when jumping. • Learners are guided to bend the knees while pushing the arms behind forcefully for balance. • Learners with physical impairments are guided to perform adapted activities suitable for them. • Learners are guided to take off on both feet simultaneously. • Learners are guided to Land on both feet while thrusting the arm downwards for stability. • Learners take video of jumping activities.	1. How do we jump? 2. When do we jump? 3. Which type of jump do you like most?

Core competencies:
- **Creativity and imagination** is achieved when learners perform different kinds of jumps for example frog jump, banana jump among others.

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• **Digital literacy is developed** as learners watch and/or listen to video clips and take videos of peers jumping**.**	

Pertinent and contemporary issues:	**Values:**
• **Health and fitness** are achieved when learners jump for health and physical fitness. • **Safety** is enhanced at the playing ground as learners are cautious when jumping on safe ground.	• **Responsibility** achieved when learners store playing materials and equipment in their rightful places. • **Respect** is achieved **when** learners respect self and others during jumping activities.
Link to other learning areas:	**Suggested community service learning:** learners engage themselves in jumping activities during cultural events.
• Creative activities. • Numeracy activities. • Communication social and Literacy skills	
Suggested non-formal activities to support learning: learners engage in games and sports involving jumping during break time.	**Suggested modes of assessment:** observation, checklist, oral or signed questions, peer assessment.
Resources: field, video clips, jumping ropes, camera, structure board, object of reference.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for jumping and perform jumping activities.	Learner is able to position self in readiness for jumping and perform jumping activities.	Learner is able to position self in readiness for jumping and perform jumping activities with assistance.	Learner has difficulties in performing jumping activities.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Non-loco motor activities	**2.1 Stretching**	By the end of the sub – strand, the learner should be able to: a) observe safety precautions during stretching activities to prevent accidents; b) stretch with hands upwards; downwards sideways, forward and backwards for health and physical fitness; c) appreciate stretching as a form of exercise for learning and enjoyment.	• Learners prepare the ground in readiness for stretching by removing obstacles. • Learners watch and/ or listen to video clips of children stretching. • Learners view different pictures of children stretching. • Learners are guided to position self in readiness for stretching hands upwards, downwards, forward and backwards. • Learners stretch with hands upwards, downwards sideways forward and backwards. • In pairs learners stretch by extending their arms towards each other. • Learners to take photos of peers performing stretching activities.	1. How do we stretch? 2. Why do we stretch? 3. Which stretching activities do you like?
Core competencies: • **Imagination and creativity** is enhanced when the learners perform various stretching activities. • **Communication and collaboration** is achieved when learners work in pairs and groups.				

Pertinent and contemporary issues:	Values:
• **Social cohesion** is achieved as learners work in pairs and groups to promote the values of sharing, tolerance and respect. • Self-esteem is boosted when reinforced or encouraged during stretching activities.	• **Responsibility-**when learners store the various materials and equipment used during stretching activities as well as show dedication and commitment in performing stretching activities. • **Respect-** when learners show respect for self and others when performing stretching activities**.**
Links to other learning areas: • Sensory integration. • Numeracy activities. • Creative activities. • Communication social and literacy skills.	**Suggested community service learning**: Learners can use the skills learnt in stretching in carrying out household chores.
Suggested non-formal activities to support learning: This is achieved as learners participate in stretching activities during sports and games.	**Suggested modes of assessment:** oral or signed questions, observation, self and peer assessment.
Suggested learning resources: structure boards, fields, mats, whistles, video clips, cameras and pictures.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to stretch upwards, sideways, forwards, backwards, downwards and is able to assist others in performing stretching activities.	Learner is able to stretch upwards, sideways, forwards, backwards and downwards.	Learner is minimally assisted to stretch upwards, sideways, forwards, backwards and downwards.	Learner has difficulties in stretching upwards, sideways, forwards, backwards and downwards.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Non-Locomotor Activities	**2.2 Bending**	By the end of the sub -strand the learner should be able to: a) identify appropriate free area for bending to enhance safety; b) use arms, legs and waist to bend in different direction for health and physical fitness; c) appreciate bending as an activity for learning and enjoyment.	• Learners clear the environment in readiness for bending by removing obstacles. • Learners view photos and/or manipulate tactile diagrams of children bending. • Learners watch and/or listen to video clips of children bending. • Learners position selves for stability and bend up and down slowly. • Learners could be guided to place hands in a straight manner facing upwards and downwards • Learners bend in different directions for example left and right in pairs or in groups. • Learner to move out of the bending position to an upright position. • Learners sing and perform a song that entails bending. • Learners take video clips and photographs of peers bending.	1. When do we bend? 2. How do we bend?

Core competencies:

Core competencies:
- **Digital literacy** is achieved as learners watch video clips, view photos and take photos of peers bending.
- **Communication and collaboration** is achieved when learners motivate each other by singing during bending.
- **Self-efficacy: self-esteem** is achieved when learners demonstrate bending to others successfully.

Pertinent and contemporary issues:	Values:
Learners support programs-peer education is enhanced when learners bending activities to the peers. **Safety** is achieved when learners clear the working environment. **Health** bending enhances flexibility and fitness for health purposes.	**Responsibility** learners show commitment and dedication in performing various bending activities. **Unity** team work is enhanced as learners bend in pairs and in groups. **Respect** is enhanced when learners respect self and others during bending activities**.**
Link to other learning areas: - Numeracy activities. **C**ommunication social and literacy skills. - Environmental activities.	**Suggested Community Service Learning:** learners bend at home while performing house chores that require bending.
Suggested non-formal activity to support learning: when learners take part in cleaning the compound for example picking rubbish, participate in games involving bending.	**Suggested modes of assessment:** Oral or signed questions, observation, checklist, self or peer assessment,
Suggested resources: fields, mats, floors, carpets, structure boards, cameras, pictures, video clips, object of reference	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self for stability bend up and down with legs straight, trunk and hands at an angle with face downwards and also prompt others to bend.	Learner is able to bend with legs straight trunk and hands at an angle with face downwards.	Learner is guided to bend with legs straight, trunk and hands at an angle with face downwards.	Learner has difficulties in bending.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Non-Locomotor Activities	2.3 pulling	By the end of the sub –strand, the learner should be able to: a) observe safety precaution during pulling activities to prevent accidents; b) hold a rope or a partner in opposite direction for pulling; c) perform pulling as an activity for learning and enjoyment; d) appreciate pulling as a form of activity for health and physical fitness.	• Learners clear the environment in readiness for pulling activities. • Learners watch and/or listen to videos on pulling activities. • Learners are taken through the rules that govern pulling activities. • Learners are guided to position self in readiness for pulling activities. • In pairs or groups learners pull rope or each other in opposing directions. • Learners take photos of peers' pulling activities	1. Why do we pull? 2. What do we pull?

Core competencies:
- **Communication and collaboration** is developed when learners play in pairs and in groups during pulling.
- **Digital literacy** is developed as learners watch and take videos of others during pulling.
- **Self-efficacy is developed as learners successfully compete in pulling activities with their peers.**

Pertinent and contemporary issues:	Values:
• **Social cohesion** is enhanced when learners are engaged to perform tag of war in groups. • **Guidance services** is achieved when learners guide each other to acquire the skills of pulling. • **Safety** is achieved when learners observe safety.	• **Unity** is achieved when learners work in pairs or groups and share resources. • **Responsibility** is achieved when learners remove obstacles from pulling space and store material and equipment in the right place • **Integrity** is achieved when learners follow the rules of the game.

Link to other learning areas:	Suggested Community Service Learning:
• Sensory integration. • Creative activities. • Communication, Social and Literacy skills.	learners could participate in pulling load at home.
Suggested non-formal activity to support learning: learners engage in tag of war during games time.	Suggested modes of assessment: oral or signed questions, peer assessment, checklist, and observation.
Suggested learning resources: Ropes, fields, mats, video clips camera objects of reference, structure boards.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for pulling, follow rules governing various pulling activities and perform pulling activities either individually, in pairs or in groups.	Learner is able position self in readiness for pulling, follow rules governing various pulling activities and perform pulling either individually, in pairs or in groups.	Learner is able to position self in readiness for pulling, following rules, governing various pulling activities however has difficulties in performing pulling either individually, in pairs or in groups.	Learner has difficulties in pulling activities.

Strand	Sub -strand	Specific learning outcomes	suggested learning experiences	key inquiry question(s)
2.0 Non-Locomotor Activities	**2.4 Lifting**	By the end of the sub – strand, the learner should be able to: a) observe safety precautions during lifting activities to prevent accidents; b) position self in readiness for lifting activities; c) lift self or objects at a certain height or from one point to another for motor coordination, transfer or physical fitness; d) appreciate lifting as a form of physical activity for learning and enjoyment.	• Learners remove the obstacles where lifting activities are to take place. Such obstacles may include stones, sticks, slippery material and furniture. • Learners view photos and/or manipulate tactile diagrams of children performing lifting activities. • Learners watch and/or listen to videos of lifting activities. • In pairs or groups, learners lift each other in turns. • Learners lift themselves from the mat, wheel chair or ground. • Learners lift objects from one point to another as they count the number of objects lifted. • Learners take videos of peers lifting one another.	1. Why do we lift? 2. What do we lift?

Core competencies:
- **Communication and collaboration** is achieved when learners lift objects in pairs or in groups.
- **Digital literacy** is achieved when learners watch and take videos of others in the lifting activity.

Pertinent and contemporary Issues:	Values:
• **Social cohesion** is enhanced when learners perform lifting activities in groups. • **Safety** is realized when learners assist each other in lifting peers from wheel chair to bed and to seats.	• **Unity:** during paired or group lifting. • **Responsibility:** learners lift self and others for transfer or safety.

Link to other learning areas: Sensory integration, Communication social and literacy skills, creative activities.	**Suggested Community Service Learning:** learners lift stones for building and construction in the neighbourhood.
Suggested non-formal activity: learners participate in removing obstacles off the ground during breaks, lunch and games time.	**Suggested modes of assessment:** oral questions, peer assessment, checklist, and observation.
Suggested learning resources: stones, water bottles bricks, mats, object of reference, structure boards.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for lifting, follow rules governing lifting, and consistently lift self or various objects either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for lifting, follow rules governing lifting, and lift self.	Learner is able to position self in readiness for lifting, follow rules governing lifting, however assisted to lift self.	Learner has difficulties in lifting activities.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Non-Locomotor Activities	**2.5 Balancing**	By the end of the sub – strand, the learner should be able to: a) observe safety precaution during balancing activities to prevent accidents; b) perform balancing activities for learning and enjoyment; c) enjoy balancing as an activity for physical fitness and wellness.	• Learners remove the obstacles where balancing activities are to take place. Such obstacles may include stones, sticks, slippery materials and furniture. • Watch and/or listen to videos of children balancing materials. • Learners are guided to put their heads stable, eyes focused on target with trunk stable and upright. • Learners balance objects using different parts of body such as heads, hands, mouths and legs. • Learners sing and count to motivate each other to maintain a balancing position. • Learners practice balancing using assistive devices • Learners take photographs and videos of peers balancing.	1. Why do we balance? 2. What can we balance? 3. How do we balance?

Core competencies:
- **Communication and collaboration** is achieved when learners perform balancing activities in pairs or in groups.
- **Digital literacy** is developed as learners watch, listen and take videos and photographs.
- **Learning to learn** is developed as learners apply skills for balancing to perform other activities.

Pertinent and contemporary issues:	Values:
• **Social cohesion** is achieved when learners work in pairs or in groups • **Peer teaching** is realized when learners support each other in balancing • **Safety** is observed **when** learners remove obstacles from the place where balancing is done.	• **Unity** is achieved when learners work in pairs or in groups and share resources. • **Responsibility** is achieved when learners take care of equipment used in balancing.
Link to other learning areas: • Sensory integration. • Communication, Social and literacy skills.	**Suggested Community Service Learning:** learners' assist in house chores by carrying light luggage
Suggested non-formal activity: learners participate in balancing on sea saw during games.	**Suggested mode of assessment:** oral or signed questions, peer assessment, checklist, and observation. .
Suggested resources: stones, water bottles bricks, mats, Objects of reference, structure boards.	

Assessment rubric

Approaching expectation	Meeting expectations	Exceeding expectations	Below expectations
Learner is able to successfully position self in readiness for balancing, follow rules governing balancing and consistently perform balancing of various objects using different parts of the body such as head, hands, mouth or legs. In addition assist others in balancing activities.	Learner is able to successfully position self in readiness for balancing, follow rules governing balancing and perform balancing of various objects using different parts of the body such as head, hands, mouth or legs.	Learner is able to position self in readiness for balancing and follow rules, however is assisted in performing balancing of various objects using different parts of the body such as head, hands, mouth or legs.	Learner has difficulties in balancing activities.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manipulative skills	3.1 Catching	By the end of the sub – strand, the learner should be able to: a) observe safety precautions during catching activities to prevent accidents; b) position self in readiness for catching; c) perform catching activities for learning and enjoyment; d) appreciate catching activities for health and physical fitness.	• Learners remove the obstacle where catching activities are to take place. Such obstacles may include stones, sticks, slippery material or furniture. Learners are guided to fix their eyes on the object to be caught, while the arms reach out for the object. • Learners watch and/or listen to videos of children catching balls. • Learners are guided on the appropriate position for catching the ball. • Learners who use assistive devices could be guided to catch balls. • Learners take videos and photograph of peers catching balls.	1. How do we catch objects? 2. What object can we catch? 3. Why do we catch the object?

Core competencies:
- **Communication and collaboration** is achieved when learners work in pairs or in groups.
- **Digital literacy** is developed as learners watch, listen and take videos and photographs.
- **Critical thinking and problem solving** is nurtured as learners position themselves to catch the ball.

Link to Pertinent and contemporary issues	Values:
• **Peer teaching as** learners support each other when catching the ball. • **S**afety when learners remove obstacles from the place where bouncing of the ball is done.	• **Unity-** is achieved when learners work in pairs or in groups and share resources. • **Love-** is achieved when learners share and catch balls together.

Link to other learning areas:	Suggested Community Service Learning-
• Sensory integration. • Communication, Social and literacy skills • Creative activities.	Learners participate in bouncing activities with peers in the community.
Suggested non-formal activity: learners perform catching activities during games time.	**Suggested modes of assessment**: oral or signed questions, self-assessment, peer assessment, checklist, and observation.
Suggested learning resources: fields, field markers, video clips, cameras, balls, objects of reference, structure boards.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for catching, fix eyes on the object to be caught as the arms reach out for the object, move arms slightly to the body and flex knees to catch the object. Learners also assists others with difficulties	Learner is able to position self in readiness for catching, fix eyes on the object to be caught as the arms reach out for the object, move arms slightly to the body and flex knees to catch the object.	Learner is able to position self-facing the direction of the partner, fix eyes on the object to be caught as the arms reach out for the object, however, and has difficulties in moving arms slightly to the body to catch the object.	Learner has difficulties in performing catching activities.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manipulative skills	3.2 Throwing	By the end of the sub - strand, the learner should be able to: a) observe safety precautions during throwing activities to prevent accidents; b) position self in readiness for throwing; c) perform throwing activities for learning and enjoyment; d) enjoy throwing activities for health and physical fitness.	• .Learners are guided to prepare the field by removing obstacles that can cause accidents such as stones, sticks, or slippery material. Learners are guided to position self for throwing by first facing the direction of the throw and body weight transferred to the front foot. • Learners swing their arms upwards and backwards as elbow moves closer to the ear level. • Learners are guided to step forward as the elbow stretches before release. • In groups learners watch and/or take video of children performing throwing activities. • Learners take photographs as they participate in throwing activities in pairs and in groups.	1. Why do we throw? 2. Which objects can you throw?

Core competencies:
• **Communication and collaboration** is achieved when learners perform throwing activities in pairs and in groups and share materials.

• **Digital literacy is developed as** learners watch and/or listen to video clips and take videos.	
• **Self-efficacy:** Learners' self-esteem is boosted by success in throws.	
Pertinent and contemporary issues:	**Values:**
• **Parental empowerment and engagement-**achieved when parents encourage and allow their children to participate in throwing activities.	• **Unity** is achieved as learners work together in pairs and groups when throwing • **Social justice** is exercised as learners observe fairness during throwing activities.
Link to other learning areas: • Creative activities. • Sensory integration. • Communication social and literacy skills	**Suggested Community Service Learning:** learners demonstrate throwing activities during community sports events.
Suggested non-formal activity: learners engage in games involving throwing activities such as netball, hand ball.	**Suggested modes of assessment:** oral and signed questions, self-assessment, peer assessment, checklist, and observation.
Suggested learning resources: balls, beanbags, objects of reference, structure boards, fields, cameras, video clips	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self- facing the direction of the throw, transfer body weight to the front foot, hold the ball correctly, take forward step and stretch the elbow before release, swings the arms forward, backward with the elbow closer to ear level and release.	Learner is able to position self- facing the direction of the throw, transfer body weight to the front foot, holds the ball correctly, takes forward step and stretch the arms forward, backward with the elbow closer to ear level and release.	Learner is able to position self- facing the direction of the throw, transfer body weight to the front foot, and holds the ball correctly, however the learner has difficulties to take forward step, release, swings the arms forward backward and the elbow closer to ear level.	Learner has difficulties in performing throwing activities.

Strand	Sub -strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manipulative skills	3.3 Bouncing	By the end of the sub – strand, the learner should be able to: a) observe safety precaution during bouncing activities to prevent accidents; b) identify the ball according to size, shape and texture for familiarization; c) hold the ball to position in preparation for bouncing; perform bouncing activities for learning and enjoyment; d) enjoy bouncing as activities for learning.	• Learners remove obstacles from the area where bouncing activities are to take place for safety. • Learners are guided to identify balls suitable for bouncing according to colour size and shape. . • Learner watches and/or listens to videos of children bouncing the ball. • Learner is guided on the appropriate position for bouncing the ball. • Learners take photograph of peers bouncing the ball.	1. How do we bounce the ball? 2. Where do we bounce the ball? 3. Why do we bounce the ball?

Core competencies:
- **Communication and collaboration** will be achieved as learners in pairs and in groups performing bouncing activities
- **Digital literacy**, is developed as learners watch and take videos.
- **Self-efficacy**-is enhanced as learners self-esteem is boosted by successful bouncing.
- **Critical thinking and problem solving**-is enhanced when learners integrate visual and tactual senses to bounce the ball.

Pertinent and contemporary issues:	Values:
• **life skill –Self-confidence-** This is achieved by learners when they successfully perform bouncing activities • **citizenship-** social cohesion when learners perform bouncing activities together and share materials	• **Unity** (team work) is achieved as learner work together in pairs and groups when performing bouncing activities. • **Social justice** is exercised as learners observe fairness during bouncing activities.

Link to other subjects: Sensory integration, Communication social and literacy skills, Numeracy activities, Environmental activities, creative activities	Suggested Community Service Learning: learners Demonstrate bouncing activities during community sport events.
Suggested non-formal activity: learners engage in games involving bouncing activities such as netball and hand ball.	Suggested modes of assessment: oral and signed questions, self-assessment peer assessment, checklist, observation.
Suggested learning resources: balls, goal post, fields, cameras, video clips, whistles, structure boards, objects of reference	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for bouncing, follow rules governing bouncing activities and perform bouncing,	Learner is able to position self in readiness for bouncing, follow rules governing bouncing activities and perform bouncing.	Learner is able to position self in readiness for bouncing, follow rules governing bouncing activities but has difficulties in performing bouncing.	Learner has difficulties in performing bouncing activities.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experience	Key inquiry question(s)
3.0 Manipulative skills	3.4 Kicking	By the end of the sub–strand, the learner should be able to: a) observe safety precautions during kicking activities to avoid accidents; b) position self in readiness for kicking; c) perform kicking activities for learning and enjoyment; d) enjoy kicking activities for health and physical fitness.	• Learners prepare the field by removing obstacles that can cause accidents such as stones, sticks, or slippery materials. • Learners are guided to place the non-kicking foot near the ball, swing the kicking leg backward with the knee bent then swing the tag forward to kick. • Learners are guided to swing arms in position to maintain balance as the trunk is bent in readiness for kicking. • Learners are guided to kick hard for distance or when attempting to score. • Learners watch and/or listen to a video clip of children kicking. • In pairs learners kick the ball towards each other. • Learners take photograph as they participate in kicking activities.	1. What can we kick? 2. How do we kick?

Core competencies:
- **Communication and collaboration** is achieved when learners perform kicking activities in pairs or in groups and share resources
- **Digital literacy is developed**- as learners watch, listen and take videos and photographs
- **Learning to learn** is developed as learners use the skills acquired in kicking for self-defence.

Pertinent and contemporary issues:	Values:
• **Parental empowerment and engagement**- is achieved when parents are involved in sponsoring learners who play football. • **Self-esteem** is nurtured when learners are appreciated or reinforced for performing well in kicking activities.	• **Respect** – as learners take turns during kicking activities. • **Responsibility**- is nurtured as learners remove obstacles from the kicking area.
Link to other learning areas: • Sensory integration, • Communication social and literacy skills. • Environmental activities	**Suggested Community Service Learning:** learners participate or join football clubs in the community.
Suggested non-formal activity: learners engage in games involving kicking example football and rugby	**Suggested mode of assessment:** oral or signed questions, peer assessment, self-assessment, checklist, observation.
Suggested learning resources: balls, field, video clips. goal posts, camera, structure board, object of reference	**Suggested resources:** balls, fields, video clips. goal posts.

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self, facing the right direction of kicking, place non-kicking foot near the ball, swing the kicking leg backwards with knees and trunk bent, swing	Learner is able to position self, facing the right direction of kicking, place non-kicking foot near the ball, swing the kicking leg backwards with knees and trunk bent,	Learner is able to position self-facing the right direction of kicking, place non kicking foot near the ball but has difficulties in swinging the kicking leg backwards with knees and trunk bent, swing the leg forward to kick to the target and also swinging the arms in the right	Learner has difficulties in performing kicking activities.

the leg forward to kick to the target and finally swing the arms in the right position to maintain balance.	swing the leg forward to kick to the target and finally swing the arms in the right position to maintain balance.	position to maintain balance.	

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Manipulative skills	**3.5 Striking**	By the end of the sub–strand, the learner should be able to: a) observe safety precaution to prevent accidents; b) position self in readiness for striking; c) perform striking activities to hit the target for learning and enjoyment; d) enjoy striking activities for health and physical fitness.	• Learners prepare the field by removing obstacle that cause accidents such as stones, sticks, or slippery material. • Learners watch and/or listen to video clips of children performing striking activities • Learners are guided to position self for striking by locking eyes to the object to be struck pointing the non-striking shoulder towards the target. • Learners are guided to step with the opposite foot towards the target while keeping the knees bent and grip firm. Strike the object by maintaining fluid swinging motion. • Learners watch or listen to a video of children striking • Learners could take videos or photos of peers striking.	What objects can we strike? How do we strike?

Core competencies:
- **Digital literacy** is developed as learners watch the video clips and take photographs during striking activities.
- **Learning to learn** is enhanced as learners apply the skills learnt in striking games like hockey, badminton, table tennis
- **Citizenship** is nurtured as learners socialize and have a sense of belonging during group activities**.**

Pertinent and contemporary issues	Link to value:
• Learner's confidence is boosted when reinforced or appreciated for performing the activity in striking. • Safety is achieved when learners strike in an obstacle free area	• **social justice** is achieved when learners observe fairness during striking activities • **Responsibility**: is achieved when learners remove obstacles from the field to prevent

• **Social cohesion is** nurtured when learners share equipment used in striking and preform striking activities in pairs and in groups.	injuries and accidents and when they take good care of the materials.
Link to other learning areas: • Sensory integration. • Communication Social and literacy skills.	**Suggested Community Service Learning:** learners participating or joining clubs in the community such as volleyball clubs and golf clubs.
Suggested non-formal activity: learners engage in games involving striking for example golf, hockey, volleyball table tennis..	**Suggested modes of assessment:** oral or signed questions, self-assessment, peer/or group assessment, checklist, observation **Suggested resources:** balls, cameras, structure board, objects of reference, paddles, bats, rackets, mats, nets, fields and balloons.
Suggested resources: balls, cameras, structure board, objects of reference, paddles, bats, rackets, mats, nets, fields and balloons	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in in readiness for striking and perform striking activities to hit the target.	Learner is able to position self in in readiness for striking and perform striking activities to hit the target.	Learner is able to position self in in readiness for striking and perform striking activities to hit the target with assistance.	Learner has difficulties in performing striking activities.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry Question(s)
4.0 Games and Sports	**4.1Track activities**	By the end of the sub –strand, the learner should be able to: a) observe safety precautions during track activities to avoid accidents; b) position self in readiness to perform various activities; c) perform various track activities for learning and enjoyment; d) enjoy track activities for health and physical fitness.	• Learners remove obstacles from the tracks before performing track activities, this may include, stones, sticks or slippery materials that may cause accidents. • Learners familiarize with various clues and landmarks that could support them to participate in track events for example, white lines, guiding ropes, whistle and starter gun. • Learners could be taken through the rules that guide various track activities. • Learners watch and/or listen to video clips of children taking part in track events such as running, sack race, wheelchair race, tire race, potato race and short races and dashes for learners with cerebral palsy. • Learners take part in various track events of their choice, interest and ability either individually, in pairs or in groups by motivating each other. • Learners take videos and pictures of peers taking part in various track activities. • Learners talk about their experiences in various track activities. • Learners store the various materials and equipment used during track activities.	1) What track events do you like or enjoy? 2) Why do you take part in track events?

Core competencies:
- **Communication and collaboration** – is achieved when learners take part in various track activities in pairs or in groups.
- **Digital literacy** – is achieved when learners watch, listen or take videos and photograph of peers performing various track activities.
- **Self -efficacy** – is achieved when learners are able to successfully take part in track activities of their choice, ability and interest

• Citizenship – is realized when learners are able to relate track activities to success of Kenyan athletes in track activities.	
Pertinent and contemporary issues • **Safety** is achieved when learners remove obstacles that may causes accidents in the field. • **Health and fitness is achieved as learners** relate track activities to health and physical fitness. • **Parental Empowerment and Engagement is** realized when parents allow and support learners to take part in track activitie**s.**	**Values:** • **Patriotism** is realized when learners relate the success of the Kenyan athletes in track activities and therefore develop a sense of belonging. • **Integrity** is achieved when learners uphold ethics, fair play and honesty as they take part in track activities.
Link to other learning areas: • Environmental activities. • Creative activities. • Numeracy activities.	**Suggested Community Service Learning:** when learner join clubs and societies in the community.
Suggested non-formal activity: learners engage in track activities in school during breaks and games times.	**Suggested modes of assessment:** oral questions, peer or group assessment, observation.
Suggested resources: Marked tracks, structure boards, objects of reference, whistles, start guns, guiding ropes, stop watches, first aid kits, assistive devices (wheelchairs and clutches) spoons, sacks, batons, video clips, and video cameras.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to position self in readiness for track and consistently perform various track events of choice, interest or ability.	Learner is able to position self in readiness for track events and perform various track events of choice, interest or ability.	Learner is able to position self in readiness for track events performing various track events with prompts	Learner has difficulties in performing track events.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Games and Sports	**4.2 Field events**	By the end of the sub–strand, the learner should be able to: a) observe safety precautions in readiness for field events to prevent injuries; b) position self in readiness for field events; c) perform various field event activities for learning and enjoyment; d) enjoy field events for health and physical fitness.	• Learners prepare the field in readiness for field events by removing obstacles such as stones, stick or slippery materials. • Learners familiarize with the land marks, clues on the field such as marked lines, saw dust and sand pits. • Learners familiarize themselves with materials and equipment used in field events such as discus, javelin, shot put, crossbar, uprights, Frisbee, tape measure and chairs. • Learner watch videos of children performing field events. • Learners are guided on various rules that govern field events. • Learners perform various field events of choice, interest and ability either individually, in pairs and in groups. Field events include, shot put, javelin, discus, high jump, long jump and Frisbee. Learners with cerebral palsy could take part in Frisbees. • Learner could take photographs of peers taking part in field events. • Learners sing songs and share their experiences about the field events.	1. Which field events do you like? 2. What are the rules that govern field events that you like? 3. Why do you take part in field events?

Core competencies:
- **Communication and collaboration –** will be achieved as learners take part in various field events in groups and in pairs.
- **Digital literacy** – is achieved when learners watch videos and take photographs of peers performing various field events.
- **Self -efficacy** – is achieved when learners are able to successfully take part in field events of their choice, ability and interest
- **Citizenship** – is realized when learners relate to the success of Kenyan athletes in field event.

Link to Pertinent and Contemporary Issues:	**Values:**
• **Education for sustainable development**– social cohesion is achieved when learners share and take part in field events. • **Life skills -**Assertiveness is realized when learners are able to choose and participate in activities of their abilities and choice	• **Responsibility-** is achieved when learners store the various equipment and materials used in their rightful place. • **Social Justice-**is achieved when learners observe fairness during field events. • **Integrity** is achieved when learners observe ethics, fair play and honesty when performing field events. • **Respect -**is achieved when learners observe rules that govern the various field events and also when learners respect self and others.
Link to other subjects: • Numeracy activities • Sensory integration. • Creative activities. • Communication, social and literacy skills.	**Suggested Community Service Learning:** when learners join athletics clubs in the community.
Suggested non-formal activity: when learners participate in filed activities during games and sports.	**Suggested modes of assessment:** self-assessment, observation, group or peer assessment, oral or signed questions, check lists

Suggested learning resources: Chairs, stop watches, start guns, flags, structure boards, objects of reference, whistles, Frisbees, crossbar, uprights, shot puts, tape measures, javelins, discus, first aid kit, video clips, video cameras and fields.

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self for field events, is conversant with landmarks and clues as well as materials and equipment used in the field events, follow rules governing various field events and consistently perform various field events of choice, interest or ability individually, in pairs or in groups. In addition, learner is able to assist peers with difficulties.	Learner is able to successfully position self for field events, is conversant with landmarks and clues as well as materials and equipment, follow rules governing various field events and perform various field events of choice, interest or ability individually, in pairs or in groups	Learner is able to successfully position self for field events, conversant with landmarks and clues as well as materials and equipment, however, has difficulties in following rules governing various field events and perform various field events of choice, interest or ability individually, pairs or in groups	Learner has difficulties in performing field events

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Games and Sports	**4.3 Ball games**	By the end of the sub – strand, the learner should be able to: a) observe safety precautions in readiness for ball games to prevent accidents; b) position self appropriately in readiness to perform various ball games; c) perform various ball games for learning and enjoyment; d) appreciate ball games for health and physical fitness.	• Learners remove obstacles from the field that may cause accidents or given orientation in the rooms where ball games take place. • Learners familiarize themselves with landmarks and clues in the field or room like, white markings, goal posts, nets, corner flags, rings and tables. • Learners familiarize themselves with materials used in ball games activities like balls rackets, hockey sticks, golf, bats, whistles and flags. • Learner watches and/or listen to videos of peers playing various ball games • Learners are guided on the rules that govern the various ball games. • Learners perform various ball games of choice, interest and ability either individually, in pairs and in groups. The ball games	1. Why do we play ball games? 2. Which ball games do you like? 3. How do you play the ball games that you like?

			include; volleyball, football, goal ball, tennis, sitting volleyball, hockey, basketball, wheelchair race, basketball. • Learners store the various ball game equipment in their rightful place. • Learners sing songs and also talk about their experiences about the ball games.	

Core competencies:
- **Communication and collaboration** – will be achieved as learners take part in ball games in pairs and in groups.
- **Digital literacy** – is achieved when learners watch videos and take photographs of peers during ball game activities.
- **Imagination and creativity** –is realized when learners display unique skills as they play ball games.
- **Citizenship** –is achieved when learners relate the success of Kenyan teams in ball games.

Pertinent and contemporary issues	Values:
• Social cohesion is achieved when learners take part in ball game competitions up to national level. • Education for sustainable development: is achieved when learners take ball games as a career.	• **Unity -**is achieved when learners embrace teamwork when playing ball games in pairs or groups. • **Social Justic**e-is realized as learners observe fairness when playing ball games. • **Respect -**is achieved when learners observe rules that govern the various ball games and also when learners respect self and others.
Link to other subject areas: • Numeracy activities • Sensory integration • Communication, social and literacy skills. • Environmental activities,	**Suggested community service learning:** when learners join football clubs in community, and participate in the games.

Suggested non-formal activity: when learners play ball games during sports and games or during their free time with their teachers, non-teaching staff and peers.	**Suggested modes of assessment:** self-assessment, observation, group or peer assessment, oral or signed questions, check list.
Suggested learning resources: balls, video clips, cameras, first aid kits, field markers, corner flags, goal posts, hockey sticks, whistles, goal nets, resource persons, rackets, structure boards and objects of reference.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and rooms used in various ball games In addition the learner consistently follows rules governing various ball games and performs ball games of choice, interest or ability either individually, in pairs or in groups. The learner also assists peers with difficulties.	Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and rooms used in various ball games. In addition, the learner follows rules governing various ball games and perform ball games of choice, interest or ability either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and room used in various ball games, However, the learner has difficulties in following rules governing various ball games and performing ball games of choice, interest or ability either individually, in pairs or in groups.	Learner has difficulties in performing ball games.

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Games and Sports	**4.4 Board games**	By the end of the sub – strand, the learner should be able to: a) observe safety precautions in readiness for board games to prevent accidents; b) position self appropriately in readiness for board games; c) perform board games for learning and enjoyment; d) appreciate board games activities for recreation.	• Learners are oriented to the room that the board game is performed to prevent falls or knocks. • Learners familiarize themselves with materials and equipment used in board games such as tables, darts, darts boards, chess piece, dice, scrabbles, dictionaries, chess board, tiles, ajua boards and seeds. • Learners watch and/or listen to videos of peers performing board games • Learners are guided on various rules that govern board games. • Learners perform various board games of choice, interest and ability either individually, in pairs and/or in groups. • Learners could take photographs of peers taking part in board games. • Learners store the equipment and materials used in board games. • Learners share their experiences about the board games.	1. Which board games do you like? 2. When do you play board games? 3. Why do you play board games?

Core competencies
• **Communication and collaboration** – This will be achieved as learners take part in various board games in pairs or in groups. • **Digital literacy** – is an achieved when learners watch videos and take photographs of peers performing various board games. • **Self -efficacy** – is achieved when learners are able to successfully take part in board games of their choice, ability and interest • **Imagination and creativity** – is realized when learners display creative moves in performing board games.

Pertinent and contemporary issues	**Values:**
• **Social cohesion-** is achieved when learners play board games in pairs or in groups and share the material and equipment. • **Self-esteem** is realized when learners are appreciated and reinforced positively for performing board games well.	• **Responsibility-** is achieved when learners show commitment and dedication to excel in board games and also store the various equipment and materials used in their rightful place. **Social Justice** – is realised as learners observe fairness when playing board games. • **Respect -**is achieved when learners observe rules that govern the various board games and also when learner respect self and others.

Link to other learning areas:	**Suggested Community Service Learning:** when learners
• Numeracy activities • Sensory integration • Communication, social and literacy skills.	join clubs in community that play board games for example a jua club.

Suggested non-formal activity: when learners play board games during their free time with their teachers, non-teaching staff and peers.	**Suggested modes of assessment: S**elf-assessment, observation, group or peer assessment, oral or signed questions, check lists.

Suggested learning resources: tables, darts, darts boards, video clips, cameras, structure boards, objects of reference, mats, chase pieces board, ajua, beans, scrabbles, dice, first aid kits

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self for board games, and consistently perform various board games.	Learner is able to successfully position self for board games, and perform various board games.	Learner is able to successfully position self for board games, and perform various board games with assistance.	Learner has difficulties in performing board games.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Games and Sports	4.5 Swimming	By the end of the sub – strand, the learner should be able to: a) observe safety precautions during swimming to prevent injuries; b) position self appropriately in readiness for swimming; c) perform various swimming strokes for learning and enjoyment; d) enjoy swimming as an activity for health and recreation.	• Learners are oriented to the swimming pool for safety • Learners familiarize themselves with swimming materials and equipment such as floaters and swimming costumes. • Learners listen and watch videos of peers swimming. • Learners are guided to observe rules that govern swimming. Learners are oriented in the water to identify the deep and the shallow ends of the pool and also to identify ideal or comfortable depth for swimming • Learners are guided to take appropriate position for floating with or without floating devices. • Learners are guided to swim in different strokes according to ability such as, backstroke, breaststroke, butterfly, front crawl. This can be done individually, in pair or in groups • Learners talk about their experiences in swimming as they demonstrate how various animals swim such as • fish, ducks, frogs	1. How do we swim? 2. How do animals swim? 3. Where do we swim?

Core competencies:
- **Communication and collaboration** – is developed when learners swim in pairs or in groups.
- **Digital literacy** – is achieved when learners watch videos and take photographs of peers during swimming
- **Critical thinking and problem solving-**is achieved when learners apply navigation activities during swimming.

Pertinent and contemporary issues	Values:
• **Patriotism** is achieved when learners are able to relate swimming to the success of national level swimmers who have excelled in performance and brought gold medals and certificates • **Animal welfare** is realized when learners are able to keep animals that stay in water such as fish and ducks. • Decision making is realized when learners identify the ideal and comfortable depths for swimming.	• **Responsibility-** is achieved when learners are committed and dedicated to excel in performing swimming strokes. • **Respect -**is achieved when learners observe rules that govern swimming and also when learners respect self and others.
Link to other learning areas: • Numeracy activities. • Sensory integration. • Creative activities, • Communication, social and literacy skills.	**Suggested community service learning:** learners are supported by their parents to take part in swimming activities. Through acquisition of skills, they can save lives of individuals during swimming activities and even themselves.
Suggested non-formal activity: Learners engage in swimming activities during games and sports.	**Suggested modes of assessment:** self-assessment, observation, group or peer assessment, oral or signed questions, check lists.
Suggested learning resources: swimming pools, stop watches, resource persons, swimming costumes and floaters, structure boards, objects of reference.	

Assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for floating and swimming, and consistently performs several strokes. In addition, learner is to assist others in swimming.	Learner is able to successfully position self in readiness for floating and swimming, and performs several strokes.	Learner is able to successfully position self in readiness for floating and swimming, and performs few strokes with assistance.	Learner has difficulties in performing strokes.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Games and Sports	**4.6 Gymnastics**	By the end of the sub – strand, the learner should be able to: a) observe safety precautions when performing gymnastics to prevent injuries; b) position self appropriately in readiness for gymnastics; c) perform various gymnastics for learning and enjoyment; d) appreciate gymnastics for health and physical fitness.	• Learners prepare the field or rooms in readiness for gymnastics by removing obstacles such as stones, sticks or slippery materials. • Learners familiarize themselves with materials used in gymnastics such as mats, bars, vaulting boxes, beam balances, rings and trampoline. • Learners are oriented on the field or the gymnastic room to be used for familiarization. • Learners are guided on the rules that govern gymnastics. • Learners perform various gymnastic activities of their choice, interest and ability such as springs, rolls, vaults, balances, tumbles. This could be done individually, in pairs or in groups. • Learners take videos and photographs of peers performing various gymnastic activities. • Learners sing songs, count and share their experiences about the gymnastic activities.	1. Which gymnastics activities do you enjoy? 2. Why do you perform gymnastics? 3. How do you perform gymnastics?

Core competencies:
- **Communication and collaboration** is realized when learners perform gymnastics in pairs and in groups.
- **Digital literacy** is achieved when learners watch videos and take photographs of peers performing gymnastic activities.
- **Self-efficacy** is achieved when learners are able to perform gymnastic activities of their choice, interest and abilities hence boosting self-esteem.
- **Imagination and creativity** -is achieved when learners display unique gymnastic sequences.
- **Learning to learn** – is realized when learners apply the skill learnt in gymnastics to perform other activities such as climbing.

Pertinent and contemporary issues - **Social cohesion** is realized when learners share equipment or resources and also work in pairs and groups. - **Education for sustainable development** is achieved when learners take part in national gymnastics competition and they are paid or offered sponsorships. - **Self- esteem** is realized when learners successfully perform gymnastic activities.	**Values:** - **Social** Justice is realized when learners observe fairness during gymnastic activities - **Respect** is achieved when learners observe the guiding rules of gymnastics as well as show respect to self and others. - **Responsibility** is achieved when learners show dedication and commitment to excel in gymnastic activities and when they care for materials and equipment used. - **Integrity** is achieved when learners uphold ethics, fair play and honesty during gymnastic activities.
Link to other learning areas: - Numeracy activities - Sensory integration - Communication, social and literacy skills.	**Suggested community service learning:** when learners join clubs and societies and participate in gymnastic activities and also, when learners are called upon to perform gymnastics activities in various community events such as cultural functions for entertainment.

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