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INTERMEDIATE LEVEL CURRICULUM DESIGNS

FOR LEARNERS WITH SPECIAL NEEDS

VOLUME ONE

LEARNING AREAS

1. COMMUNICATION, SOCIAL AND LITERACY SKILLS
2. DAILY LIVING SKILLS AND RELIGIOUS EDUCATION
3. SENSORY MOTOR INTEGRATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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 the 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 the Intermediate Level 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, 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
MINISTRY OF EDUCATION

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.

Dr. Belio R. Kipsang, CBS
Principal Secretary
MINISTRY OF EDUCATION



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COMMUNICATION, LITERACY AND SOCIAL SKILLS PANEL

- | | |
|--------------------------|---|
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| 2. Nancy Miano | Dagoretti Special School. |
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| 4. David Methu | Presbyterian University |
| 5. Moses Gitari | University of Nairobi |
| 6. Dr. Catherine Mwarari | Tangaza university College |

DAILY LIVING SKILLS PANEL

- | | |
|----------------------|---|
| 1. Japhet M. Ringera | Kenya Methodist University |
| 2. Joshua Kendagor | Kabarnet School For The Deafblind |
| 3. Christine Kisombe | Pwani School for the MH |
| 4. Margret Mugweru | Karatina Special. School. |
| 5. Dr. Michael Odeny | Maseno University |
| 6. Beth Kahuthia | Kenya Institute of Curriculum Development |

SENSORY MOTOR INTEGRATION PANEL

- | | |
|-----------------------|---|
| 1. Moses Teddy Oketch | Maseno University |
| 2. Fredrick O. Odinga | VSO Kenya |
| 3. Ramson Nyamu | Kaundu special school |
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JULIUS JWAN PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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INTRODUCTION

Kenya recognises the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently, the Kenya Institute of Curriculum Development (KICD) has endeavoured to provide an all-inclusive curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum. However, some learners with special needs may not follow the regular curriculum even with adaptation due to the severity of their impairments and require to be equipped with basic adaptive, social and work related skills for independent living. The curriculum for these learners is organized in four tiers namely Foundation, Intermediate, Pre-vocational and Vocational level as outlined in the Basic Education Curriculum Framework.

Learners with severe intellectual, multiple and other severe developmental disabilities will benefit from these curriculum designs. They include those with intellectual disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and profound disabilities.

The Intermediate Level Curriculum covers the following learning areas:

- 1) Communication, Social and Literacy Skills
- 2) Daily Living Skills and Religious Education
- 3) Sensory Motor Integration
- 4) Environmental Activities
- 5) Numeracy Activities
- 6) Creative Activities
- 7) Psychomotor Activities



LEARNING AREAS TIME ALLOCATION

For learners with special needs learning is individualized and therefore time allocation is dependent on completion and mastery of specific tasks. Therefore, it is difficult to allocate a fixed time. However, the suggested time of 30 minutes per lesson is a guide.

	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

THE NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

Education should provide the learner with necessary Competencies for technological and industrial development in tandem with changing global trends.

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

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

4 **Promote sound moral and religious values**

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

5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education including learners with special educational needs and disabilities



Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

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

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

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

8. Good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR INTERMEDIATE LEVEL

The following are the learning outcomes for the Intermediate Level.

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

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



COMMUNICATION, SOCIAL AND LITERACY SKILLS

Essence statement

Communication skills play an integral role in the acquisition of knowledge, skills and attitudes in all learning areas. Learners with special needs may require techniques that supplement or take the place of speech that is non-functional. Reading and writing skills have far reaching implications on the learner's functional ability for independent living and learning while interpersonal and intrapersonal skills are important for effective social interaction.

General Learning Outcomes

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

- a) apply verbal and non-verbal communication skills for social interaction;
- b) use augmentative and alternative communication skills to enhance social interaction;
- c) apply basic literacy skills for effective communication and social skills;
- d) utilize basic ICT skills for effective communication and collaboration;
- e) apply inter and intra personal skills for effective social interaction.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Verbal and non-verbal communication	1.1 Naming	By the end of the sub-strand, the learner should be able to: a) say/sign own name b) recognise identity features of self effective communication; c) appreciate own names.	<ul style="list-style-type: none"> • Learners could be guided to say/sign/identify own names pictures, body features and interacting with audio-visual scripts. • Learners could be guided to recognize body features, signs and pictures that identify self for communication through sight and tactile modalities. • Learners could say/sign/identify own name and in various settings. • learners could sing, recite poems and play computer games on naming self in pairs or in groups . 	<ol style="list-style-type: none"> 1. What is your name? 2.
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners sing or rewrite poems in pairs or in groups; • Self-efficacy will be enhanced as learners recognise features and names that identify self. • Digital literacy will be developed as learners interact with digital devices and play computer games • Learning to learn will be developed as learners discover unique features to identify self and significant family members 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Citizenship will be developed as learners interact with information on child rights and protection as they identify self 		<p>Values</p> <ul style="list-style-type: none"> • Unity will be enhanced as learners work together in groups or in pairs. • Responsibility will be nurtured as learners handle learning resources carefully and use appropriate features, signs and names to identify self. 		
<p>Link to other learning areas Daily living skills and creative activities.</p>		<p>Suggested non-formal activity to support learning Learners could respond to own name learner engages in various activities within and out of the school.</p>		
<p>Community service learning The learners could identify significant others at home environment</p>		<p>Suggested modes of assessment Oral or non-verbal questioning and observation.</p>		



Suggested learning resources: Tactile name tags, Pictures, digital devices, realia

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to say/sign/ own name and or recognise body features that identify them. Additionally, the learner can recognize neighbours by name/signs or body features.	Learner is able to say/sign own name or recognise features that identify them.	Learner is able to say/sign/identify own name with prompts.	Learner has significant difficulties saying /signing/identifying own name even with prompts.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Naming significant others	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) say/sign/recognize names of significant others for identity;</p> <p>b) recognize identity features of significant others for effective communication;</p> <p>c) appreciate saying/signing/ recognizing names of significant others for communication.</p>	<ul style="list-style-type: none"> • Learner could be guided to say/sign/ identify significant others (include extended family members, classmates, school staff) using pictures, body features and interacting with audio-visual scripts. Learners could recognize signs, pictures and unique body features, that identify significant others for communication through sight and tactile modalities. • Learner could be guided to recognize unique body features/signs/pictures of significant others for effective communication. • Learner could say/sign/recognize features that identify names of significant others in different settings. • learners could sing, recite poems and play computer games on naming significant others in pairs or in groups 	<p>Who is in your immediate home/school environment ?</p>



Core competences <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners identifies names significant others in pairs or in groups; • Self-efficacy will be developed as learners recognizes body features that identify names of significant others. • Digital literacy will be developed as learners interact with digital devices and play computer games • Learning to learn will be achieved as learners discovers unique body features to identify names of significant others. 	
Pertinent and contemporary issues <ul style="list-style-type: none"> • Citizenship will be developed as learners identify significant others thus enhancing social cohesion. • Life Skills will be achieved as learners interact with significant others for effective communication. 	Values <ul style="list-style-type: none"> • Unity will be enhanced as learners interact with others in the community. • Responsibility: will be nurtured as learner manipulates learning resources with care and uses appropriate features.
Link to other learning areas Daily Living skills and Creative activities.	Suggested non-formal activity to Support Learning: Visiting and interacting with others in immediate environment.
Suggested community service learning Learners could identify significant others in home environment	Suggested modes of assessment Oral/non-verbal questioning
Suggested learning resources: Pictures, digital devices, realia	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to say/sign/ identify names of significant others or recognize body features that identify them. Additionally, the learner can recognize others beyond their immediate environment.	Learner is able to say/sign/identify names of significant others or recognise body features that identify them.	Learner is able to say/sign/identify names of significant others or recognise body features that identify them with prompts.	Learner has significant difficulties saying/ signing/identifying names of significant others or recognising body features that identify them.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Naming objects in the immediate environment.	By the end of the sub- strand, the learner should be able to: a) say/sign/recognise names of objects in the immediate environment for communication; b) recognize features/ signs/ pictures of objects in the immediate environment for identification; c) appreciate saying/ signing/ identifying names of objects in the immediate environment for communication.	<ul style="list-style-type: none"> • Learner could be guided to say/sign names of various objects in the immediate environment. <ul style="list-style-type: none"> - home - school - classroom • Learner could be guided to identify tags/signs/names of objects in the immediate environment through games and songs. • Learner could practise saying/signing various names of objects in the immediate environment. 	What objects are there in your immediate environment?
<p>Core competences</p> <ul style="list-style-type: none"> • Learning to learn will be developed as learners desire to identify objects in the immediate environment. • Self- efficacy will be developed as learner distinguishes objects in the immediate environment. • Communication and collaboration will be achieved as learners identify names of objects in the immediate environment and role playing with others. • Digital literacy will be achieved as learners interact with digital devices through day to day interaction such as games and photographs. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Education for Sustainable Development will be achieved through environmental awareness. 		<p>Values</p> <ul style="list-style-type: none"> • Responsibility will be achieved as learners care for the environment. • Love will be nurtured as the learner appreciates objects in 		



	the environment example, fruits, trees.
Link to other learning areas <ul style="list-style-type: none"> • Environmental activities • Activities of Daily living skills • Religious Education 	Suggested non-formal activity to support learning Learners could explore their immediate environment to collect different objects.
Suggested community service learning Learners could care for the environment in community service participation.	Suggested modes of assessment Oral and non-verbal questioning.
Suggested learning resources: Objects of reference, realia in the immediate environment.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to say/sign names of objects in the immediate environment and various settings.	Learner is able to say/sign names of objects in the immediate environment.	Learner is able to say/sign names of objects in the immediate environment with assistance.	Learner has significant difficulties in saying/signing names of objects in the immediate environment.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Listening/ attending to simple instructions.	By the end of the sub-strand, the learner should be able to: a) Listen/attend to simple instructions for communication and social interaction; b) respond to up to four action instructions for guidance; c) enjoy following instructions in simple games.	<ul style="list-style-type: none"> • Learner could be guided to follow simple instructions • Learners respond to one to four actions instruction through oral and non-verbal modalities. • Learner could be guided to follow pre-recorded audio- visual instructions on a digital device. • Learner could play simple games following given instructions 	What did the teacher ask you to do after break?
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed as learner follows instructions. • Learning to learn will be enhanced as learner follows instructions and in varied environment hence acquires knowledge and skills; • Digital literacy will be achieved as learners interact with pre-recorded instructions. 				
<p>Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Citizenship: integrity will be achieved as learner takes instructions; 		<p>Values</p> <ul style="list-style-type: none"> • Unity will be enhanced as learners work together and share resources. • Respect will be nurtured as learners take turns when performing various activities. . 		
<p>Link to other learning areas: All learning areas.</p>		<p>Suggested non-formal activity to support learning: Following instructions in tidying up after engaging in a group activity.</p>		
<p>Community service learning: Learners could be instructed to engage in carrying out simple chores in the immediate environment</p>		<p>Suggested modes of assessment Oral and non-verbal questioning and observation.</p>		
<p>Suggested learning resources: Audio-visual digital device, structured boards,</p>				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to follow more than four action instructions.	Learner is able to follow up to four action instructions.	Learner is able to follow up to three action instruction with prompts.	Learner has significant difficulties in following instructions.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.5 Asking and responding to simple questions.	By the end of the sub-strand, the learner should be able to: a) respond to simple questions for effective communication; b) ask simple questions for acquisition of knowledge and skills in day today activities; c) role play communication. d) demonstrate confidence when asking and responding to questions.	<ul style="list-style-type: none"> Learner could be guided to respond to simple open and close ended questions through non-verbal and or verbal modalities; Learner could be guided to ask simple open and close ended questions. Using verbal or non-verbal modalities Learner could be guided to role play asking and responding to simple questions Learner could be guided to respond to simple pre-recorded audio-visual questions. Learner could ask and respond to questions in different settings. 	What do you do when you want to know something from your friend?
<p>Core competences</p> <ul style="list-style-type: none"> Communication and collaboration will be achieved as learner role play asking and responding to questions Learning to Learn will be developed as learners ask questions seeking more information knowledge or skills Critical thinking and Creativity will be developed as learners seeks responses to questions. Imagination and creativity will be developed as learners role play. Digital literacy will be achieved as learners manipulate to pre-recorded audio-visual devices. Self-efficacy will be achieved as learner develops confidence in asking questions. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> Citizenship will be developed as learners ask and respond to questions on child rights and protection. 			<p>Values</p> <p>Unity will be nurtured as learners role plays.</p>	
<p>Link to other learning areas</p> <ul style="list-style-type: none"> Daily living skills Orientation and mobility 			<p>Suggested non-formal activity to support learning</p> <p>Learners could ask and answer questions from one another while playing in the field</p>	



<p>Community service learning Learners could be encouraged to ask simple questions at home, school or community during various functions such as weddings or meal times.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Oral and non-verbal questioning • Observation.
<p>Suggested learning resources: Audio-visual digital device, textured boards</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to ask and respond to questions in confidence in different settings	Learner is able to ask and respond to questions.	Learner is able to ask and respond to simple questions with prompts.	Learner has significant difficulties in asking and responding to simple questions.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.6 Listening/ attending to and making descriptions	By the end of the sub-strand, the learner should be able to: a) identify items/ objects by descriptions for effective communication; b) make simple descriptions of realia and weather found in the immediate environment; c) appreciate describing realia and weather in the immediate environment.	<ul style="list-style-type: none"> • Learner could be guided to identify items/objects from their descriptions. • Learner could be guided to make simple descriptions of objects, animals, plants, buildings and weather. • Learner could be guided to describe realia and weather by the use of pictures, signing, tactile diagrams, audio-visual script. • Learner could make descriptions of items used in a day to day activities. 	What can you identify in your immediate environment?
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners make descriptions of realia and weather in the immediate environment. • Learning to learn will be developed as learner identifies objects/items and describes weather in the other environment. • Digital literacy will be achieved as learner describes manipulate digital device and describes the objects shown. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Education for sustainable Development will be achieved as learners describe various items/objects and the weather in the immediate environment. 			<p>Values</p> <ul style="list-style-type: none"> • Responsibility will be enhanced as learners describe objects/items and the weather in appreciation of the environment. 	
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Environmental studies • Daily living skills 			<p>Suggested non-formal activity to support learning: Learners could participate in preserving organising the school environment.</p>	



<p>Community service learning Learners could participate in the preservation and the environment.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Oral and non-verbal questioning • Observation.
<p>Suggested learning resources: Camera , tactile pictures/images, models</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to make detailed descriptions of items/objects and the weather in the immediate environment</p>	<p>Learner is able to make simple descriptions of items/objects and the weather in the immediate environment.</p>	<p>Learner is able to make simple descriptions of items/objects and the weather in the immediate environment with prompts.</p>	<p>Learner has significant difficulties in making descriptions of items/objects and the weather in the immediate environment.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.7 Story telling	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> answer questions from a given story for modelling of appropriate behaviour; tell stories using verbal or non-verbal communication skills for modelling of appropriate behaviour; appreciate telling and answering questions from stories for modelling of appropriate behaviour; Identify appropriate behaviour from stories for social interaction. 	<ul style="list-style-type: none"> Learner could be guided to answer questions from a given story through oral or non-verbal modality. Learners could be guided to follow a given story, retell the story and answer questions through verbal and non-verbal modalities Learner could be guided to tell their own stories to enhance effective communication and appropriate behaviour. Learner could be guided to distinguish good from bad behaviour from the stories. 	Which stories do you know?
Core competences <ul style="list-style-type: none"> Communication and collaboration will be achieved as learners tell and follow stories in groups. Self-efficacy will be developed as learner gains proficiency in self-expression and awareness of appropriate social behaviour. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Citizenship will be developed as learners pick issues on integrity and morals from various stories. 		Values <ul style="list-style-type: none"> Integrity will be enhanced as learners draw appropriate behaviour models from various stories. Responsibility will be nurtured as learners consciously identify and adopts appropriate behaviour. 		
Link to other learning areas <ul style="list-style-type: none"> Daily living skills Environment activities 		Suggested non-formal activity to support learning Learners could apply models of appropriate behaviour learnt through stories in various settings.		



<p>Community service learning Learners could demonstrate appropriate behaviour learnt from stories in interactions at home and other social settings.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation checklist. • Questioning
<p>Suggested learning resources: digital devices, pictures and tactile diagrams</p>	

Assessment Rubric

Exceeding Expetations	Meeting Expetations	Approaching Expectations	Below expetations
Learner is able to tell a story and answer questions from a given story and demonstrate behavior modelled from the story in varied contexts.	Learner is able to tell a story and answer questions from a from given story and demonstrate appropriate behaviour	Learner is able to tell a story and answer questions from a given story with prompts and attempts to demonstrate appropriate behaviour	Learner has significant difficulties telling a story and answering questions from a given story.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.8 Poems/Pantomimes	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) say / sign familiar words in a poem for effective communication;</p> <p>b) recite and or pantomime poems for effective communication;</p> <p>c) answer questions from a poem/ pantomime for comprehension skills;</p> <p>d) develop appropriate behaviour from poems/pantomimes for social interaction;</p> <p>e) Reciting poem/pantomimes for communication:</p>	<ul style="list-style-type: none"> • Learner could be guided to say/sign unfamiliar words by repeating them. • Learner could be guided to recite poems / pantomimes through verbal and non-verbal modalities in varied contexts. • Learner could be guided to listen/ attend to a pre-recorded poem/pantomime on an audio visual digital device. • Learner could be guided to answer questions from poems/pantomimes. • Learners could be guided to distinguish good from bad behaviour from a poem/pantomime. 	Which poem or pantomime can you recite/ perform?
<p>Core Competencies</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners recite and answer questions from the poems/pantomimes. • Digital Literacy will be developed as learners manipulate and listen/attend to pre-recorded poems and pantomimes. 				
Pertinent and contemporary issues			Values	



<ul style="list-style-type: none"> • Social cohesion will be enhanced as learners draw morals from pantomimes and poems. 	<ul style="list-style-type: none"> • Responsibility will be nurtured as learners identify appropriate behaviour and care for others
Link to other learning areas <ul style="list-style-type: none"> • Daily living skills, • Environmental studies 	Suggested non-formal activity to support learning <ul style="list-style-type: none"> • Learners could recite poems and pantomimes in different settings and apply positive behaviour models learnt.
Community service learning Learners could apply appropriate behaviour patterns and understanding in their immediate community.	Suggested modes of assessment <ul style="list-style-type: none"> • Listening/observation • Oral and non-verbal questioning.
Suggested learning resources: digital devices, realia, pictures, core word and theme boards	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able recite/perform poem/pantomime and answer questions from a given poem/pantomime, identify appropriate behaviour and enjoy reciting/performing poems/pantomimes. Additionally, apply appropriate behaviour and understanding in the immediate community.	Learner is able to recite/perform poems and pantomimes and identify appropriate behaviour and enjoy reciting/performing poems/pantomimes.	Learner is able recite/perform and attempt to answer questions with prompts.	Learner has significant reciting/performing answering question.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Augmentative and alternative communication	2.1 Core-word boards	By the end of the sub-strand, the learner should be able to: a) identify symbols and pictures from the core word board for aided communication; b) use symbols/ pictures on the core word board for aided communication; c) appreciate the use of core word boards for appropriate communication.	<ul style="list-style-type: none"> • Learners could be guided to identify symbols and pictures on the core word board. • Learners could be guided to use symbols/pictures on the core word board to express themselves. • Learners could be guided to take turns while using the core word boards to engage in conversation. • Learner could be guided to use core word boards to play simple games. • Learner could be encouraged to use core word boards to enhance communication in day to day interactive activities in pairs\groups. 	How can we use the core word board to communicate?
<p>Core competence</p> <ul style="list-style-type: none"> • Communication and collaboration will be developed as learners engage in conversations using core-word boards. • Self-efficacy will be achieved as learners gain effective communication skills by using the core-word board. • Life skills: will be developed as learners effectively communicate needs and feelings. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Citizenship will be achieved through effective communication for social cohesion 		<p>Values</p> <ul style="list-style-type: none"> • Unity will be enhanced as learners engage in conversations using a core word board. • Love will be nurtured as learners share and enjoy using the core word board to interact. 		
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Sensory motor integration, 		<p>Suggested non-formal activity to support learning</p> <p>Learners could use core word board to communicate while out of class.</p>		



<ul style="list-style-type: none"> • Daily Living Activities. 	
<p>Community Service learning Learners could use core word board to communicate with people in their immediate environment.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Verbal or non-verbal questioning • Observation
<p>Suggested learning resources: Visual/tactile core word boards.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify symbols/pictures in a core word board and engage in conversation as well communicate with people in the immediate environment.	Learner is able to identify symbols/pictures in a core word board and engage in conversation.	Learner is able to identify and use symbols/pictures in a core word board with prompts.	Learner has significant difficulties in using a core word board.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Theme boards	By the end of the sub-strand, the learner should be able to: a) Identify visual or tactile symbols/pictures from various theme boards used for communication; b) Use theme boards along with core word boards to communicate; c) Appreciate the use of core word boards and theme boards to communicate.	<ul style="list-style-type: none"> • Learner could be guided to identify visual or tactile symbols/pictures on theme boards. • Learner could be guided to construct simple sentences using theme boards along with core word boards. • Learner could be guided to use theme boards along with core word boards to communicate in pairs. • Learner could be guided to play games using theme boards and core- word boards. • Learner could be encouraged to use theme boards along with core word boards to engage in conversation with peers. 	How can we use core word boards to express ourselves in different contexts?
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners engage in conversation using theme boards along with core word boards. • Self-efficacy will be developed as learners acquire skills to express needs and feelings. • Life skills will be achieved as learners gain wider capacity to effectively communicate through use of theme boards and the core word board. • Learning to learn will be developed as learners identify relevant theme boards for effective communication on different contexts. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Citizenship will be achieved through effective communication for social cohesion 			<p>Values</p> <ul style="list-style-type: none"> • Unity will be enhanced as learners engage in conversations using core word and theme 	



<ul style="list-style-type: none"> • Life Skills will be developed as learners display appropriate ability to communicate. 	boards.
Link to other learning areas <ul style="list-style-type: none"> • Sensory integration, • Daily Living Skills, • Psychomotor and creative activities. 	Suggested non-formal activity to support learning Learners could use theme boards along with the core word board in out of class activities to communicate.
Community service learning Learners could use core word boards and theme boards to participate in conversations within the community set ups.	Suggested modes of assessment <ul style="list-style-type: none"> • Oral and non-verbal questioning • Observation.
Suggested learning resources: Visual/ tactile theme boards and Core word boards.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify symbols/pictures in a theme board and engage in conversation using a along with theme boards with participate in conversation within the community set-up.	Learner is able to identify symbols/pictures in a theme board and engage in symbols/pictures on-a along theme boards.	Learner is able to identify and use symbols/pictures in a theme board and use core word boards story in varied contexts.	Learner has significant difficulties in identifying theme board.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Partner Assisted Scanning	By the end of the sub- strand, the learner should be able to: a) tell/show the various cues and signals used by others for self-expression; b) scan various signals and cues given by others to provide assistance in communication; c) appreciate scanning various signals and cues given by others to provide assistance in communication.	<ul style="list-style-type: none"> • Learner could be guided to observe cues and signals used by specific others for self-expression. • Learner could be guided to scan the various signals and cues given by a specific other to provide assistance in communication. • Learner to scan signals and cues given by specific other in various set ups for communication. 	How can we tell the meaning of signals and cues given by others?
Core competences <ul style="list-style-type: none"> • Self-efficacy will be developed as learners scan signals and cues from others. • Communication and collaboration will be achieved as learner communicates with others. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> • Service learning, Parental empowerment and engagement will be achieved through partner assisted scanning. 		Values <ul style="list-style-type: none"> • Responsibility will be enhanced as learners provide assistance to others in communication. • Love will be nurtured as learners interact with specific others for collaborative assistance. 		
Link to other learning areas <ul style="list-style-type: none"> • Sensory motor integration, • Daily Living Skills. 		Suggested non-formal activity to support learning Learners could practice scanning for cues and signals given by others for communication out of class.		
Community service learning Learners could scan for signals and cues used for communication in the community.		Suggested modes of assessment <ul style="list-style-type: none"> • Observation • Oral and non-verbal questioning, 		



Suggested learning resources: tactile /visual Core word and theme boards, digital devices.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to scan signals and cues given by others in class and further scan for signals and cues used for communication in the community.	Learner is able to scan signals and cues given by others in the immediate environment for communication.	Learner is able to scan signals and cues given by others for communication with prompts.	Learner has significant difficulties in scanning signals and cues given by others for communication.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Structure boards.	By the end of the sub-strand, the learner should be able to: a) identify tactile pictures/ diagrams or realia on a structure board for effective communication; b) use pictures/ diagrams or realia/ on a structure board to communicate needs c) use structure boards to follow routine and schedules d) appreciate the use of structure boards in day to day activities.	<ul style="list-style-type: none"> • Learner could be guided to identify tactile pictures/diagrams and realia on structured boards. • Learner could be guided in using textured pictures/ diagrams and realia to communicate needs and activities. • Learner could be guided on the use of textured pictures/ diagrams and realia to follow routine and schedules. • Learner could be guided to use structured boards on audio digital devices to follow routines appropriately. • In pairs\groups learner could use tactile picture/diagrams and realia on structured boards in day to day activities. 	How can you use pictures to communicate?
Core competences <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners use textured pictures/ diagrams with others. • Self-efficacy will be developed as learner manipulate the textured board. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> • Citizenship will be developed as learners communicate and follow routines appropriately for social cohesion. • Life Skills will be developed as learners express need and engages in activities. 			Values <ul style="list-style-type: none"> • Responsibility will be enhanced as learner follow routine and schedules. • Respect will be nurtured as learner follows scheduled routine. 	
Link to other learning areas All learning areas.			Suggested non-formal activity to support learning Learners could use structured boards out of class.	
Community service learning Learners could be encouraged to follow given			Suggested modes of assessment <ul style="list-style-type: none"> • Oral or non-verbal questioning 	



<p>routines at school and home.</p>	<ul style="list-style-type: none"> • Observation.
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Suggested learning resources: Structure boards, tactile/visual core word and theme boards, realia.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities as well as follow routine\schedules.</p>	<p>Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities.</p>	<p>Learner is able to use structure board pictures/diagrams and realia to communicate needs and activities with prompts.</p>	<p>Learner has significant difficulties using structure board pictures/diagrams or realia to communicate.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.5 Communication passport	By the end of the sub-strand, the learner should be able to: a) use verbal or non-verbal communication modes to give information about self and significant others; b) identify images and or symbols that communicate different information about self and significant others in communication passport; c) use the passport to give information about self and significant others to communicate; d) appreciate the use of a communication passport for effective social interactions	<ul style="list-style-type: none"> • Learner could be guided to use verbal or non - verbal communication modes to give information about self and significant others. • Learner could be guided to identify images and symbols in a communication passport to give information about self and significant others. • Learner could be guided on how to present specific information about self and significant others through the communication passport. • Learner could be guided to take pictures of self and significant others using a digital camera. • Learner could be guided to use the communication passport in day to day interactions. 	What would like others to know about you?
Core competences <ul style="list-style-type: none"> • Self-efficacy will be developed as learner uses the passport to provide information about self. • Communication and collaboration will be achieved as learner interacts with others using the passport. • Digital literacy will be developed as learner uses digital devices to take pictures of self and others. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> • Self-identification will be enhanced through the passport. 			Values Responsibility will be enhanced as learners care for own communication passport and provide information about themselves.	



Link to other learning areas <ul style="list-style-type: none"> • Daily living Skills • Environmental activities 	Suggested non-formal activity to support learning Learners could use the communication passport to interact with one another in different settings.
Community service learning Parents could support the learner to develop communication passport in order to enable him or her to easily communicate his or her needs, characteristics and identity in the community.	Suggested modes of assessment: <ul style="list-style-type: none"> • Observation, • Oral and non-verbal questioning.
Suggested learning resources: Communication passport and digital devices.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can provide information for his/her communication passport and use the passport to give information about self and significant others as well as easily communicate his or her needs, characteristics and identity in the community.	Learner can provide information for his/her communication passport and use the passport to give information about self and significant others.	Learner can provide information for his/her communication passport and use the passport to give information about self and significant others with prompts.	Learner has significant difficulties providing information for his/her communication passport and in using a passport even with prompts.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry Question(s)
3.0 Reading	3.1 Letter Recognition	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize letters of the alphabet in upper case using verbal or non- verbal modes; b) recognize letters of the alphabet in lower case using verbal or non- verbal modes; c) match upper case letters with corresponding lower-case letters in class; d) enjoy participating in letter recognition activities in and out of class. 	<ul style="list-style-type: none"> • Learner could be guided to identify upper and lower-case letters of the alphabet by use of letter cut-outs, letter puzzles, letter cards, videos of animated letters. • Learner could sort and match upper and lower-case letters in groups or in pairs. • Learner could fix letter jigsaws involving both lower case and upper- case letters. • Learner could be guided to recognize letters on walls, charts, letter cards, cut-out letters and animated videos. • Learner could sing songs or recite poems and rhymes related to letter recognition while displaying letters. • In pairs or in small groups, learners could be engaged in letter recognition games such as letter fishing games, letter sorting trays, letter basket balls, letter hunting games and drag and drop computer games. • Learners could compete in letter recognition games and be encouraged to show decorum in winning and acceptance in losing. 	What is a letter?
<p>Core competence</p> <ul style="list-style-type: none"> • Learning to learn will be developed as learner identifies more letters on charts, cards or video games. • Digital Literacy will be achieved as learner manipulates digital devices while watching and playing animated letter games. • Communication and collaboration will be achieved as learners identify letters and interact in pairs or in groups. 				



<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Citizenship social integration will be achieved as learners work in groups and exercise fairness in play. • Self-esteem Life skills will be developed as learners successfully identify the letters of the alphabet. 	<p>Values</p> <ul style="list-style-type: none"> • Unity will be enhanced as learners share learning materials and work together in harmony. • Respect will be nurtured as learners take turns in games.
<p>Link to other learning areas Psychomotor and Creative Activities.</p>	<p>Suggested non- formal activity to support learning Learners could participate in organised inter-group language contest ,involving letter recognition activities</p>
<p>Community Service Learning Learners could identify letter labels for identification of places or items.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Oral questions • Observations.
<p>Suggested learning resources: Letter stickers, letter jig-saw, charts, flash cards letter cutouts, talking walls, recorded poems and rhymes, letter recognition games, letter hunting games, letter sorting trays, video of animated letters, ICT devices</p>	

Assessment Rubric

Exceeding Expectation	Meeting expectation	Approaching expectation	Below expectation
Learner consistently recognizes letters in upper and lower case, matches them correctly and further identifies letter labels for identification of places or items	Learner recognizes letters in upper and lower case and matches them letters correctly.	Learner recognizes letters in lower and upper case and matches with prompts.	Learner recognizing difficulties in recognizing letters of the alphabet.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Syllable reading	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Articulate/recognise vowels and consonants correctly when reading; blend consonants and vowels to form syllables for proper articulation/braille recognition; appreciate reading by articulating/recognising braille in letter sounds and syllables correctly. 	<ul style="list-style-type: none"> Learners could be guided to articulate/recognize braille vowels and consonants. Learners could be guided to imitate articulation/recognition of vowels and consonants Learners could be guided to blend consonants and vowels form syllables Learners could be guided to practice articulation/reading braille syllables Learners could be engaged in singing songs, reciting poems and rhymes related to the syllables learnt. 	Which are the sounds in your name?
Core Competencies <ul style="list-style-type: none"> Learning to learn will be achieved as learners join the others letter sounds to make syllables. Communication and collaboration will be developed as learners engage in singing, sign singing, reciting poems and rhymes. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Self-esteem will be developed through appropriate articulation/braille reading of letters and syllables for effective communication. 			Values <ul style="list-style-type: none"> Unity will be enhanced as learners engage in singing, sign singing, reciting poems and rhymes. 	
Link to other learning areas <ul style="list-style-type: none"> Psychomotor and Creative Activities Environmental activities. 			Suggested non-formal activity to support learning: Learners could engage in outdoor games involving letter sound articulation.	



<p>Suggested community service learning Learners could be encouraged to participate in community events that involve communication. For example they could be encouraged to narrate stories to parents or siblings.</p>	<p>Suggested modes of Assessment</p> <ul style="list-style-type: none"> • Oral questioning • Observation.
<p>Suggested learning resources: Charts, flash cards, letter cut-outs, letter charts, digital devices, and braille equipment.</p>	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables as well combines syllables to form simple words	The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables.	The learner articulates vowels and consonants/recognizes braille vowels and consonants correctly and blends letters to form syllables with prompts	The learner has significant difficulties in articulating vowels and consonants/recognizing braille vowels and consonants.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Reading simple words and sentences.	By the end of the sub-strand, the learner should be able to: a) blend syllables to form simple words for communication; b) reads simple sentences for communication; c) Enjoy participating in activities involving reading simple words and sentences in and out of class.	<ul style="list-style-type: none"> Learners could be guided to blend syllables to form simple words. Learners could be guided to read simple sentences. Learners could be guided in activities or games that involve reading simple words and sentences using print/ braille and digital devices. 	Which words can you read?
<p>Core Competencies</p> <ul style="list-style-type: none"> Learning to learn will be developed as learners practice reading words in and out of class. Digital literacy will be achieved as learners interact with digital devices. Communication and collaboration will be achieved as learners read in groups. Self-efficacy will be developed as learners form words and sentences correctly. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> Self –esteem will be achieved as learners use the words that they have learnt in conversations. Effective communication will be developed as learners correctly read words. 		<p>Values</p> <ul style="list-style-type: none"> Unity will be nurtured through group work and sharing. Respect will be nurtured as learners play word games in turns. 		
<p>Link to other learning areas Psychomotor and Creative Activities</p>		<p>Suggested non-formal activity to support learning Learners could participate in organised inter-group reading contests.</p>		
<p>Suggested community service learning Learners could read in community events such as religious events, by reading, for example, the Bible or Quran.</p>		<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> Oral questions Observation. 		



Suggested learning resources: Charts, books, flashcards, newspapers / magazines, digital devices

Assessment Rubric

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
The learner is able to blend syllables to form words and read simple sentences as well apply reading skills in varied contexts.	The learner is able to blend syllables to form words and read sentences.	The learner is able to blend Syllables to form words and read sentences with prompts	The learner has significant difficulties blending syllables to form words

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Reading Names	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> say own name and names of significant others in and out of class; read own name and names of significant others by blending syllables and through whole word recognition for identity; appreciate reading his/her name and those of significant others. 	<ul style="list-style-type: none"> Learners could be guided to say own name, names of significant others. Learners could be guided to read own name and names of significant others by blending syllables and through whole word reading. In groups learners could play matching games, read names on word tree and play name fishing games. Learners could be guided to read names using ICT devices and play drag and drop computer games. 	What is the name of your friend?
Core competences <ul style="list-style-type: none"> Learning to learn will be developed as learners read name of others by their names. Digital literacy will be achieved as learners manipulate digital device to read names. Communication and collaboration will be achieved as learners read in groups. Self-efficacy will be developed as learners read words and sentences correctly. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Life skills will be developed as learners use names correctly in conversations for effective communication. 		Values <ul style="list-style-type: none"> Unity will be enhanced as learners know one another by name. Respect will be nurtured as learners refer to one another by name. 		
Link to other learning areas <ul style="list-style-type: none"> Psychomotor and Creative Activities Environmental Activities. 		Suggested non-formal activity to support learning Learners could read names in different settings in the immediate environment.		
Suggested community service learning Learners could identify significant others by name in the community through reading			Suggested modes of assessment <ul style="list-style-type: none"> Oral questions Observation 	



Suggested learning resources: Realia, pictures, charts, flashcards, learning corners, digital Devices.	

Assessment Rubric

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Learner reads own name and names of significant others in the school environment, at home and other settings.	Learner reads own name and names of significant others in the school environment and at home.	Learner reads own name and names of significant others in the school environment and at home with prompts.	The learner experiences significant difficulties in reading own name or names of significant others.

Strand	Sub-strand	Specific Learning outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.5 Reading functional words	By the end of the sub-strand, learners should be able to: a) identify functional words for independent living; b) read functional words in the immediate environment for independent living; c) appreciate reading functional words to access essential services for survival.	<ul style="list-style-type: none"> • Learners could be guided to identify different places that they may need to access for essential services. • Learners could be guided to read functional words indicating places they may need to access for essential services. • Learners could be guided to practice reading functional words using whole word recognition approach in pairs or in small groups. • Learners could be guided to play games that involve reading functional words in pairs or in groups. 	Where do you go when you are sick?
Core Competencies <ul style="list-style-type: none"> • Learning to learn will be achieved as learners identify new functional words. • Digital literacy will be achieved as learners interact with digital devices while playing word games. • Self-efficacy will be developed as learners get to read functional words correctly and are able to access essential services. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> • Life skills will be achieved as learners use functional words to express their needs. • Disaster Risk Reduction will be achieved as learners use functional words for accessing appropriate safety services in various places. 			Values <ul style="list-style-type: none"> • Responsibility will be enhanced as learners use functional words for independent living. 	
Link to other learning areas <ul style="list-style-type: none"> • Psychomotor and Creative Activities. • Daily living skills 			Suggested non- formal activity to support learning Learners could participate in activities that	



Strand	Sub strand	Specific learning outcomes	Learning experiences	Key inquiry question(s)
			involve reading functional words out of class.	
		Suggested community service learning Learners could use functional words learnt to address other learners at school and parents or siblings at home.	Suggested modes of assessment	<ul style="list-style-type: none"> • Oral questioning • Observation.
Suggested learning resources: Charts, books, flashcards, newspapers/ magazines, digital devices				

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner is able to identify and read functional words as well as use them to access essential services in varied contexts.	Learner is able to identify and read functional words as well as use them to access essential services.	Learner is able to identify and read functional words as well as use them to access essential services with prompts.	The learner has significant difficulties in reading functional words.

4.0 Writing/ Brailing	4.1 Writing/brailing letters of the alphabet	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify letters for communication; write /braille letters of the alphabet for written communication; enjoy write/brail letters of the alphabet for communication. 	<ul style="list-style-type: none"> Learner could be guided to identify letters/braille letters of the alphabet. Learner could be guided to match letters/ braille alphabets using charts and digital devices. Learner could be guided to model or make cut outs of letters to reinforce recognition. Learner could engage in drag and drop computer games to match letters and braille dots, Learner could be guided in writing or brailing the letters of the alphabet. Learner could write/braille patterns of letters of the alphabet. 	What do we use to write/braille letters?
Core Competencies <ul style="list-style-type: none"> Self-efficacy will be developed as learner acquires skills in writing for communication Digital Literacy will be achieved as learner engages in drag and drop computer games. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Citizenship will be achieved as the learners acquires ability to write/braille to communicate about child rights and protection information. 		Values <ul style="list-style-type: none"> Responsibility: will be nurtured as learners gain capacity for self- expression. 		
Link to other learning areas All learning areas.		Suggested non-formal activity to support learning Learners could write or braille letters of the alphabet in different settings		

- Observation
-
- Oral or non -verbal questioning
-



<p>Suggested community service learning Learners could practice writing skills at home with the help of siblings and parents</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Peer Assessment
<p>Suggested learning resources: Digital devices, Modelling material, charts, brailers, braille note taker, braille refreshable displays</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can identify and write letters of the alphabet in print or braille and further write simple names and words	Learner can identify and write letters of the alphabet in print or braille.	Learner can identify and write letters of the alphabet in print or braille with prompts.	Learner has significant difficulties identifying or writing letters of the alphabet.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Writing/Braille	4.2 Writing/braille simple words and sentences	By the end of the sub-strand, the learner should be able to: a) write or braille own names, names of objects and places in the immediate environment. b) write/or braille simple sentences about self for communication; c) appreciate writing/braille simple words and sentences for day to day interaction.	<ul style="list-style-type: none"> Learner could be guided to write/braille own names, names of objects and places in the immediate environment. Learner could be guided to write /braille simple sentences about self. Learner could be guided in writing/braille own names, names of objects and places and also sentences about self on a digital device. Learner could engage in play activities involving writing/braille own names, names of places, and objects. 	How do we write?
Core competences <ul style="list-style-type: none"> Communication will be achieved as the learner gains skills in writing /braille words and sentences. Self-efficacy will be developed as learner displays effective writing skills. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Self-esteem will be achieved as learners write, signs or braille their own names 		Values <ul style="list-style-type: none"> Integrity will be enhanced as learners write about themselves. Responsibility will be nurtured as learners handle digital devices and writing materials with care 		
Link to other learning areas All the learning areas.		Suggested non-formal activity to support learning Learners could be encouraged to write/sign/braille simple words		



	and sentences about self, objects and places in the immediate environment.
Suggested community service learning Learners could be supported by siblings or parents in activities that involve writing, signing or brailleing simple words and sentence on various objects or places.	Suggested modes of assessment <ul style="list-style-type: none"> • Observation • Questioning and answer
Suggested learning resources: Charts, realia, models, braille, writing materials, digital devices.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner writes/signs/brailles simple words and sentences about self, objects and places. Additionally, the learner can write a short paragraph.	Learner writes/ signs/ brailles simple words and sentences about self, objects and places.	Learner writes/ signs/ brailles simple words and sentences about self, objects and places with prompts.	Learner has significant difficulties in writing/signing/ brailleing simple words or sentences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
4.0 Writing/braille	4.3 Names of significant others: a) Family; b) Teachers; c) Friends.	By the end of the sub-strand, the learner should be able to: a) identify names of friends, family members, teachers and friends for communication; b) write/braille names of friends, family members, teachers and friends for identification; c) appreciate writing/ braille names of family members, teachers and friends for identification.	<ul style="list-style-type: none"> • Learners could be guided in naming significant others. • Learners could sing songs about family members, school mates and friends. • Learners could be guided to, read pictures of family members, friends and teachers. • Learners could be guided to write/ braille names of family members, teachers and friends. 	<ol style="list-style-type: none"> 1. Who do you live with? 2. Who are your friends?
Core competences <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners write or braille names of significant others. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Self-awareness will be developed as learners name family members, friends and teachers. 		Values <ul style="list-style-type: none"> • Responsibility and love will be nurtured as learners identify family members, teachers and friends by their names. 		
Link to other learning areas <ul style="list-style-type: none"> • Daily Living Skills, • Environmental activities, • Psychomotor and creative activities 		Suggested non-formal activity to support Learning Learners could participate in writing contests involving writing names of teachers, friends and family members during play time.		
Suggested community service learning Learners could write names of significant others in community service participation		Suggested modes of assessment <ul style="list-style-type: none"> • Questioning and answer • Observation 		
Suggested learning resources: writing material and braille materials.				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and write/braille names of significant others in different Settings.	Learner is able to identify, write/braille names of significant others..	Learner is able to identify, write/braille names of significant others with prompts.	Learner has significant difficulties in writing/brailing names of significant others.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
4.0 Writing\ Braille	4.4 Functional words	By the end of the sub-strand, the learner should be able to: a) recognize given functional words through sight/haptic; modality for day to day living; b) write/ spell the functional words to enhance recognition; c) appreciate writing the functional words for day to day communication.	<ul style="list-style-type: none"> Learner could be guided to read out/ read functional words on flash cards/board/digital tablet. Learner could be guided to write letters making the words. Learner could be guided to write/sign out the words on digital devices Learner could write functional words for communication in different settings 	How do we form words?

Core Competencies

- Communication and collaboration** will be achieved as learners write words for safe interaction with others in the environment.

Pertinent and contemporary issues

- Safety** will be developed as learners use functional words to access services safely.

Values

- Responsibility** will be enhanced as learners gain ability to write functional words

Link to other learning areas

All learning areas

Suggested non-formal activity to support learning

Learners could write functional words for significant persons at home on the ground while playing

Suggested community service learning

Learners could use functional words during community functions.

Suggested modes of assessment

- Observation,
- Questioning and answer

Suggested learning resources: Digital devices, writing boards, cards.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to spell and write/braille functional words and further assist others.	Learner is able to spell and write functional words without assistance.	Learner is able to write functional words with prompts.	Learner has significant difficulties writing words.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Basic ICT Skills	5.1 Parts of digitals devices	By the end of the sub-strand, the learner should be able to: a) identify basic parts of digital devices; b) operate basic parts of the digital devices; c) appreciate operating a digitals device.	<ul style="list-style-type: none"> Learner could be guided to identify basic parts of a digital device <ul style="list-style-type: none"> -powering button -Audio ports -Screen/monitor -Keyboard Learner could be guided to turn on and off a digital device Learner could be guided to connect basic input/output devices in pairs or groups: power cable, external drives disk, headphones, video cables Learner could be guided to navigate device screen/monitor <ul style="list-style-type: none"> -connecting -swiping -Tapping 	Which digital devices do you know?
Core competences <ul style="list-style-type: none"> Communication and collaboration will be achieved as learners connect basic input /output devices in pairs and groups. Digital literacy and self-efficacy: will be developed as learners operate digital devices. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Citizenship will be achieved as learners access children’s rights information from digital devices. 			Values <ul style="list-style-type: none"> Responsibility will be enhanced as learners take care of digital devices Unity will be nurtured as learners operate digital devices in pairs or groups. 	
Link to other learning areas All subjects			Suggested non-formal activity to support learning Learners could be asked to operate digital devices at home and other settings	



<p>Suggested community service learning Learners could assist community members to operate digital devices during community functions.</p>	<p>Suggested modes of assessment:</p> <ul style="list-style-type: none"> • Observation • Questioning and answer.
<p>Suggested learning resources: Tablets, iPads, laptops, Digital Camera, Mobile phones, Public address system</p>	

Assessment Rubric

Exceeding Expectations	Meeting expectation	Approaching expectation	Below Expectations
Learner is able to identify basic parts of a digital devices, operate and connect various devices.	Learner is able to identify and operate basic parts of a digital devices.	Learner is able to identify basic parts of a digital devices and operate with prompts.	Learner has significant difficulties in identifying or operating basic parts of a digital devices.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Basic ICT Skills	5.2 Using digital devices	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify features of various digital devices used in ICT; b) use input and out- put features of digital devices for skill development; c) play computer games for learning and enjoyment; d) draw and paint simple diagrams using the drawing window of digital devices; e) take photographs using digital devices for learning and leisure; f) appreciate the importance of digital devices in learning. 	<ul style="list-style-type: none"> • Learner could be guided to identify features of various digital devices such as tablets, laptops, desktops, mobile phones and camera using realia or models. • Learners could practise opening and shutting digital devices. • Learners could be guided to use input features such the key board and output devices such the monitor. • Learners could be guided to search for and play computer games in pairs. • Learners could be guided to draw and paint simple diagrams using a drawing window of a computer. • Learners could be guided to take photos of people, animals, buildings and plants in pairs 	<ul style="list-style-type: none"> 1) How can you draw a picture or shapes using a digital device? 2) How can you take photograph?
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners use digital devices in pairs. • Digital literacy will be developed as learners manipulate digital devices. • Self-efficacy will be developed as learners perform various tasks using digital devices, 				



<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Self efficacy will be enhanced as learners use digital devices independently to communicate. 	<p>Values</p> <ul style="list-style-type: none"> • Responsibility will be enhanced as the learners take care of digital devices • Unity will be nurtured as learners work in pairs with digital devices.
<p>Link to other learning areas All areas</p>	<p>Suggested non-formal activity to support learning Learners could draw and take photos using digital devices at home and other settings, Guided tour to cyber cafes, ATM machines, clubs and societies, Assemblies</p>
<p>Suggested community service learning Learners could take photos at a social functions in the community.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation • Questioning and answer.
<p>Suggested learning resources: Tablets, iPads, laptops, Digital Camera, Mobile phones</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to identify features of various digital devices, use input and out- put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs independently</p>	<p>Learner is able to identify features of various digital devices, use input and out- put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs.</p>	<p>Learner is able to identify features of various digital devices, use input and out- put features, play computer games, draw and paint simple diagrams using the drawing window and take photographs with assistance</p>	<p>Learner has significant difficulties in identifying features of various digital devices, use input and out- put features.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
	5.3 Using digital devices a) keying in b) storing c) retrieving	By the end of the sub-strand, the learner should be able to: a) identify features of a keyboard for digital device operation; b) type letters of the alphabet, words and sentences for digital literacy; c) save information typed as a word document on the digital device; d) retrieve the saved information for reference; e) appreciate the importance of using digital devices for learning.	<ul style="list-style-type: none"> Learner could be guided to identify features of a keyboard Learner could be guided to type letters, words and simple sentences Learner could be guided to save and retrieve typed information Learners could visit a computer lab. 	How do we write using a digital device?
Core Competencies <ul style="list-style-type: none"> Communication and collaboration will be achieved as learners interact with one another while using and manipulating digital devices. Digital literacy will be developed as learners manipulate digital devices. Self-efficacy will be achieved as learners perform various activities using digital devices. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Citizenship will be enhanced as learners access information on child rights on digital devices. 		Values <ul style="list-style-type: none"> Responsibility will be enhanced as learners take care of digital device Unity will be nurtured as learners interact with one another while using digital devices. 		
Link to other learning areas All areas		Suggested non-formal activity to support learning Learners could use digital device at home and other settings or visit cyber cafes while at home.		
Suggested community service learning		Suggested modes of assessment <ul style="list-style-type: none"> Observation Questioning and answer. 		
Suggested learning resources: Tablets, iPads, laptops, Digital Camera, Mobile phones				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information. In addition, the learner is able to create a folder.	Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information.	Learner is able to identify features of a key board, type letters, words and sentences as well as save and retrieve typed information with prompts.	Learner has difficulties identify features of a key board or type letters.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	5.4 Safety and Care for digital devices	By the end of the sub-strand, the learner should be able to: a) identify appropriate storage facilities for digital devices for safety; b) handle digital devices with care for their safety and longevity; c) keep the devices covered to safeguard them from dust or harmful substances for durability; d) appreciate the importance of caring for digital devices for safety and longevity.	<ul style="list-style-type: none"> • Learner could be guided to identify where devices are stored • Learner could be guided on how to safely handle a digital device • Learner could be guided to identify substances that could be harmful to digital devices. • Learners could work in pairs to maintain safety and care of the digital devices and the storage room 	How can you keep digital devices safe?
Core Competencies <ul style="list-style-type: none"> • Communication and collaboration will be developed as learners interact with one another while using digital devices in pairs or groups. • Digital literacy will be achieved as learners manipulate digital devices. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> • Environmental awareness: will be developed as learners acquire awareness on wastage and damaging of resources from digital devices. 		Values <ul style="list-style-type: none"> • Responsibility will be enhanced as learners handle and store digital devices with care. • Unity will be nurtured as learners work in pairs and groups. 		
Link to other learning areas <ul style="list-style-type: none"> • Daily living skills • Environmental activities 		Suggested non-formal activity to support learning Learners could use digital devices at home and other settings with care		



<ul style="list-style-type: none"> • Psycho-motor activities • Creative activities • Sensory integration • Numeracy 	
<p>Suggested community service learning Learners could also visit the workshop of a technician who repairs digital devices to learn more about them.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation • Oral Questioning
<p>Suggested learning resources: Tablets, iPads, laptops, Digital Camera, Mobile phones</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify where devices are stored, handle them with Care and safeguard them from harmful substances. In addition, learner guides others in careful handling of the devices.	Learner is able to identify where devices are stored, handle them with Care and safe guard them from harmful substances.	Learner is able to identify where devices are stored, handle them with Care and safe guard them from harmful substances with prompts.	Learner has significant difficulties in identifying where devices are stored or handle them with care.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	5.5 Digital core word and theme boards in Augmentative and Alternative Communication	By the end of the sub- strand, the learner should be able to: a) identify digital core- word and theme boards for communication; b) use digital core-word boards along with theme boards to communicate; c) appreciate the use of digital core word and theme boards for communication.	<ul style="list-style-type: none"> • Learner could be guided to identify digital core-word and theme boards. • Learner could be guided to retrieve core-word and theme boards from a digital device • Learner could be guided to use digital core-word and theme boards to communicate • Learner could communicate in pairs using digital core-word and theme boards 	How do we use core word and theme board to communicate
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners work in pairs or groups. • Digital literacy will be developed as learners use digital Core word and Theme Boards to communicate. • Self-efficacy will be developed as learners communicate using digital and Core word and Theme boards. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Social cohesion is developed as learner is able to interact with others. • 		<p>Values</p> <ul style="list-style-type: none"> • Responsibility will be enhanced as learner take good care of digital devices • Unity will be nurtured as learners work in pairs and groups 		
<p>Link to other learning areas All areas</p>		<p>Suggested non-formal activity to support learning Learners could use digital Core word and Theme boards at home and other settings.</p>		



<p>Suggested community service learning Learners could use digital devices, Core word and Theme boards to communicate in community events.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation Questioning and answer.
<p>Suggested learning resources: Tablets, iPads, laptops, Digital Camera, Mobile phones</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to identify and use digital Core-word and Theme boards to communicate as well as participate in school and community events.</p>	<p>Learner is able to identify and use digital Core-word and Theme boards to communicate.</p>	<p>Learner is able to identify and use digital Core-Word and Theme boards to communicate with prompts</p>	<p>Learner has significant difficulties in identifying and using digital core-word and theme boards to communicate.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.1 Courtesy words	By the end of the sub-strand the learner should be able to; a) identify courtesy words for social interaction b) use courtesy words for harmonious interaction. c) appreciate use of courteous words for interpersonal relationship	<ul style="list-style-type: none"> • Learner be guided to talk about courteous words in the community. • Learner could be guided to discuss courteous words in pairs or in groups. • Learner with deaf blindness could be guided to discuss courteous words using tactual signs. • Learner could watch and listen to video clips about use of courteous words • Learner could be guided to role play use of courteous word. • Learner could play games, recite poems and sing and sign sing songs using courteous words. • Learner could be guided to observe charts or picture flash card or braille card on courteous words. • Learner could be guided to manipulate tactile charts showing courteous words. • Learner practice use of courteous words in school and at home. 	<ol style="list-style-type: none"> 1. When someone has given you something what do you say? 2. When someone wrongs you what do you say
<p>Core competences</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners discuss, sing, sign sing songs, role play, manipulate and tactually sign courteous words. • Digital literacy will be developed as learners manipulate to video as they watch and listen to clips on use of courteous words. 				



<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Effective communication will be developed as learners use courtesy word. • Parental empowerment and engagement: will be achieved as parents guide learners in identification, use and appreciation of courtesy words. 	<p>Values</p> <ul style="list-style-type: none"> • Respect: will be nurtured as learners use courteous words. • Unity: will be enhanced as learners sing, sign sing songs and recite poems together and discuss in pairs or groups.
<p>Link to other learning areas</p> <ul style="list-style-type: none"> • Daily living skills • Environmental activities • psychomotor activities 	<p>Suggested non-formal activity to support learning Learners could sing song, recite poems, role play, play outside the class.</p>
<p>Suggested community service learning Learners could use courteous word in social places like religious places, their home and neighbourhood.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation • Oral and non-verbal questions
<p>Suggested learning resources: Tactile charts, audio visual aids, photographs, charts</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner identify, use and appreciate courteous words and consistently act courteously in social places	Learner identify, use and appreciate courteous words	Learner identify, use and appreciate courteous words with prompts and cues.	Learner has difficulty identifying courteous words.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.2 Cooperation	By the end of the sub-strand the learner should be able to: a) name ways of cooperating with others in and outside the class for harmonious interactions. b) show cooperation during social interaction for harmony. c) Appreciate cooperation during social interaction for harmonious living.	<ul style="list-style-type: none"> • Learner could be guided to talk about ways and instances in which they can show cooperation among themselves. • Learner could be guided to discuss areas of cooperation in learning and social interactions. • Learners could recite poems, sing songs, role play and play games on cooperation. • Learners could participate in group activities involving sharing of materials, assignment and turn taking • Learners could watch and listen to video clips about cooperation. 	What do you do to keep your classroom clean?
Core Competencies				
<ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners work in groups and share materials. 				
Pertinent and contemporary issues			Values	
<ul style="list-style-type: none"> • Self-esteem will be achieved as learners share work given, play materials, play time, learning materials and food and deaf blindness play own body demonstration. 			<ul style="list-style-type: none"> • Unity will be nurtured as learners work, play games and share materials. • Respect will be enhanced as learners share work given, play materials, and take turn. • Peace will be enhanced as learners appreciate cooperation during social interaction. 	
Link to other learning areas			Suggested non-formal activity to support learning	
<ul style="list-style-type: none"> • Daily living skills, • Psychomotor and creative activities, • Sensory motor integration 			Learners could engage themselves in singing songs, reciting poems, playing and role playing together outside the class	



<p>Suggested community service learning Learners could participate in communal work such as cleaning the compound, church, streets.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Observation, • Oral and non-verbal question, • Projects
<p>Suggested learning resources: Audio visual aids, assorted play materials</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to name ways of cooperating with others in and outside the class and show cooperation during social interaction and participate in communal work.	Learner is able to name ways of cooperating with others in and outside the class and show cooperation during social interaction.	Learner is able to name ways of cooperating with others in and outside the class and show cooperation during social interaction with assistance.	Learner has difficulties in naming ways of cooperating with others.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.3 Responsibility	By the end of the sub-strand the learner should be able to: a) identify responsible behaviours for harmonious living; b) behave responsibly for personal wellbeing; c) appreciate the importance of behaving responsibly for social harmony.	<ul style="list-style-type: none"> • Learner could be guided to identify responsible behaviour such as caring for self, others, own property and those of others, • Learner could be guided to discuss in pairs or groups ways of taking care of self and others. • Learner with deaf blindness could be guided to discuss in pair or groups ways of taking care of self and others through tactual and manual signing. • Learner could be guided to sing and tactual sign sing and recite poems on responsibilities. • Learners watch and listen to video clips showing responsible behaviour. • Learner with deaf blindness could be guided through tactual and manual sign video clips and clips on responsible behaviour. • Learners participate in activities involving responsible behaviour such as maintaining cleanliness in their immediate environment, taking care of self and others. 	<ol style="list-style-type: none"> 1. How do you keep your are safe? 2. Why do we need to behave responsibly?

Core Competencies

- **Communication and collaboration** will be achieved as learners name, discuss and recite poems about responsible behaviours.
- **Learning to learn** will be developed as learners practice ways of responsible behaviours.



<ul style="list-style-type: none"> • Digital literacy will be developed as learners manipulate to video to watch,listen to clips on on responsible behaviours 	
Pertinent and contemporary issues <ul style="list-style-type: none"> • Community service learning will be achieved as learners take care of others in the community. • Health education will be achieved as learners observe cleanliness in their immediate environment and take care of others. 	Values <ul style="list-style-type: none"> • Patriotism: will be nurtured as learners take care of others and immediate environment.
Link to other learning areas Daily living skills	Suggested non-formal activity to support learning Learners could participate in clubs and societies, sing and role play, recite poem, own body demonstration, tactual and manual signing for learners with deaf blindness outside the class.
Suggested community service learning Learners could observe cleanliness in their immediate environment, take care of others and participate in community activities.	Suggested modes of assessment: <ul style="list-style-type: none"> • Observation • Checklist • Oral and non-verbal question
Suggested learning resources: Audio visual materials, tactile materials, realia	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learners is able to identify responsible behaviours and behave responsibly in varied contexts.	Learners is able to identify responsible behaviours and behave responsibly.	Learners is able to identify responsible behaviours and behave responsibly with prompts.	Learner has difficulties identifying responsible behaviours and behaving responsibly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.4 Respect	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) identify ways of showing respect for harmonious living. b) show respect for interpersonal relationship. c) desire to respect others for harmonious social interaction. 	<ul style="list-style-type: none"> • Learners could name or tactually sign name ways of showing respect in pairs or groups. • Learners could be guided to tell moral stories that show respect. • Learners could be guided to show respect to their peers through their actions and responses. • Learners could be guided to identify ways of showing respect to elders. • Learners could be guided to demonstrate ways of showing respect. • Learners watch and listen to video clips on ways of showing respect. Learners with deaf blindness could be guided through tactual and manual signing on video clips about of ways of showing respect. • Learners could be guided to role play and sing songs about ways of showing respect. • Learners with deaf blindness could sign sing, role play and recite poems through tactual and manual signing about ways of showing respect. 	<ol style="list-style-type: none"> 1. How do show respect to others? 2. What do you do when you meet elders?
<p>Core Competencies</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners work in pairs or groups. • Learning to learn will be developed as learners practice ways of showing respect. • Digital literacy will be developed as learners watch and listen to videos clips. 				



<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Self-esteem will be achieved as learners practice respect to others and work with others in harmony. 	<p>Values</p> <ul style="list-style-type: none"> • Social justice will be nurtured as learners practice respect for others while working in pairs or groups. • Unity will be nurtured as learners work in pairs and groups.
<p>Link to other learning areas Daily living skills, Religious activities</p>	<p>Suggested non-formal activity to support learning Learners could participate in clubs and societies, sing and role play, recite poem, tactual and manual signing for learners with deaf blindness outside the class.</p>
<p>Suggested community service learning activities Learners could demonstrate respect towards their peers, juniors, seniors and elders in the community.</p>	<p>Suggested modes of assessment Observation, oral and non- verbal question</p>
<p>Suggested learning resources: Audio visual devices.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify ways of showing respect; show respect to others as well as exhibit respectful behaviour in varied contexts	Learner is able to identify ways of showing respect and show respect to others.	Learner is able to identify ways of showing respect and show respect to others with prompts and cues.	Learner has difficulties identifying way of showing respect.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.5 Conversation	By the end of the sub-strand the learner should be able to: a) identify elements of conversation for effective communication. b) converse effectively for social interaction. c) appreciate the need for conversation for learning and social interaction.	<ul style="list-style-type: none"> • Learners could be guided to mention elements of conversation. • Learners could be guided in listening using various sensory input. • Learners could be guided in responding to stimuli from various sensory input. • Learners could be guided to observe elements of conversation during communication using various sensory inputs. • Learner could practice conversation in pairs or groups while observing elements of conversation. • Learners could be guided to converse using appropriate skills like listening and responding, prompts, cues, facial expressions, appropriate gesture, tactual and manual sign. • Learners could role play conversation while applying the right conversation skills in groups through various sensory input. • Learners could watch and listen to video clips about conversation. • Learners with deaf blindness could be guided through tactual and manual signing on video clips about conversations. 	How do we talk to one another?



Core Competencies <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners converse through various sensory inputs in pair or in groups. • Creativity and imagination will be developed as learners role play conversation among themselves while observing appropriate conversation skills. 	
Pertinent and contemporary issues <ul style="list-style-type: none"> • Life skills will be achieved as learners converse using appropriate skills like listening and responding, prompts, cues, facial expressions, appropriate gesture, tactual and manual sign for effective communication. • Community service learning will be achieved as learners converse appropriately in their home, neighbourhood and community. 	Values <ul style="list-style-type: none"> • Respect will be enhanced as learners observe appropriate conversation skills. • Unity nurtured as learners' converse in pairs and in groups.
Link to other learning areas Daily living skills, Psychomotor skills	Suggested non-formal activity to support learning Learners could participate in clubs and societies, sing and role play, recite poem, tactual and manual signing for learners with deaf blindness outside the class.
Suggested community service learning Learners visit elders in the community for storytelling.	Suggested modes of assessment Observation, checklist, oral and non-verbal question
Suggested learning resources: resource persons, audio visual aids materials	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify elements of conversation, demonstrate appropriate conversation skills consistently in varied contexts	Learner is able to identify elements of conversation and converse effectively	Learner is able to identify elements of conversation and converse with prompts	Learner has difficulties in identifying elements of conversation

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal skills	6.1 Establishing and maintaining relationship	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) identify ways of establishing and maintaining relationship for harmonious co-existence;</p> <p>b) relate appropriately with each other for harmonious coexistence;</p> <p>c) appreciate the need to establish and maintain relationship for healthy social interaction.</p>	<ul style="list-style-type: none"> • Learners could be guided to discuss in pairs or groups ways of establishing relationship with each other. • Learners could be guided to discuss in pairs or groups ways of maintaining relationship with each other. • Learners could play games about establishing and maintaining relationship. • Learners could tell stories about ways of establishing and maintaining relationships. • Learners could talk about benefits of establishing and maintaining relationship. • Learners could watch and listen to video clips about establishing and maintaining relationship. • Learners could role play or dramatize ways of establishing and maintaining Relationship. 	<ol style="list-style-type: none"> 1. How do you make friends? 2. How do you maintain relationship?



<p>Core Competencies</p> <ul style="list-style-type: none"> • Communication and collaboration: will be developed as learners tell stories, discuss and role play on ways of establishing and maintaining relationship. • Learning to learn will be developed as learners practice ways of establishing and maintaining relationships. 	
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Life skills will be achieved as learners relate well with one another for self-efficacy. 	<p>Values</p> <ul style="list-style-type: none"> • Social justice will be enhanced as learners practice fairness in the relationships. • Respect will be nurtured as learners' value each other in their relationship.
<p>Link to other learning areas Daily living skills, Psychomotor Activities</p>	<p>Suggested non-formal activity to support learning Learners could participate in clubs and societies, sing and role play, recite poem, tactual and manual signing for learners with deaf blindness outside the class.</p>
<p>Suggested community service learning Learners could share their experiences in establishing and maintaining relationships with their family members, neighbours and the community.</p>	<p>Suggested modes of assessment Observation, verbal and non-verbal questions</p>
<p>Suggested learning resources: Audio visual devises</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify ways of establishing and maintaining relationship and relate appropriately with others.	The learner is able to identify ways of establishing and maintaining relationship and relate appropriately with others.	The learner is able to identify ways of establishing and maintaining relationship and relate appropriately with other intermittently.	Learner has difficulty identifying ways of establishing and maintaining relationships.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Interpersonal	6.2 Forgiveness and reconciliation	By the end of the sub- strand the learner should be able to: a) identify ways of expressing forgiveness and reconciliation for harmonious coexistence; b) demonstrate forgiveness and reconciliation with each other's in time of need for harmonious coexistence; c) appreciate forgiveness and reconciliation for harmonious living.	<ul style="list-style-type: none"> • Learners could name instance when forgiveness and reconciliation is required in pairs or groups. • Learners could be guided to discuss in pairs or groups on ways of forgiveness and reconciliation. • Learners could play games on ways of forgiveness and reconciliation. • Learners could tell stories on ways of forgiveness and reconciliation. • Learners could talk about benefits of ways of forgiveness and reconciliation. • Learners could watch and listen to video clips about ways of forgiveness and reconciliation. • Learners could role play or dramatize ways of forgiveness and reconciliation. 	<ol style="list-style-type: none"> 1. When do you forgive and reconcile with each other? 2. How do you forgive and reconcile with each other?
<p>Core Competencies</p> <ul style="list-style-type: none"> • Communication and collaboration will be achieved as learners discuss, role play, dramatize ways of forgiveness and reconciliation. • Creativity and imagination will be developed as learners role play ways of forgiveness and reconciliation. • Digital literacy will be achieved as learners manipulated watch and listen to video clips about ways of forgiveness and reconciliation. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Social cohesion will be achieved as learners forgive and reconcile with one another. • Citizenship will be developed as learners appreciate 			<p>Values</p> <ul style="list-style-type: none"> • Peace will be enhanced as learners forgive and reconcile with one another. 	



forgiveness and reconciliation for harmonious coexistence.	
Link to other learning areas Daily living skills	Suggested community service learning activities Learners participate in forgiveness and reconciliation forums in the community.
Suggested modes of assessments Observations, verbal and non-verbal, project as teacher direct a learner to reconcile two antagonizing peers	Suggested non-formal activity to support learning Learners could participate in clubs and societies, role play, sing, sign sing and dramatise.
Suggested learning resources: Resource person, holy books, gifts and tokens, letters, cards, tactile cards	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in varied context.	Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in time of need.	Learner is able to identify ways of expressing forgiveness and reconciliation as well as demonstrate forgiveness and reconciliation with others in time of need with prompts.	Learner has difficulties identifying ways of expressing forgiveness and reconciliation

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Intrapersonal Skills	7.1 Empathy	By the end of the sub-strand, the learner should be able to: a) identify situations that require empathy for harmonious co-existence; b) express empathy to others for harmonious co-existence; c) appreciate the need to express empathy in different contexts for harmonious co-existence.	<ul style="list-style-type: none"> Learner could be guided to identify situations requiring empathy. Learners could watch videos depicting situations that require empathy. Learner could be guided to role play episodes depicting empathy of different situations. Learner could express empathy appropriately in different contexts 	What are some of the things you can do to show feelings for others?
<p>Core competence</p> <ul style="list-style-type: none"> Communication and collaboration will be developed as learners to role play episodes depicting situations that require empathy. Digital literacy will be developed as learners manipulate digital devices as videos. Self-efficacy will be developed as learner gains skills in understanding others' feelings. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> Life skills: will be developed as learners express emotions appropriately for effective communication. 		<p>Values</p> <ul style="list-style-type: none"> Love: will be nurtured as learner shows feelings towards others. Responsibility: will be enhanced as learners care for digital materials. 		
<p>Link to other learning areas</p> <ul style="list-style-type: none"> Daily living skills Sensory motor integration. 		<p>Suggested non-formal activity to support learning</p> <p>Learners could role play situations that require empathy with peers during their free time.</p>		



<p>Suggested community service learning Learners could express empathy in different situation at home and in the community.</p>	<p>Suggested modes of assessment</p> <ul style="list-style-type: none"> • Oral or non-verbal Questioning • Observation
<p>Suggested learning resources: digital devices</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to identify situations that require empathy and express empathy to others as well as express empathy in different situation at home and in the community.</p>	<p>Learner is able to identify situations that require empathy and express empathy to others.</p>	<p>Learner is able to identify situations that require empathy and express empathy to others. with prompts</p>	<p>Learner has difficulties in identifying situations that require empathy and express empathy to others.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Intrapersonal Skills	7.2 Making Choices	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify situations which require making choices in everyday life; make right choices from different options to enhance independence; appreciate the choices made in different contexts for independent living. 	<ul style="list-style-type: none"> Learner could be guided to identify different situations where they need to make choices such as: <ul style="list-style-type: none"> -choosing friends, foods, clothing, - leisure time activities. Learner could watch a video depicting making choices in different contexts. Learner could role play different situations where they need to make choices and be guided to distinguish between good and bad choices. Learner could make desirable choices in different contexts appropriately 	What qualities would you look for in a friend?
Core competence <ul style="list-style-type: none"> Critical thinking this will developed as learners make the right choices in life. Communication and Collaboration will be developed as learners participate in role play. Digital literacy will be developed as learners manipulate digital devices as they watch video clips. 				
Pertinent and contemporary issues <ul style="list-style-type: none"> Citizenship This will be developed as learners make right choices for integrity and social cohesion. 		Values <ul style="list-style-type: none"> Responsibility This will be enhanced as learners guide one another to make choices Respect This will be developed as learners learn to respect other people's choices. 		
Link to other learning areas All learning areas		Suggested non-formal activity to support learning Learners could make the right choices in different situation within the school environment.		
Suggested community service learning Learners could contribute to making right choices at home and other settings		Suggested modes of assessment Oral and non –verbal, questioning, observation, checklists, peer assessment, siblings'/parents' assessment		
Suggested learning resources: video, digital devices.				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify situations which require making choices and make the right choices as well as take responsibility of the choices made.	Learner is able to identify situations which require making choices and make the right choices.	Learner is able to identify situations which require making choices and make choices with prompts.	Learner has difficulties in making right choices.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Intrapersonal Skills	7.3 Leisure time activities	By the end of the sub-strand, the learner should be able to: a) identify various leisure time activities to enhance social skills; b) participate in positive leisure activities to enhance social skills; c) appreciate various leisure time activities for enjoyment.	<ul style="list-style-type: none"> • Learner could identify leisure time activities in which they can engage for appropriate relaxation. • Learner could watch videos of people participating in appropriate leisure activities. • Learner could be guided to participate in different leisure time activities to enhance healthy living. • Learners could form leisure time clubs and societies. 	What do you do when you are free?
<p>Core competence</p> <ul style="list-style-type: none"> • Communication and collaboration: This will be developed through team work and interaction with others during activities. • Self-efficacy: This will be achieved as learners enjoy positive leisure activities of their choice. 				
<p>Pertinent and contemporary issues</p> <ul style="list-style-type: none"> • Learner support programmes This will be developed as learners enroll and participate in various clubs and societies. • Citizenship will be developed as learners engage in social activities for leisure thus enhancing social cohesion. 		<p>Values</p> <ul style="list-style-type: none"> • Respect will be nurtured as learners show respect for others while engaging in leisure activities and demonstrating turn taking. • Responsibility will be enhanced as learners take care of themselves and others. 		



Link to other learning areas <ul style="list-style-type: none"> • Environmental activities • Orientation and mobility. • Daily living skills • Sensory motor skills 	Suggested modes of assessment Oral and non-verbal, questioning and observation.
Suggested community service learning Learners could participate in community leisure time activities.	Suggested non-formal activity to support learning Learners could participate in various leisure time activities during free time
Suggested learning resources: Social amenities: Sports facility and equipment, digital devices	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and participate in various appropriate leisure time activities. Additionally, the learner is able to develop a talent from leisure time activities.	Learner is able to identify and participate in various appropriate leisure time activities.	Learner is able to identify and participate in appropriate leisure time activities with prompts.	Learner has difficulties identifying leisure times activities even with prompts.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Intrapersonal Skills	7.4 Managing Stereotypic and other inappropriate behaviours	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify their stereotypic and inappropriate behaviours for self-management. identify the consequences of good and bad behaviours for behaviour management manage their stereotypic and inappropriate behaviours for self-control desire to maintain appropriate behaviours all the time. 	<ul style="list-style-type: none"> Learner could be guided to describe their own frequent behaviours through discussion in pairs? Learner could be guided to identify their specific inappropriate behaviours through corresponding consequences. Learner could interact with audio-visual scripts on digital devices showing consequences of good and bad behaviours. Learner could be encouraged to exhibit appropriate by being reinforced positively for appropriate behaviours and negatively for inappropriate behaviours. Learner could practice self-control of own behaviour in varied contexts. 	What do you like doing most of the times?
Core Competencies <ul style="list-style-type: none"> Self-efficacy will be developed as learners distinguish inappropriate from appropriate behaviour. Digital literacy will be developed as learners manipulate digital devices. 				
Pertinent and contemporary Issues <ul style="list-style-type: none"> Citizenship will be developed as learners 		Values <ul style="list-style-type: none"> Respect will be enhanced as learners interact and exhibit appropriate behaviours. 		



appreciate consequences of good behaviour for social cohesion.	
Link to other learning areas All learning areas	Suggested non-formal activity to support learning Learners demonstrate change of behaviour during interaction with peers
Suggested community service learning Learners could harmoniously engage in community activities with others.	Suggested modes of assessment Oral and non-verbal questioning, observation, checklists
Suggested learning resources: Digital Devices, Tangible behaviour reinforcers	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify stereotypic and inappropriate behaviours and their consequences and manage them. Additionally, the learner is able to maintain appropriate behaviour all the time.	Learner is able to identify stereotypic and inappropriate behaviours and their consequences and manage them.	Learner is able to identify stereotypic and inappropriate behaviours and their consequences with prompts	Learner has difficulties in identifying stereotypic and inappropriate behaviours and their consequences.

DAILY LIVING SKILLS CURRICULUM DESIGNS

Essence statement

Daily Living Skills (DLS) are a series of basic activities performed by individuals on a daily basis necessary for self-care and independent living at home or in the community. Common DLS include feeding, bathing, dressing, grooming, toileting, home care, and leisure. Daily living skills enable the learner to develop personal care abilities and acquire skills to explore the immediate environment for independent living. It also enables the learner acquire religious values which enable them to acknowledge and appreciate God as the creator.

General Learning Outcomes

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

- a) observe safety measures for personal wellbeing;
- b) care for items at school and at home for accessibility and retrieval;
- c) apply appropriate self-care skills for good grooming;
- d) use appropriate feeding skills for independent feeding;
- e) apply appropriate skills for care and organization of items for home care;
- f) use money appropriately in day to day life;
- g) acknowledge existence of God through prayer and teachings of the holy books in day today life.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Personal well-being	1.1 Safety of self and others	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify possible causes of common accidents to enhance safety of self and others; b) recognize risky behaviours and situations that may cause harm to self and others; c) observe safety measures for self and others in day to day activities; d) appreciate the importance of observing safety of self and others in day to day activities. 	<ul style="list-style-type: none"> • Learners could be guided to identify common causes of accidents such as slippery floors, heights, sharp objects, electrical appliances, roads, domestic and wild animals as well as open water bodies by use of realia, videos, pictures and demonstrations. • Learners could be guided to identify risky behaviours and situations such as indecent touch, visiting secluded places alone or with strangers; signs of abuse and enticing acts to enable them take necessary precautions. • Learners could be guided to observe own safety and that of others by taking precautions with slippery floors, heights, sharp objects, electrical appliances, roads, open water bodies and animals in the environment. • Learners could be guided to adhere appropriately to safety precautions when interacting with people and the environment. 	<ol style="list-style-type: none"> 1. What causes accidents for self and others? 2. What would you do if people invite you to unsafe places? 3. Where do accidents happen? 4. How do we prevent accidents for self and others?

<p>Core Competences</p> <p>Digital literacy will be developed as learners manipulated and watch videos on common causes of accidents. Learning to learn will be developed as learners explore different causes of common accidents. Communication and collaboration will be developed as learners interact with peers in group activities. Self-efficacy will be developed as learners express themselves using different modes of communication. Critical Thinking and Problem solving will be developed as learners give suggestions on how to prevent accidents.</p>	
<p>Pertinent and Contemporary Issues: Safety will be developed as learners take precautions to protect themselves against accidents.</p>	<p>Values: Responsibility will be nurtured as learners take care of themselves when performing various activities. Love will be enhanced as learners care for each other. Unity will be promised as learners work together</p>
<p>Link to other learning areas: Environmental activities as learners identify common causes of accidents within the environment Communication Literacy and social skills as learners express themselves during interactions.</p>	<p>Suggested community service learning activities: Learner to apply safety measures both at home and in the community.</p>
<p>Suggested non-formal activity Learners to observe safety within the school environment when carrying out various activities.</p>	<p>Suggested Modes of Assessment: Observation Oral/ non-verbal questions</p>
<p>Suggested learning resources : Videos, realia, pictures</p>	



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to: identify common causes of accidents, risky behaviours and situations; observe own safety and that of others and adhere appropriately to safety precautions at home and in the community.	Learner is able to: identify common causes of accidents, risky behaviours as well as situations; observe own safety and that of others and adhere appropriately to safety precautions.	Learner is able to: identify common causes of accidents; observe own safety and adhere appropriately to safety precautions with prompts.	Learner has difficulties in identifying common causes of accidents; observing own safety and adhering appropriately to safety precautions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal Well-being	1.2 Expressing self when unwell	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> tell how one is unwell for personal wellness; express self when unwell for personal well-being; explain what they need to do when unwell; appreciate the importance of expressing self when unwell for personal well-being; 	<ul style="list-style-type: none"> Learners could be guided to tell what they feel or how they observe see when they are unwell such as pain, rashes, feeling cold or hot, running nose, wet eyes, and vomiting. Learners could watch videos showing people expressing themselves when unwell. Learners role-play on 	<ol style="list-style-type: none"> How do you feel when you are unwell? What do you do when you are unwell?

			<p>how to express self when unwell</p> <ul style="list-style-type: none"> In groups, the learners could discuss what they do when unwell. 	
<p>Core Competences</p> <p>Digital literacy will be developed as learners watch video on people expressing themselves when unwell.</p> <p>Learning to learn will be developed as learners tell how they feel and see when unwell.</p> <p>Communication and collaboration will be developed as learners role play and work in groups. Self-efficacy will be developed as learners successfully identify signs and symptoms of sickness.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Health education will be achieved as learners are able to tell and see when one is unwell.</p> <p>Social cohesion will be developed as learners work harmoniously when carrying out various activities, games and role play.</p>		<p>Values</p> <p>Unity will be nurtured as learners work together. Responsibility will be nurtured as learner takes care of self and others.</p>		
<p>Link to other learning areas:</p> <p>Creative activities as learners participate in role play.</p> <p>Communication Literacy and social skills as learners express themselves during role play.</p>		<p>Suggested Community Service Learning Activities Learner could identify people who are unwell in the community and offer help.</p>		



<p>Suggested Non-Formal Activity The learner could:</p> <ul style="list-style-type: none"> • role play healthy related activities during parents and prize giving days. • Sing songs related to health during school parades. 	<p>Suggested modes of Assessment Observation, Oral/non-verbal questions</p>
<p>Suggested Learning Resources: video clips, charts, photographs</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to tell how one feels or appears when unwell, express self when feeling unwell and also tell when others are unwell.</p>	<p>Learner is able to tell how one feels or appears when one is unwell and express self when unwell,</p>	<p>Learner is able to tell how one feels or appears when unwell and express self when unwell with prompts.</p>	<p>Learner has difficulty in telling how one feels or appears when unwell and has difficulties expressing themselves when they are unwell.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Personal Well-being	1.3 First Aid	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify common accidents at school and at home for safety; b) describe what needs to be done when accidents happen at school and at home for safety; c) administer first aid for various accidents for good health; d) use appropriate materials when administering First Aid for good health; e) appreciate the importance of first aid in daily lives for personal well-being; c) appreciate the importance of observing safety when administering First Aid for personal well-being. 	<ul style="list-style-type: none"> • In groups, learners discuss common accidents that may happen at school and at home. • Learners could be guided to tell what needs to be done when accidents happen such as: burns and scalds, nose bleeding, cuts and bruises, choking and swellings through watching videos and demonstrations. • Learners role play the administration of first Aid for accidents such as burns and scalds, nose bleeding, cuts, bruises choking and swellings using the following items: cold water, bandages, cotton wool, clean pieces of cloth, disinfectants and liniments. <p>*Learners observe safety when administering First Aid.</p>	<ol style="list-style-type: none"> 1. What are the most common accidents that may happen at school and at home? 2. What should be done when an accident happens? 3. 3. What materials do you use for First Aid?

Core Competences

Digital literacy will be developed as learners manipulate digital devices when watching videos on first aid administration.

Learning to learn will be developed as learners identify different ways of administering First Aid.

Communication and collaboration will be developed as learners role play administering of First Aid in groups.



<p>Pertinent and Contemporary Issues: Citizenship: Social cohesion is nurtured as learners interact in role playing administering of First Aid. Life skills will be developed as learners administer First Aid care to self and others.</p>	<p>Link to Values: Love will be nurtured as learners role play. Unity will be nurtured as learners work together. Responsibility will be nurtured as the learner takes care of self and others.</p>	
<p>Link to other learning areas: Creative activity as learners role play. Communication, Literacy and social skills as learners interact when administering First Aid session.</p>	<p>Suggested Community Service Learning Activities Identify and care for others by administering First Aid in school and at home.</p>	
<p>Suggested Non-Formal Activity to Support Learning Demonstrations during First Aid clubs</p>	<p>Suggested Assessment Observation , Oral and non-verbal questions</p>	
<p>Suggested Learning Resources: Cold water, bandages, cotton wool, clean piece of cloth, disinfectants and liniments</p>		

Assessment Rubric

Exceeding Expectations	Meeting expectations	Approaching Expectations	Below Expectations
Learner is able to identify incidences that require First Aid and administer it to self and to others.	Learner is able to identify incidences that require First Aid and administer it to self.	Learner is able to identify incidences that require First Aid and administer it to to self with assistance.	Learner has difficulties in Identifying incidences that require first Aid.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Personal Well-being	1.4 Use and Safety of medication	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) tell what people take when they are sick for good health; b) identify common types of medicine used when one is sick; c) use medicine as prescribed when sick; d) store medicine appropriately for safety; e) appreciate the importance of using medicine correctly for personal well-being. 	<ul style="list-style-type: none"> • Learners could be guided to tell what people take when they are sick. Learners to be prompted to share their experiences. • Learners could be guided to identify different types of common medicine through demonstrations, watching video clips and charts. • Learners could be guided to follow prescriptions for various types of medicine through demonstrations, video clips, and charts. • Learners could roleplay appropriate use and storage of prescribed medicine. 	<ol style="list-style-type: none"> 1. What do people do when they are sick? 2. What type of medicine do people take when they are sick? 3. Where do you store medicine for safety?
<p>Core Competencies</p> <p>Digital literacy will be developed as learners manipulated and watch videos on common medicine.</p> <p>Learning to learn will be developed as learners identify common types of medicine.</p> <p>Communication and collaboration will be developed as learners interact when watching videos and during demonstrations.</p>				
<p>Pertinent and contemporary Issues:</p> <p>Safety will be developed as learners avoid misuse of medicine;</p> <p>Health Education will be developed as</p>		<p>Values:</p> <p>Responsibility will be developed as learners use medicine correctly and store it appropriately.</p> <p>Unity will be developed as learners role play appropriate use</p>		



learners adhere to prescriptions for various medications.	and storage of prescribed medicine. Love will be developed as learners interact when watching video clips and during role play.
Link to Other Learning areas: Environmental activities as learners identify proper storage of medicine to avoid misuse.	Suggested Community Service Learning Activities Apply safety measures at home and school when using and storing medicine.
Suggested Non-Formal Activity Visit local clinics and health facilities	Suggested modes of Assessment Observation. checklists Oral and non-verbal questions
Suggested Learning Resources: Videos, Pictures, realia and charts	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner can identify common types of medicine, use was prescribed, store it appropriately and apply safety measures in varied settings.	Learner can identify common types of medicine, use as prescribed and store it appropriately.	Learner can identify common types of medicine and use as prescribed with prompts.	Learner has difficulties in identifying common types of medicine, and using it as prescribed.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Personal well-being	1.5 Managing adolescence	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify changes that take place in their bodies at adolescent stage; b) explain the importance of managing the changes that take place in their body for personal well-being; c) appreciate adolescence as a developmental milestone stage. 	<ul style="list-style-type: none"> • Learners could be guided to identify changes that take place in their bodies during adolescent stage by use of photographs, video clips, charts, models, communication board and pictures. • In groups, learners could be guided to discuss changes that take place in their bodies during adolescent. • Learners could be guided to discuss the importance of managing the changes that take place in their bodies.. 	What changes took place in your bodies as you grew up?
<p>Core-Competencies</p> <p>Digital literacy will be developed as learners watch video clips on adolescence.</p> <p>Communication and collaboration will be developed as learners watch video clips together and work in groups.</p> <p>Self-efficacy will be developed as learners manage changes during adolescence.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills: Self-awareness will be developed as learners identify changes that take place during adolescence.</p> <p>Health education will be developed as</p>		<p>Values:</p> <p>Unity will be developed as learners work together in groups and share learning materials.</p>		



learners manage changes during adolescence.	
Link to other learning areas: (s): Religious Education – God’s creation	Suggested community Service Learning: Resource person to talk to the learners about adolescence.
Suggested Non-Formal Activity Sing songs on adolescence	Suggested modes of Assessment: Observation. Checklists; oral and non-verbal questions
Suggested Resources: video clips, charts, models, communication board, pictures, resource persons	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to identify changes that take place in their bodies at adolescent stage, explain changes that have taken place in peers and the importance of managing the changes and explain this in out of class activities.	Learner is able to identify changes that take place in their bodies at adolescent stage and explain the importance of managing the changes.	With prompts, the learner is able to identify changes that take place in their bodies at adolescent stage and explaining the importance of managing the changes.	Learner has difficulties identifying changes that take place in their bodies at adolescent stage and telling the importance of managing them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0: Items at school and home	2.1 Identification of items at school and home	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify items at school and home environment for appropriate use;</p> <p>b) sort items according to their use for easy access;</p> <p>c) appreciate the need to identify and sort items at school and home according to their use.</p>	<ul style="list-style-type: none"> • Learners in groups, could be guided to identify items such as furniture, kitchen ware at school and home by use of realia, videos, pictures and demonstrations. • Learners could be guided to sort out items at school and home according to their use for easy access. • Learners could be guided to use items at school and home appropriately in day to day activities. 	<ol style="list-style-type: none"> 1. What items do we have at school? 2. What items do we have at home? 3. Why should items be used for their rightful functions?
<p>Core Competencies</p> <ol style="list-style-type: none"> 1. Digital literacy will be developed as learners watch manipulated videos on naming of items at school and home. 2. Communication, literacy and social skills will be developed as learners interact while naming of items. 3. Learning to learn will be developed as learners identify different types of items found at school and at home. 				
<p>Pertinent and Contemporary</p> <p>Issues: Citizenship: Social cohesion is enhanced as learners work together in identifying and sorting items at school and home.</p>		<p>Values:</p> <p>Responsibility will be developed as learners care for learning resources and take care of themselves and others.</p> <p>Unity will be nurtured as learners interact when working together.</p>		



Link to other learning areas: Communication, literacy and social skills as learners identify and sort items at home and school for easy access.	Suggested Community Service Learning Activities Learners identify and sort different types of items at home environment with the support of peers and parents.
Suggested Non-Formal Activity Assist in arranging items in the school kitchen.	Suggested modes of Assessment. Observation, checklists Oral and non-verbal questions
Suggested Learning Resources: Videos, realia, pictures, charts, equipment both at home and school	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and sort items at school and home and arrange them in attractive patterns.	Learner is able to identify and sort items at school and home appropriately.	Learner is able to identify and sort items at school and home with prompts.	Learner has difficulties in identifying and sorting items at school and home.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Items at school and home	2.2 Care and storage of items at school and home	By the end of the sub-strand, the learner should be able to: a) care and store items at school and home for orderliness; b) sort, clean and store items according to use for orderliness; c) appreciate the importance of sorting, cleaning and storing items for orderliness.	<ul style="list-style-type: none"> • Learners could be guided to sort, care and store items at school by use of realia, video clips, pictures and demonstrations in groups. • In groups, learners could dust, clean and store items in their appropriate places in the school. • Learners could observe say/sign the correct methods of caring and storing of items at home and school. 	<ol style="list-style-type: none"> 1) What items are found at school and at home? 2) Where do you store items in school and at home?
<p>Core Competences</p> <p>Digital literacy will be developed as learners watch videos on care and storage of items.</p> <p>Communication and collaboration will be enhanced as learners work together in groups.</p> <p>Self-efficacy will be developed as learners perfect the skill of cleaning, caring and storing different types of items found at school and home.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Health Education: Acquired as learners clean kitchen ware for hygiene.</p> <p>Education for Sustainable Development: Acquired as learners take safety precautions when cleaning and storing kitchen ware.</p>		<p>Values</p> <p>Unity- is nurtured as learners interact when cleaning and storing items.</p> <p>Responsibility: will be enhanced as learners care for items</p>		



Link to other learning areas: Communication, literacy and social skills as learners work and interact during activities.	Suggested Community Service Learning Activities Learners care and store different types of items at home and school with support of peers and parents.
Suggested Non-Formal Activity	Suggested Assessment
Learner to practice appropriate methods of using and storing items in a science club.	Observation Oral and non-verbal questions.
Suggested Learning Resources: Video clips, Realia, Pictures, charts	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to sort, clean and store items at school and home appropriately and decide on suitable places for storage of different items.	Learner is able to sort, clean and store items at home and school appropriately.	Learner is able to sort, clean and store items at school and home with cues and prompts.	Learner has difficulties in sorting, cleaning and storing items at home and school.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good Grooming	3.1Control of drooling	By the end of the sub-strand, the learner should be able to: a) identify different methods of managing drooling for personal grooming; b) manage drooling for personal grooming; c) appreciate the importance of managing drooling for personal hygiene.	<ul style="list-style-type: none"> • Learner could be guided to identify various ways of managing drooling through demonstrations, realia, video clips, pictures, and charts. • Learner could be guided in managing drooling using various ways such as exercising tongue, use of bibs, sitting appropriately, positioning head appropriately, swallowing of saliva closing of the mouth, wiping saliva and jaw exercises. • Learners could be guided to take care of materials used in controlling drooling. • Learner could be prompted to control drooling. 	How do you prevent saliva from flowing out of your mouth?
<p>Core- Competencies Self-efficacy will be developed as learners keep dry by controlling drooling.</p>				



Learning to learn will be developed as learners apply learnt skills to control drooling.	
Pertinent and Contemporary Issues: Personal hygiene will be achieved as learners practice different ways of controlling drooling. Self-esteem will be achieved as learners control drooling and maintain personal cleanliness.	Values: Responsibility: learners will learn how to care for self by practising methods of controlling drooling.
Link to Other Learning Area Sensory motor: as learner exercises muscle control around the mouth.	Suggested community Service Learning Activities Learners could ask parents to always prompt them whenever drooling is about to start
Suggested Non-Formal Activity Learners attend therapy sessions to help develop firm oral muscles.	Suggested modes of Assessment Observation, Checklists, Oral/non-verbal questions.
Suggested Learning Resources: resource person, teacher aide, bibs, towels, tissue paper, calendar system, mirror, bucket, sweet items, straws, Adapted seats, handkerchief, therapists, animations, and communication boards, objects of reference, video clips, oral massaging tool and structure board.	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to manage drooling independently and care for materials used to manage drooling and consistently maintain good grooming. .	Learner is able to manage drooling independently and care for materials used to manage drooling.	Learner is able to manage drooling with prompts	Learner has difficulties controlling drooling.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good Grooming	3.2 Toilet Training	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify signs of need to visit the toilet for personal well-being; b) use the toilet appropriately at different intervals for good grooming c) clean self appropriately after toileting for personal hygiene; d) dispose used material correctly for proper hygiene; e) wash hands appropriately after visiting the toilet;for personal hygiene f) appreciate bowel control, use of toilet and disposal of used materials for good grooming. 	<ul style="list-style-type: none"> • Learners could be guided to identify signs of need to visit the toilet through interactive communication. • Learners could be guided to use the toilet appropriately, through use of demonstrations, pictures and video clips. • Learners could practise the act of cleaning after Toileting by use of dolls. They could also watch animated videos. • Learners could be guided to dispose used toileting materials such as tissue paper, water correctly. • Learners to be encouraged to adhere to the best toileting practices all the time. 	<ol style="list-style-type: none"> 1) How do you know you need to visit the toilet? 2) What do you use to clean yourself when you visit the toilet?
<p>Core Competences</p> <p>Learning to learn will be developed as learners practise using different types of toileting facilities appropriately.</p> <p>Self-efficacy will be developed as the learner uses signs to indicate need to visit and use the toilet appropriately.</p>				



<p>Pertinent and Contemporary Issues: Health Education will be developed as learners observe personal hygiene. Education for Sustainable Development will be developed as learners take care of the environment by disposing used materials appropriately.</p>	<p>Values: Responsibility will be nurtured as learners use the toilet appropriately.</p>
<p>Link to other learning areas: Environmental activities as the learner disposes used materials appropriately. Communication, Literacy and social skills as learner observes demonstration on signs related to needs to visit the toilet.</p>	<p>Suggested Community Service Learning Activities: Learner to be assisted by parents and siblings in observing hygiene when using the toilet at home and in the community.</p>
<p>Suggested Non-Formal Activity Learner could be encouraged to use the school toilets appropriately all the time.</p>	<p>Suggested modes of Assessment Observation, checklists Oral and non-verbal questions</p>
<p>Suggested Learning Resources: realia, toilets, pictures, dummies, dustbins, communication boards, calendar system and toiletries.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to identify signs for need to visit and use the toilet appropriately, clean self, dispose used materials and maintain cleanliness of toilet. .</p>	<p>Learner is able to identify signs of need to visit and use the toilet appropriately, clean self and dispose used materials.</p>	<p>Learner is able to identify signs of the need to visit and use the toilet appropriately, clean self and dispose used materials with prompts.</p>	<p>Learner has difficulties in identifying signs of the need to visit and use the toilet appropriately, clean self and dispose used materials.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good grooming	3.3 Use of toiletries	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify different toiletries for good grooming; use different toiletries appropriately for good grooming; appreciate appropriate use of toiletries for good grooming. 	<ul style="list-style-type: none"> Learners could be guided to identify various types of toiletries such as soap, face towel, toothbrush, tooth paste, body scrubber and body drying towel. Learners could be guided to practise use of different toiletries through pictures, role-playing, demonstrations and watching videos. In pairs or groups learners use different toiletries appropriately. 	What do you use when bathing?
<p>Core Competencies</p> <p>Digital literacy will be developed as learners manipulated watch video clips for identification and use of different toiletries.</p> <p>Learning to learn will be developed as learners learn how to use different toiletries for different purposes.</p> <p>Communication and collaboration will be developed as learners interact and discuss how to use toiletries.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills will be developed as learners keep themselves clean.</p> <p>Health Education will be developed as learners use different toiletries for good grooming.</p>			<p>Values:</p> <p>Responsibility will be nurtured as learners use different toiletries for good grooming well.</p> <p>Unity is nurtured as learners work together during role play, video watching and in demonstrations.</p>	



Link to Other Learning Areas Communication, literacy and social skills as learners interact during role play, demonstrations and video watching.	Suggested Community Service Learning Activities: Learner to be assisted by parents and siblings to use toiletries well at home.
Suggested Non-Formal Activity Recite poems and songs related to toiletries during assemblies and prize giving days	Suggested modes of Assessment , Checklists Oral/ non- verbal questions
Suggested Learning Resources : videos, toothpaste, toothbrush, soap, face towel, body scrubber, body drying towel, pictures, and charts,	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to consistently identify different toiletries, use them appropriately for good grooming and distinguish between different brands of the toiletries.	Learner is able to identify different toiletries and use them appropriately for good grooming.	Learner, with assistance, is able to identify different toiletries and use them appropriately for good grooming.	Learner has difficulties in identifying different toiletries and using them appropriately.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good grooming	3.4 Maintenance and management of incontinence	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify times for opening bowels for personal hygiene; respond to bowel opening at the specified time for good grooming; identify materials for management of incontinence;for good grooming manage incontinence appropriately for good grooming; appreciate the importance of maintenance and management of incontinence at all times. 	<ul style="list-style-type: none"> Learners could be guided in identifying different times of opening bowels through demonstrations, pictures, charts, toys, objects of reference and communication boards. Learners could be guided to respond appropriately to specific times to open bowels through prompts, objects of reference and communication boards. Learners could be guided in identifying materials for management of incontinence through video clips, demonstrations, pictures, charts, objects of reference and communication boards. Learners could be guided to manage incontinence by following bowel opening schedule. 	When do you visit the toilet?
<p>Core-Competences</p> <p>Digital literacy will be developed as learners manipulated and watch video clips of materials used for management of incontinence.</p> <p>Self-efficacy will be developed as learner practises maintenance and management of incontinence for personal hygiene.</p>				



<p>Pertinent and Contemporary Issues Life skills will be developed as learner acquires skills of controlling and management of incontinence. Health education as learner observes maintenance and management of incontinence for personal hygiene.</p>	<p>Values Responsibility will be nurtured as learners observe maintenance and management of incontinence. Unity will be developed as learners watch video clips together as a group.</p>
<p>Link to Other Learning Area Communication, Social, and Literacy skills as learners identify different types of materials used to manage incontinence.</p>	<p>Suggested Community Service Learning Activities Learners care for materials used in managing incontinence at home.</p>
<p>Suggested non-formal activity to support learning: Recite poems at school parade.</p>	<p>Suggested assessment: Observation Oral and non-verbal questions</p>
<p>Suggested Learning Resources: video clips, charts, communication boards, pictures, toys, objects of reference, towels, napkins and diapers.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to maintain and manage incontinence and identify different qualities of materials used to manage incontinence	Learner is able to maintain and manage incontinence.	Learner is able to maintain and manage incontinence with prompts.	Learner has difficulties in maintaining and managing incontinence.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Good Grooming	3.5 Menstrual Hygiene	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify signs of menstruation for good grooming; demonstrate appropriate use of different types of sanitary towels; dispose used sanitary towels at the right place for proper hygiene; appreciate use of sanitary towels to enhance menstrual hygiene for good grooming. 	<ul style="list-style-type: none"> Learners could be guided to identify different signs of menstrual period, such as cramps, backache, headache, fatigue and nausea. Learners could be guided to use different types of sanitary towels appropriately, such as cotton wool and pads through demonstrations, video-clips, dummies, pictures and charts. Learners could be guided on how to dispose used sanitary towels appropriately through demonstrations and by watching video clips. 	What materials are used during menstrual period?

Core Competences

Digital literacy will be developed as learners manipulate and watch videos on how to use sanitary towels appropriately.

Learning to learn will be developed as learners practise use and disposal of different types of sanitary towels.

Communication and collaboration will be developed as learners interact when watching videos and during demonstrations.

Self-efficacy will be developed as learners carry out their day today activities with confidence during menstruation.



<p>Pertinent and contemporary issues: Health Education will be developed as the learner observes personal hygiene during menstruation. Environmental awareness will be developed as learners take care of environment by disposing sanitary towels appropriately.</p>	<p>Values: Responsibility will be developed as the learners take care of themselves and dispose used sanitary towels appropriately.</p>
<p>Link to Other Learning Areas: Environmental activities: as learner disposes the used sanitary towels appropriately.</p>	<p>Suggested Community Service Learning Activities Learners keep the environment clean in school and at home through appropriate disposal of used sanitary towels.</p>
<p>Suggested Non-Formal Activity Guide others on appropriate disposal of used sanitary towels in school.</p>	<p>Suggested modes of assessment Observation, checklists Oral/non-verbal questioning</p>
<p>Suggested Learning Resources: videos, realia, charts, sanitary towels, pictures, dummies, sanitary bin</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to identify signs of menstruation, demonstrate appropriate use of different types of sanitary towels, dispose used ones at the right place and choose good types of towels.</p>	<p>Learner is able to identify signs of menstruation, demonstrate appropriate use of different types of sanitary towels and dispose used ones at the right place.</p>	<p>With prompts, learner is able to identify signs of menstruation, and demonstrate appropriate use of different types of sanitary towels.</p>	<p>Learner has difficulties in identifying signs of beginning of menstruation</p>

Strand	Sub-strand	Specific learning outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Good grooming	3.6 Care of hair	By the end of the sub-strand, the learner should be able to: a) identify different items used in caring for the hair for good grooming; b) wash the hair following the correct steps for good grooming; c) appreciate proper care of hair for neatness.	<ul style="list-style-type: none"> Learners could be guided to identify different items used for caring of the hair such as brushes, combs, soap, towels and blow dryers. Learners could be guided to wash hair correctly using the right materials following the correct steps such as wetting, shampooing, lathering, rinsing and drying through demonstrations and watching video clips. In pairs, learners keep their hair neat through washing, proper combing and plaiting. 	<p>What do you use to keep your hair neat? How do you wash your hair?</p>
<p>Core Competencies: Digital literacy will be developed as learners manipulate and watch video clips on how to take good care of hair. Communication and collaboration will be developed as learners learn new words and interact during group activities.</p>				
<p>Pertinent and Contemporary Issues Life skills will be developed as learner take good care of their hair thus, improving their self-image.</p>			<p>Values Responsibility will be nurtured as learner takes care of their hair</p>	
<p>Link To Other Learning Areas: Communication, Literacy and social skills as learners work in pairs to keep their hair neat.</p>			<p>Suggested Community Service Learning Activities Learners can participate in different activities on hair care in a salon or barber shop with parent's guidance.</p>	



<p>Suggested Non-Formal Activity Learners can dramatize and sing songs and poems reactabout care of hall during asembly or prize</p>	<p>Suggested modes of Assessment Observation, Checklists Oral/ non-verbal questions</p>
<p>Suggested Learning Resources: Video clips, combs, brushes, soap, pictures, charts, basin, shampoo, oil, conditioner and water.</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently identify different items used in caring for and washing hair correctly and participate in different activities on hair care in a saloon.	Learner is able to identify different items used in caring for and washing hair correctly.	Learner is able to identify different items used in caring for and washing hair correctly with prompts.	Learner has difficulty in identifying different items used in caring for and washing hair.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good grooming	3.7 Care of nails	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different items used in caring for the nails for good hygiene; b) care for the nails following the correct steps for neatness and hygiene; c) appreciate proper care of nails for neatness and hygiene. 	Learner could be guided to: <ul style="list-style-type: none"> • Identify different items used for caring of the nails such as nail cutter, file, soap and water. • Learner could be guided on how to care for the nails correctly using the right items and following the correct steps such as cleaning, cutting and trimming through demonstrations and watching video clips. • In groups learners practise trimming and cleaning their nails. 	What do you use to take good care of your nails? How do you take care of your nails?
Core Competencies Learning to learn will be developed as learners practise trimming and washing their nails. Communication and collaboration will be developed as learners learn new words during interaction in group activities.				
Pertinent and Contemporary Issues: Life skills will be acquired as learners learn how to take good care of their nails. Personal hygiene is enhanced as learners take care of their nails.			Values: Responsibility will be developed as learners take care of their nails. Unity will be developed as learners practice trimming and washing nails	
Link to Other Learning Areas: Digital literacy as learners watch videos on proper care of nails. Communication, Literacy and social skills as learners interact when working together in caring for nails.			Suggested Community Service Learning Activities: Learners can participate in different activities on care of nails both in school and at home	



<p>Suggested Non-Formal Activity Learners can dramatize, sing songs and recite poems about nail care during assemblies on prize giving day</p>	<p>Suggested modes of assessment Observation, checklists, Oral/non-verbal questions</p>
<p>Suggested Learning Resources: Video clips, nail cutters, files, soap, water, pictures, charts hand towel and lotion</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Consistently, learner is able to identify different items used in taking care of nails, care for their nails and in addition decorate nails.</p>	<p>Learner is able to identify different items used in taking care of nails and care for their nails correctly.</p>	<p>Learner is able to identify different items used in taking care of nails and care for their nails correctly with assistance.</p>	<p>Learner has difficulty in identifying different items used in taking care of nails or care for their nails.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Good grooming	3.8 Dressing for different occasions	By the end of the sub-strand, the learner should be able to: a) identify different types of clothing for different occasions; b) sort different types of clothing according to different occasions for good grooming; c) appreciate the use of appropriate clothes for different occasions.	<ul style="list-style-type: none"> • Learner could be guided to identify various types of clothes such as for casual wear, official wear and ceremonial wear. • Learners could categorize different types of clothing according to occasions they are worn for such as wedding wear and official wear through demonstrations and watching video clips. • In groups, learners dramatize use of appropriate wear for different occasions. 	<ol style="list-style-type: none"> 1. What type of clothes do you wear in school? 2. What type of clothes do you wear for when going to sleep
<p>Core Competencies</p> <ol style="list-style-type: none"> 1. Digital literacy will be developed as learners watch videos on different clothing for different occasions. 2. Communication and Collaboration will be developed as learners identify and categorize different clothing for different occasions. 3. Learning to learn will be developed as learners dramatize appropriate wear for different occasions 				
<p>Pertinent and contemporary issues Life skills will be developed as learners wear appropriately for different occasions.</p>		<p>Values Responsibility will be developed as learners dress appropriately. Unity will be achieved as learners work in groups to dramatize use of appropriate wear for different occasions.</p>		
<p>Link to other learning areas: Digital literacy as learners manipulate and watch video clips on dressing for different occasions.</p>		<p>Suggested Community Service Learning Activities: Learners can participate in dressing appropriately for different occasions at school and home.</p>		



Suggested Non-Formal Activity Learners can participate in fashion shows during prize giving days	Suggested modes of assessment Observation Oral/ non-verbal questions
Suggested Learning Resources : Video clips, different type of clothes, pictures, charts,	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently Learner is able to identify different clothing for various occasions and dress appropriately and further distinguish different designs.	Learner is able to identify different clothing for various occasions and dress appropriately.	With prompts, learner is able to identify different clothing for various occasions.	Learner has difficulty in identifying different clothing for various occasions.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Independent Feeding	4.1 Feeding Etiquette	By the end of the sub-strand, the learner should be able to: a) identify appropriate feeding etiquette during meals for independent feeding; b) observe correct posture when feeding for appropriate etiquette; c) appreciate importance of observing feeding for independent feeding etiquette.	<ul style="list-style-type: none"> Learners could be guided to identify common feeding etiquettes that should be observed during meals such as correct seating posture, scooping the right amount of food, chewing food with mouth closed through demonstrations and watching video clips. Learners could observe appropriate feeding etiquette during meals time. 	How do we sit when eating?
<p>Core Competencies Digital literacy will be developed as learners watch video clips on eating etiquette. Learning to learn will be developed as learners practise feeding etiquette. Self-efficacy will be developed as learners perfect the skill of feeding independently</p>				
<p>Pertinent and contemporary issues Health Education as learners nurture personal health through observing feeding etiquette. Environmental Awareness will be developed as learners manage the environment and take care of the resource materials used in independent feeding Life skills as learners develop table manners during feeding.</p>			<p>Values Responsibility-Learners nurture responsibility as they practice independent feeding.</p>	



Link to other learning areas: Communication Literacy and social skills as learner practices feeding etiquette through interaction with others.	Suggested Community Service Learning Activities: Observing appropriate feeding etiquette during school and community functions.
Suggested Non-Formal Activity Practise feeding etiquette in school.	Suggested Assessment Observation Oral and non-verbal questions Check lists
Suggested Learning Resources: videos, pictures of people in appropriate feeding positions, adapted seats, dustbins, utensils, adapted tables and foods.	

Assessment Rubric

Exceeding Expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to identify appropriate feeding etiquette, observe correct posture during meals and set the table for meals.	Learner is able to identify appropriate feeding etiquette and observe correct posture during meals.	Learner is able to identify appropriate feeding etiquette and observe correct posture during meals with assistance.	Learner has difficulties in identifying appropriate feeding etiquette and observing correct posture during meals.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Independent Feeding	4.2 Use and care of feeding items	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify feeding items such as spoons, cups, plates and glasses for independent feeding;</p> <p>b) use feeding items appropriately for independent feeding;</p> <p>c) appreciate importance of using and caring for the feeding items for independent feeding.</p>	<ul style="list-style-type: none"> • Learner could be guided in identifying feeding items through pictures, videos, realia and demonstrations. • In pairs learners could practise use and care of feeding items in the school kitchen. • Learners could use and care for feeding items appropriately by washing, drying and storing them correctly. 	<p>What items do we use during feeding?</p> <p>How do we care for feeding items?</p> <p>How do we store feeding items after use?</p>
<p>Core Competences</p> <p>Digital literacy will be developed as learners manipulate and watch video clips, demonstrations on care of feeding items and their storage.</p> <p>Communication and collaboration will be developed as learners interact during demonstrations and video watching on use and care of feeding items.</p> <p>Learning to learn as learners practise in pairs, use and care of feeding items in the school.</p>				
<p>Pertinent Contemporary Issues:</p> <p>Health Education will be developed as learners practise personal hygiene through washing utensils.</p> <p>Life skills will be developed as learners develop skills in washing, drying and storing of feeding utensils.</p>			<p>Values:</p> <p>Responsibility will be developed as learners use and care for feeding items.</p> <p>Unity will be developed as learners work cohesively in pairs.</p>	



Link to Other Learning Areas: Communication, Literacy and Social skills: - As learners practise washing, drying and storing of feeding items.	Suggested Community Service Learning Activities Observing appropriate care of feeding items at home and in school.
Suggested Non-Formal Activity to Support Learning Learner Practises washing, drying, and storing of feeding items in the School.	Suggested modes of Assessment Observation, Checklist Oral/ non-verbal questions.
Suggested Learning Resources: video clips, Picture of people washing, items to be dried and stored, dish cloth, cabinets, dustbins, utensils, food shelves.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently, learner is able to identify and use feeding items appropriately as well as observe order in storing them. .	Learner is able to identify and use feeding items appropriately.	Learner is able to identify and use feeding items with prompts	Learner has difficulties in identifying and using feeding items.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
4.0 Independent Feeding	4.3 Choice of foods (fruits, vegetables, body building foods, energy giving foods)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify different types of foods for good health; group different categories of foods according to their health benefits such as body building, protective and energy giving for good health; appreciate health benefits received from appropriate choices of foods for good health. 	<ul style="list-style-type: none"> Learners could be guided to identify different categories of food through realia videos clips and demonstrations. In groups, Learners could practise grouping of different categories of food based on their health benefits. Learners could be encouraged to eat different categories of food for balanced diet in their daily meals. 	<ol style="list-style-type: none"> What types of food do you know? Which foods do you eat? Why do we eat food?
<p>Core Competences</p> <p>Digital literacy will be developed as learners manipulate and watch video clips and demonstrations on classification of foods according to their health benefits.</p> <p>Communication and collaboration will be developed as learners interact when working in groups on classification of foods and their benefits.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Health Education will be developed as learners classify and use food according to their health benefits</p> <p>Life skills as learners develop skills in classifying foods according to their health benefits</p>		<p>Values</p> <p>Responsibility will be developed as learners make choice of different foods.</p> <p>Respect as learners nurture respect for other cultures' foods.</p> <p>Unity as learners work together.</p>		



Link to Other Learning Areas: Communication, Literacy and Social Skills as learners source for and classify food based on their health benefits	Suggested Community Service Learning Activities Learners could be engaged in observing appropriate classification of food based on their health benefits in their daily meals.
Suggested Non-Formal Activity to Support Learning Learners could practise classification of food at school and home	Suggested modes of Assessment <ul style="list-style-type: none"> • Observation, Checklist • Oral / non-verbal questions
Suggested Learning Resources: video clips, pictures on different classifications of food, different categories of food such as: fruits, vegetables, energy giving and body building foods.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectations	Below Expectations
Learner is able to identify different types of foods, group different categories of foods according to their health benefits and prepare food stuffs for a balanced meal independently.	Learner is able to identify different types of foods and group different categories of foods according to their health benefits.	Learner is able to identify different types of foods and group different categories of foods according to their health benefits with prompts.	Learner has difficulties identifying different types of foods or grouping into different categories.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Homecare	5.1 Safety in the home	By the end of the sub-strand, the learner should be able to: a) identify causes of common accidents in the home for safety; b) take precautions and measurments for various accidents for safety in the home; c) appreciate the need to take precautions for safety while at home.	<ul style="list-style-type: none"> • Learners could be guided to identify common causes of accidents in the home by use of video clips, pictures and demonstrations. • In pairs learners could practice various safety measures at home that prevent accidents. • Learners observe appropriate precautions to avoid common accidents for safety at home. 	<ol style="list-style-type: none"> 1. What are the common accidents at home? 2. How can we prevent common accidents in the home?
<p>Core Competencies</p> <p>Digital literacy will be developed as learners manipulated and watch video clips on common accidents.</p> <p>Learning to learn will be developed as learners observe various safety measures.</p>				
<p>Pertinent and contemporary issues:</p> <p>Education for Sustainable Development will be developed as learners take precautions to prevent common accidents in the home.</p>		<p>Values</p> <p>Responsibility will be developed as the learner takes care of self and others.</p>		
<p>Link to Other Learning Areas:</p> <p>Communication, literacy and social skills as learners interact during activities.</p>		<p>Suggested Community Service Learning Activities:</p> <p>Learners identify and take precautions against common accidents in school and at home.</p>		



<p>Suggested non-formal activity to support learning Learner to use appropriate ways of preventing common accidents during first aid clubs.</p>	<p>Suggested modes of Assessment Observation Oral and non-verbal questions</p>
<p>Suggested Learning Resources: video clips, pictures and charts</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Consistently, learner is able to identify causes of common accidents in the home, take precautions and take measures to keep environment risk free.</p>	<p>Learner is able to identify causes of common accidents in the home and take precautions.</p>	<p>Learner is able to identify causes of common accidents in the home and take precautions with assistance.</p>	<p>Learner has difficulty identifying causes of common accidents in the home or taking precautions.</p>

Strand	Sub-Strand	Specific learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Homecare	5.2 Care of different surfaces in the house	By the end of the sub-strand, the learner should be able to: a) identify different surfaces in the house for appropriate care; b) clean different surfaces for safety and hygiene; c) appreciate the need to care for different surfaces for beauty and durability.	<ul style="list-style-type: none"> • Learners could be guided to identify different surfaces in the house such as concrete, wooden, ceramic and earthen by use of realia, video clips and pictures. • In pairs or groups learners could be guided to clean different types of surfaces as they observe safety and hygiene. • Learners could apply appropriate procedures of cleaning different surfaces for safety and hygiene. 	<ol style="list-style-type: none"> 1. What are the different surfaces found in the house? 2. How do we care for different surfaces in the house?
<p>Core Competences Self-efficacy is achieved as learner cleans different surfaces in the house. Communication and collaboration acquired as learners work in groups when cleaning different surfaces.</p>				
<p>Pertinent and contemporary issues: Education for Sustainable Development: Safety is observed as learners take precautions while caring for different surfaces.</p>		<p>Values: Responsibility is nurtured as learners clean different surfaces Unity is achieved as learners interact and work together.</p>		
<p>Links to other learning areas: Communication, Literacy and Social skills as learners, work and interact during cleaning activities.</p>		<p>Suggested Community Service Learning Activities Learners could care for different types of surfaces at school and home</p>		



Suggested Non-Formal Activity Learners clean different surfaces using different materials during home science club	Suggested modes of Assessment Observation Oral and non-verbal questions
Suggested Learning Resources: Video clips, realia. pictures, charts	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to identify, care and observe safety and hygiene different surfaces and demonstrate consistence in various settings.	Learner is able to identify, care and observe safety and hygiene of different surfaces.	Learner is able to identify, care and observe safety and hygiene of different surfaces with assistance.	Learner has difficulty in identifying, caring and observing safety and hygiene of different surfaces.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Homecare	5.3 Organization of items in the house	By the end of the sub-strand, the learner should be able to: a) identify different storage areas for different items in the house for orderliness; b) sort and arrange items according to their use in different storage areas in the house for easy access. c) appreciate the importance of organization of items in house for orderliness.	<ul style="list-style-type: none"> Learners could be guided to identify appropriate storage areas for items such as drawers, cupboards, shelves, cabins by use of pictures, videos, charts. In groups learners could be guided to sort and arrange items according to their use. Learners could organize items in the house appropriately. 	<ol style="list-style-type: none"> Where do we store items in the house? How do we arrange different items in the house?
<p>Core Competences Learning to learn will be developed as learners arrange different items in the house appropriately. Communication and collaboration will be developed as learners work together in groups.</p>				
<p>Pertinent and contemporary issues Safety is observed as learners take care of self while sorting arranging items.</p>		<p>Values Responsibility is nurtured as learners sort and arrange items in the house Unity is achieved as learners work together</p>		
<p>Link to other learning areas</p>		<p>Suggested community service learning activities</p>		
<p>Communication, Literacy and Social skills as learners express themselves, work and interact during activities.</p>		<p>Learners could care, arrange and organize items at school and home.</p>		



<p>Suggested non-formal activity to support learning Learners sort and arrange items at home clean different surfaces using different materials at home</p>	<p>Suggested modes of Assessment Observation Oral and non-verbal questions</p>
<p>Suggested Learning Resources : videos, realia, pictures, charts</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to identify, sort, arrange and store different items in the house consistently and demonstrates patterns of neatness.	Learner is able to identify, sort, arrange and store different items in the house.	Learner is able to identify, sort, arrange and store different items in the house with prompts.	Learner has difficulty in identifying, sorting, arranging and storing different items in the house.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Homecare	5.4 Use and care of kitchen equipment	By the end of the sub-strand, the learner should be able to: a) identify different types of kitchen equipment for appropriate care; b) use and care for different types of kitchen equipment for hygiene and durability; c) appreciate the importance of caring for kitchen equipment for hygiene and durability.	<ul style="list-style-type: none"> • Learner could be guided to identify different types of kitchen equipment by use of pictures, video clips and realia. • Learners could be guided to use and care for different types of kitchen equipment in pairs. • Learners could use and care for kitchen equipment appropriately. 	<ol style="list-style-type: none"> 1. What equipment is found in the kitchen? 2. How do we use kitchen equipment? 3. How do you care for kitchen equipment?
<p>Core Competences Communication and collaboration will be developed as learners work together in groups. Self-efficacy will be developed as learners care and use different kitchen equipment appropriately.</p>				
<p>Pertinent and contemporary issues Safety will be observed as learners use and care for kitchen equipment. Health Education will be developed as learners observe hygiene in caring for kitchen equipment.</p>		<p>Values Responsibility will be acquired as learner care for kitchen equipment Unity will be nurtured as learners work together</p>		
<p>Link to Other Learning Areas Communication, Literacy and Social skills - As learners express, work and interact during activities.</p>		<p>Suggested Community Service Learning Activities Learner could arrange equipment to create order in the kitchen at home with parent's assistance.</p>		



Suggested non-formal activity to support learning Learner could arrange equipment to bring order in the school kitchen.	Suggested modes of Assessment Observation, Checklist Oral/ non-verbal questions
Suggested Resources : video clips, realia, pictures, charts	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify, use and care for different types of kitchen equipment and further store them in organized patterns.	Learner is able to identify, use and care for different types of kitchen equipment.	Learner is able to identify, use and care for different types of kitchen equipment with prompts	Learner has difficulty in identifying, using and caring for different types of kitchen equipment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Home care	5.5 Care of utensils	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify different types of utensils for appropriate care; care for different types of utensils for hygiene and durability; observe safety of self and that of utensils while caring for them; appreciate the importance of caring for utensils at home. 	<ul style="list-style-type: none"> Learners could be guided in identifying different types of utensils used at home through demonstrations, video clips, objects of reference and communication boards. In pairs or groups, learners practice care of utensils while observing safety of self and that of utensils. Individually, learners could be guided to wash, dry, and store utensils while observing safety of self and utensils. 	<ol style="list-style-type: none"> What utensils do we use in the house? How do you care for utensils?
<p>Core-Competencies</p> <p>Digital literacy will be developed as learners manipulate and watch video clips of different types of utensils.</p> <p>Communication and Collaboration will be developed as learners watch video clips together and work in groups.</p> <p>Self-efficacy will be developed as learners practise taking care of utensils</p> <p>Pertinent and Contemporary Issues: Values:</p>				



<p>Health education-as learners care for utensils to observe hygiene</p> <p>Life Skills as learners acquire skills in caring for utensils</p>	<p>Responsibility will be nurtured as learners care for utensils</p> <p>Unity is nurtured as learners work together in groups.</p>
<p>Link to other learning areas</p> <p>Communication, Literacy and Social skills could be achieved as learners identify different types of utensils</p>	<p>Suggested community Service Learning activities:</p> <p>Learners could care for utensils at school and at home.</p>
<p>Suggested Non-Formal Activity to Support Learning:</p> <p>Recite poems on use and care of utensils during assembly</p>	<p>Suggested Assessment:</p> <p>Observation, oral and non-verbal questions.</p>
<p>Suggested Learning Resources: video clips, communication boards, pictures, charts, and realia</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Consistently, learner is able to safely use and care for utensils and further store them in organized patterns.</p>	<p>Learner is able to use and care for utensils safely.</p>	<p>Learner is able to use and care for utensils safely with Prompts.</p>	<p>Learner has difficulty in using and caring for utensils.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Home care	5.6 Laundry	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify appropriate detergents used for washing different types of clothes; use correct procedure for washing different types of clothes; appreciate the importance of washing and storing clothes appropriately for durability. 	<ul style="list-style-type: none"> Learners could be guided to identify appropriate detergents, for laundering through demonstrations, pictures, video clips and charts. In pairs or groups, learners could be guided to wash different types of clothes through sorting, soaking, washing, rinsing and airing. Individually learners practise washing of clothes following appropriate procedures. 	<ol style="list-style-type: none"> What do you use to wash clothes? How do you wash clothes?
<p>Core Competencies</p> <p>Learning to learn as individual learners practise washing of clothes.</p> <p>Self-efficacy will be acquired as learners wash clothes.</p> <p>Communication and Collaboration as learners work in pairs and groups as they wash clothes.</p> <p>Digital literacy can be acquired as learners manipulate and watch video clips on detergents.</p>				
<p>Pertinent and contemporary issues</p> <p>Education for Sustainable Development:</p> <p>Health Education: as learners wash clothes to observe Hygiene.</p>			<p>Values</p> <p>Responsibility is nurtured as learners care for clothes.</p> <p>Unity is nurtured as learners work together.</p>	



Link to Other Learning Areas: Communication, Literacy and Social skills - As learners interact and work together.	Suggested Community Service Learning Activities Learners practise washing of own clothes at home and school.
Suggested Non-Formal Activity to Support Learning :	Suggested Assessment Observation Oral/non-verbal questions
Suggested Learning Resources : video clips, detergents, bleaching agents, fabric conditioners, basins, water, clothes, pictures, charts	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify appropriate detergents, wash different types of clothes using appropriate procedures and demonstrate skills in avoiding wastage of washing materials.	Learner is able to: identify appropriate detergents and wash different types of clothes using appropriate procedures	Identify appropriate detergents and wash different types of clothes using appropriate procedures with prompts	Learner has difficulty in: Identifying appropriate detergents and washing different types of clothes using appropriate procedures.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Homecare	5.7 Making the bed	By the end of the sub-strand, the learner should be able to: a) Identify bedding used for making a bed;for cathen b) make on bed appropriately for neatness; c) appreciate the importance ofmaking a bed for neatness.	Learners could be guided to: • Identify items for making the bed through demonstrations, video clips, charts, objects of reference and realia. • Learners could be guided to make a bed by watching video clips and demonstration. • In pairs or groups, learners practise making the bed.	1. What materials do you use for making the bed? 2. How do you make the bed?
Core Competences Digital literacy will be developed as learners manipulated and watch video clip on making a bed. Learning to learn will be developed as learners follow the correct steps in making a bed. Communication and collaboration will be developed as learners work together in making the bed.				
Pertinent and contemporary issues: Life skills will be developed as learners acquire skills in making a bed.			Values Responsibility will be developed as learners make beds. Unity will be developed as learners work together in making beds.	
Link to Other Learning Areas Communication, literacy and social skills as learners interact and work together in making beds.			Suggested Community Service Learning Activities Learners make beds at home.	
Suggested Non-Formal Activity to Support Learning: Learners role play making a bed in clubs.			Suggested modes of Assessment Observation Oral/non-verbal questions	
Suggested Learning Resources: video clips, blankets, bed sheets, pillows, pillow cases, mattresses.				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify the materials used for making the bed state the process of making a bed and make distinction between appropriate and poor bed making praches.	Learner is able to identify the materials used for making a bed and state the process of making a bed.	With prompts learner is able to identify the materials used for making the bed and state the process of making a bed.	Learner has difficulty in identifying materials used for making a bed or stating the process.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Managing Money	6.1 Identification of money	By the end of the sub-strand, the learner should be able to: a) identify different Kenyan coins and notes for appropriate use; b) sort out different Kenyan coins and notes according to value for shopping; c) appreciate the importance of money in day to day life.	<ul style="list-style-type: none"> Learners could be guided to identify different Kenyan coins and notes using video clips, realia, demonstrations, shopping corner in the class to shop and pictures of different types of money. In pairs learners could be guided to sort out different types of coins and notes according to their value. 	1. What types of money do you know?
<p>Core Competences Self-efficacy will be developed as learners practise sorting out money according to their value. Communication and collaboration will be developed as learners sort out money in groups . Critical thinking and problem solving will be developed as learners sort out money and group it according to different values. Learning to learn will be developed as learners identify different Kenyan coins and notes.</p>				
<p>Pertinent and contemporary issues: Life skills will be developed as learners develop skills in sorting out money depending on its value.</p>		<p>Values Unity will be developed as learners work together in groups. Responsibility will be developed as learners sort out money and keep it safely.</p>		
<p>Link to Other Learning Areas: Communication, Literacy and Social skills as learners interact and communicate during sorting out money.</p>		<p>Suggested Community Service Learning Activities The learner could help others to sort out money according to its value both in school and at home.</p>		



Numeracy: as learners sort out money according to denominations.	
Suggested Non-Formal Activity to Support Learning: Practise sorting out money in the classroom shop.	Suggested modes of Assessment Observation, Check list Oral and non-verbal questions
Suggested Learning Resources: Video clips on different types of money, Pictures of different coins and notes, different coins and Classroom shop	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify, and sort out different Kenyan denominations and distinguish equivalences between them.	Learner is able to identify and sort out different Kenyan denominations.	Learner is able to identify and sort out different Kenyan denominations with prompts.	Learner has difficulties in identifying and sorting different Kenyan denominations.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Managing money	6.2 Money Safety	By the end of the sub-strand, the learner should be able to: a) identify different facilities for keeping money safely; b) use different facilities to keep money for safe custody; c) appreciate the importance of keeping money safely.	Learner could be guided to: • Identify different facilities for keeping money safely through video clips, pictures, object of reference and communication boards. • In groups learners could be guided to keep money for safe custody. • Individual learners could practice keeping money in different facilities for safety.	1. Where do you keep money? 2. Why do you keep money safely?
<p>Core Competences</p> <p>Self-efficacy will be developed as learners keep own money in safe custody.</p> <p>Communication and Collaboration will be developed as learners interact in various activities.</p> <p>Digital Literacy will be developed as learners watch video clips on safe facilities used to keep money.</p> <p>Learning to learn will be developed as learners keep money safely.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Life skills will be developed as learners practise keeping money in safe custody</p>			<p>Values</p> <p>Unity will be developed as learners work together in groups, Love will be nurtured as learners interact and work together. Responsibility is nurtured as learners use</p>	



	safe places to keep money.
<p>Link to Other Learning Areas Communication, Literacy and Social skills as learners interact and communicate when watching video clips on safe custody of money. Numeracy as learners ascertain the actual amount of money kept in safe custody.</p>	<p>Suggested Community Service Learning Activities The learner could help others to keep money in safe custody both in school and at home.</p>
<p>Suggested Non-Formal Activity Learners practise keeping money in the pocket, bags or boxes during and after buying from the classroom shop.</p>	<p>Suggested modes of Assessment Observation Oral and non-verbal questions Check list</p>
<p>Suggested Learning Resources: Video clips, pictures, classroom shop, objects of reference, Kenyan different coins and notes, communication boards, wallets and purses.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently, learner is able to identify and use different facilities to keep money appropriately and further tell amount kept.	Learner is able to identify and use different facilities to keep money appropriately.	Learner is able to identify and use different facilities to keep money appropriately with assistance.	Learner has difficulty in identifying and using different facilities to keep money.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.0 Managing money	6.3 Use of Money	By the end of the sub-strand, the learner should be able to: a) identify different uses of money for appropriate financial management; b) use money in various ways for appropriate financial management; c) appreciate the importance of various uses of money for prudent spending.	<ul style="list-style-type: none"> • Learners could be guided to: identify different uses of money through video clips, currency of different denominations and communication boards. • In pairs and groups, learners could practise various uses of money such as buying, selling, saving for appropriate management at the classroom shop. • Learner could use money in various activities in school and at home for appropriate management. 	<ol style="list-style-type: none"> 1. How do we use money? 2. When do we use money?
<p>Core Competences Self-efficacy as learners practise using money in various activities. Communication and collaboration as learners interact when buying, selling and paying for essential services. Digital Literacy as learners manipulated and watch video clips on various money transactions Learning to learn as learners interact in buying, selling and saving of money. Critical thinking and problem solving as learners practise buying and selling in the classroom shop.</p>				
<p>Pertinent and contemporary issues Life skills as learner develops skills in appropriate use of money Citizenship as learners observe integrity as they transact money activities.</p>		<p>1.Link to Values: Unity is nurtured as learners work together in groups Love is nurtured as learners interact and work together in money transactions. Responsibility as learner saves money and uses it appropriately. Respect as learners interact in the process of buying and selling.</p>		



<p>Link to Other Learning Areas: Communication, Literacy and Social skills as learners interact and communicate when watching videos on appropriate use of money. Numeracy as learner ascertains the actual item price during shopping and confirms the correct change.</p>	<p>Suggested Community Service Learning Activities As learner helps others in shopping activities both in school and at home.</p>
<p>Suggested Non-Formal Activity to Support Learning: Practise buying, selling and saving money in the classroom shop.</p>	<p>Suggested modes of Assessment Observation Oral and non-verbal questions Check list</p>
<p>Suggested Learning Resources: Video clips on different uses of money, pictures of different coins and notes, communication boards, classroom shop and objects of reference.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is consistently able to identify, use and save money and further tell when change is due when paying for an item.	Learner is able to identify, use and save money appropriately.	Learner is able to identify and use money with assistance.	Learner has difficulties in identifying and using money.

CHRISTIAN RELIGIOUS EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested learning Experiences	Key Inquiry Questions
7.0 Prayers	7.1 The Lord's prayer	By the end of the sub-strand the learner should be able to: a) recite the first part of the Lord's prayer in praise of God; b) recite the second part of the Lord's prayer asking for needs; c) appreciate knowledge of the Lord's prayer for spiritual growth.	<ul style="list-style-type: none"> Learners could be guided to sing known songs in praise of God. In pairs /groups learners could recite the first part of the Lord's prayer in praise of God. Learners could be guided to recite the second part of the lord's prayer asking for daily needs. Learners to be guided to sing songs related to daily needs. In pairs/groups learners could be guided to recite prayers through video clips, charts pictures and resource persons. 	1. What do we do when praying? 2. When do we pray?
Core competences Communication and collaboration will be developed as learners recite the lord's prayer together. Digital literacy will be enhanced as learners manipulated and watch video clips.				
Pertinent and contemporary issues Life skills will be acquired as learners know how to pray.			Values Respect for God will be nurtured as learners say the prayer.	
Link to other Learning areas Psychomotor activities as learners sing. Communication ,Social and Literacy skills			Suggested community service learning activities Learners can participate in prayer meetings in the community.	



<p>Suggested non-Formal activity Learners pray in school, out of class gatherings and at home</p>	<p>Suggested modes of assessment Observation Oral/nonverbal questions</p>
<p>Suggested Learning Resources Prayer books, charts, video clips, pictures, resource persons.</p>	

Assessment Rubric.

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to say/sign the first and second part of the Lord's prayer correctly and explain its meaning.	Learner is able to say/sign the first and second part of the Lord's prayer correctly.	Learner is able to say/sign the first and second part of the lord's prayer with assistance.	Learner has difficulties in reciting/signing the first and second part of the Lord's prayer.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Prayers	7.2 The Lord's prayer	By the end of the Sub strand the learner should be able to: a) recite the last part of the lord's prayer asking for forgiveness; b) recite all the parts of the lord's prayer for spiritual nourishment c) appreciate knowledge of God's love, forgiveness and kindness through prayers for spiritual nourishment.	<ul style="list-style-type: none"> • Learner could be guided to recite prayers for different needs. • Learners could be asked to recite learnt parts of the Lord's prayer. • Learners could be guided to recite the last part of the Lord's prayer asking for forgiveness. • Learners could be guided to watch, say things God has done for them using video clips pictures and charts. 	<p>1. What do you do when you wrong some body?</p> <p>2. What do you say to people who do good things for you?</p>
<p>Core competences Communication and collaboration will be developed as learners recite the prayers together. Digital Literacy will be enhanced as learners manipulate and watch video clips</p>				
<p>Pertinent and contemporary issues Life skills will be enhanced as learner knows how to pray.</p>			<p>Values Respect for God and other people as learners forgive one another . Love for God and others is nurtured.</p>	
<p>Link to other Learning areas Communication, social and literacy skills as learners interact during prayers</p>			<p>Suggested community service learning activities Learners can participate in community prayers</p>	
<p>Suggested non-formal activity Learners to be engaged in leading the Lord's prayer in school gatherings out of</p>			<p>Suggested modes of assessment Observation</p>	



class.	Oral/nonverbal questioning
Suggested learning resources Prayer books, Video clips, pictures and charts	

Assessment rubric

Exceeding Expectations	Meeting expectations	Approaching Expectations	Below Expectations
Learner is able to recite the Lord's prayer correctly and explain its meaning.	Learner is able to recite the Lord's prayer correctly	Learner is able to recite the Lord's prayer with assistance.	Learner has difficulties reciting the Lord's prayer.

Strand	Sub-Strand	Specific Learning Out Comes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Prayers	7.3 Other prayers	By the end of the sub-strand the learner should be able to: a) identify different times to pray for spiritual growth; b) recite different types of prayers for spiritual growth; c) appreciate use of prayers for spiritual growth.	<ul style="list-style-type: none"> Learners could be guided to identify different times when prayers are said such as morning, before meals, before sleeping and praying for the sick through video clips and people praying. In pairs/groups learners could be guided to say different types of prayers through video clips demonstrations and charts. 	<ol style="list-style-type: none"> When do you pray? How do you pray?
<p>Core competences Communication and collaboration will be enhanced as learners interact when reciting prayers. Self-efficacy will be acquired as Learner gains skills in praying</p>				
<p>Pertinent and contemporary issues Life Skills will be acquires skills of praying.</p>		<p>Values Respect for God and others will be nurtured as learners pray together. Unity will be enhanced as learners recite prayers in groups.</p>		
<p>Link to other learning areas Communication, Social and literacy skills.</p>		<p>Suggested community service learning activities Learners say prayers out home with faamily</p>		
<p>Suggested non-Formal activity Learners pray and help others in saying prayers at home and in school</p>		<p>Suggested modes of assessment Ora/non-verbal questions</p>		
<p>Suggested Learning Resources Video clips, communication boards, bibles, objects of reference, pictures, charts, prayer books.</p>				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently, learner is able to identify different times of prayers, pray appropriately and lead prayers in different settings	Learner is able to identify different times of prayers and pray appropriately with prompts.	Learner is able to identify different times of prayers and pray with prompts	Learner has difficulty identifying different times of prayers or praying

Strand	Sub-strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry question(s)
8.0 Religious and Moral Values (CRE)	8.1 Teachings from the bible	By the end of the sub-strand, the learner should be able to: a) identify different moral teachings from the bible for spiritual growth; b) tell different simple moral bible stories for spiritual growth; c) appreciate the importance of Bible teachings for moral values.	<ul style="list-style-type: none"> • Learner could be guided to: • Identify different moral teachings from the bible such as obedience, love, forgiveness, honesty, respect through demonstrations, video clips, charts, object of reference and communication boards. • Learner could be guided to tell different bible stories on moral values. • In pairs or groups, learners practise telling different bible stories on moral values. 	1. Why is it good to forgive others?
<p>Core Competences Digital literacy as learners watch videos on bible stories on moral values. Learning to learn as learners tell bible stories. Self-Efficacy as learners share the bible stories.</p>				
<p>Pertinent and Contemporary Issues: Citizenship social cohesion can be attained as learners recite Bible stories together.</p>			<p>Values Respect can be achieved as learner respect people around them.</p>	
<p>Link to Other Learning Areas: Communication, literacy and social skills as learners share bible stories.</p>			<p>Suggested Community Service Learning Activities: Learners participate in different religious activities at home and local churches.</p>	



Suggested Non-Formal Activity to Support Learning: Learners share bible stories, sing songs and recite poems.	Suggested Modes of Assessment Observation oral and non-verbal questions
Suggested Learning Resources : Videos, object of reference, bibles, communication boards, pictures, charts, cuttings of Bible verses	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify and tell different moral teachings from the bible consistently. In addition the learner is able to give own examples of lifes experiences on morals related to the teachings.	Learner is able to identify and tell different moral teachings from the bible.	Learner is able to identify and tell different moral teachings from the bible with assistance.	Learner has difficulty in identifying different moral teachings from the bible.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Religious and Moral Values (CRE)	8.2 Places of Worship	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify different places of worship used for acquisition of religious and moral values; go to church as a place of worship for spiritual growth; appreciate the need to go to church as a place of worship for spiritual growth. 	<ul style="list-style-type: none"> Learners could be guided to identify different places of worship such as churches, mosques, temples synagogues and shrines used for various religious activities through pictures, video clips, models and field trips. Learners could visit a church for prayers and worship and be encouraged to use the church as a place of worship. In pairs and groups learners could practise various activities carried out in the church such as praying, singing and reciting bible stories. 	<ol style="list-style-type: none"> Where do you go to worship God? Where do other people go to worship God?
<p>Core Competences</p> <p>Self-efficacy is enhanced as learner use the church as a place of worship.</p> <p>Communication and Collaboration as learners interact with others when carrying out activities in the church.</p> <p>Digital Literacy as learners manipulate and watch videos on various places of worship.</p> <p>Learning to learn as learners name different worship places.</p>				
<p>Pertinent and contemporary issues</p> <p>Citizenship will be achieved as learners observe respect for other people's places of worship</p> <p>Life skills will be enhanced as learners learn ethical issues in various worship activities</p>			<p>Values</p> <p>Unity is nurtured as learners worship together in places of worship.</p> <p>Respect will be nurtured as learners respect other people's places of worship.</p> <p>Love will be nurtured as learners interact to worship together in places of worship.</p>	



<p>Link to other learning areas Communication, Literacy and Social Skills as learners interact in worship activities.</p>	<p>Suggested Community Service Learning Activities: Learners are guided to participate in cleaning of worship places.</p>
<p>Suggested non-formal activity Practice worship activities during morning assemblies, lunch breaks and end of evening sessions.</p>	<p>Suggested mode of assessment Observation, oral and non-verbal questions</p>
<p>Suggested learning resources: Videos on different places and activities of worship, models of places of worship, pictures of worship places, resource corner, and resource persons.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to identify different places of worship and use the church as a place of worship appropriately. In addition, the learner is able to distinguish between different Church denominations.</p>	<p>Learner is able to identify different places of worship and use the church as a place of worship.</p>	<p>Learner is able to identify different places of worship and use the church as a place of worship with assistance.</p>	<p>Learner as difficulty in identifying different places of worship and using the church as a place of worship.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Religious and Moral Values (CRE)	8.3 Religious Leadership	By the end of the sub-strand, the learner should be able to: a) identify different religious leaders for spiritual guidance; b) tell the role of religious leaders in the church; c) appreciate the role of religious leaders in imparting religious and moral values.	<ul style="list-style-type: none"> ▪ Learners could be guided to identify different religious leaders through watching videos, pictures and field trips to places of worship. • In groups learners discuss the role of church leaders. • In pairs and groups learners could imitate different roles of religious leadership. 	<ol style="list-style-type: none"> 1. Who is the leader in your place of worship? 2. What do religious leaders do?
<p>Core Competencies</p> <p>Self-Efficacy will be enhanced as learners dramatize roles of religious leaders. .</p> <p>Communication and collaboration will be developed as dramatise imitate the roles of religious leaders.</p> <p>Digital Literacy will be enhanced as learners manipulate and watch video clips of different religious leaders performing religious activities.</p> <p>Learning to learn will be developed as learners learn the roles of various religious leaders.</p>				
Pertinent and contemporary Issues			Values	
<p>Citizenship will be enhanced as learners interact with religious leaders during their field trips to places of worship.</p> <p>Life skills will be developed as learners seek spiritual guidance from religious leaders.</p>			<p>Unity will be nurtured as learners dramatize the roles of religious leadership.</p> <p>Respect will be developed as learners respect each other's role during dramatization.</p> <p>Love</p>	
<p>Link to other learning areas:</p> <p>Communication, Literacy and social skills as learners interact during dramatisation on roles of leadership.</p>			<p>Suggested Community Service Learning Activities</p> <p>Learners could visit religious leaders for spiritual guidance.</p>	
<p>Suggested Non-Formal Activity</p> <p>Practise taking roles of religious leadership during morning assemblies and during parent</p>			<p>Suggested modes of assessment</p> <p>Observation oral and non-verbal questions</p>	



days.	
Suggested Learning Resources Pictures of different religious leaders, video clips of religious leaders. Resource persons (religious leaders)	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify different religious leaders and state their roles in the church and practise some of the roles in school and at home appropriately.	Learner is able to identify different religious leaders and state their roles in the church.	Learner is able to identify different religious leaders and state their roles in the church with assistance.	Learner has difficulty in identifying different religious leaders and stating their roles in the church.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Religious and Moral Values (CRE)	8.4 Religious Festivals	By the end of the sub-strand, the learner should be able to: a) identify different religious festivals for spiritual growth; b) name activities carried out during different religious festivals; c) appreciate the importance of different Christian religious festivals.	<ul style="list-style-type: none"> Learners could be guided to identify different Christian religious festivals. Learners could be guided to practise activities for different festivals through demonstration and watching video clips. In pairs or groups, learners sing songs and say poems on activities for different festivals. 	<ol style="list-style-type: none"> What Christian festivals do you know? What activities are practised during the festival you have named?
<p>Core Competences</p> <p>Digital literacy will be developed as learners watch video clips on different religious activities.</p> <p>Learning to learn will be enhanced as learners name different activities for different religious festivals.</p> <p>Communication and collaboration can be achieved as learners practise activities for different festivals.</p>				
Pertinent and Contemporary Issues		Values		
<p>Citizenship social cohesion can be attained as learners celebrate different festivals together.</p>		<p>Respect can be achieved as learners respect other people’s festival activities.</p> <p>Unity is nurtured as learners work in pairs or groups, sing songs and recite poems.</p>		
Links to other learning areas		Suggested community service learning activities		
<p>Communication, Literacy and Social Skills as learners interact in pairs and in groups.</p>		Learners could participate in different religious festivals at home.		
<p>Suggested non-formal activity; Learners can sing songs, recite poems, play games and dramatise different religious festivals.</p>		<p>Suggested modes of assessment Observation Oral and non-verbal questions.</p>		



Suggested learning resources: video clips, pictures, charts, bibles.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to identify different religious festivals and name activities carried out and explain about their importance.	Learner is able to identify different religious festivals and name activities carried out.	Learner is able to identify different religious festivals and name activities carried out with prompts.	Learner has difficulty in identifying different religious festivals and naming activities carried out.

HINDU RELIGIOUS EDUCATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key inquiry question(s)
9.0 Worship	9.1 Basic Daily Prayers (Mantras for Jaap) (4 lessons)	By end of the sub-strand, the learner should be able to: a) recite the basic daily prayers (Mantra) to strengthen faith in worship; b) demonstrate the appropriate discipline for the recitation of daily prayer (Mantras) showing respect to God (Paramatma); c) appreciate recitation of daily prayer (Mantras) as an act of worship.	<ul style="list-style-type: none"> The learner could be encouraged to recite the daily prayers: Gayatri, Mantra, Navkaar Mantra, Mool Mantra and Buddh Mantra using audio visual aids. The learner could be guided to recite mantras in groups. The learner could be taken for a visit to places of worship to observe and participate in the chanting and be disciplined. 	<ol style="list-style-type: none"> Which daily Mantra (prayer) do you recite? At what time do you recite the daily prayer (Mantra)? Who recites daily prayer (Mantra) at your home?
<p>Core Competences</p> <p>Communication and Collaboration will be enhanced as learners recite prayers together.</p> <p>Learning to Learn will develop as learners learn how to recite prayers</p> <p>Self-efficacy will be achieved as learner recites prayers independently.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Self-esteem will be enhanced as learners know how to recite prayers correctly.</p> <p>Personal hygiene will be nurtured in washing hands and feet before reciting prayers.</p>			<p>Values</p> <p>Respect as learners respect God and others. Love will be nurtured through prayers and as learners pray togethes.</p>	



Link to other learning area: Psychomotor & creative activities through posing during worship.	Suggested community service learning Parents could help the learner in recitation and chanting of Mantras using musical instruments.
Suggested non-formal activity The learner be given an opportunity to practise the basics for jaap during morning prayer sessions at school.	Suggested modes of assessment Oral/non-verbal questioning, observation
Suggested Learning Resources Resource person, Pictorial books, Audio-visual aids	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Can state and recite all the basic Mantras from all faiths.	Can correctly recite two mantras from any of the other four faiths other than his/her faith.	Can correctly recite one Mantras from any of the other four faiths other than his/her faith	Cannot correctly recite Mantras from any of the four faiths.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Scriptures	9.2 Names of Holy books (Scriptures) (4 lessons)	By the end of the Sub-strand, the learner should be able to: a) name holy books (Scriptures) to promote religious identity and unity; b) recognize holy books (Scriptures) from the four faiths for awareness of his/her faith; c) appreciate the holy books (Scriptures) as sacred.	<ul style="list-style-type: none"> Learner could be guided to familiarise with holy books Learner could be engaged in answering questions on the images of the holy books (scriptures) displayed. Learner could be encouraged to participate in colouring activities. 	<ol style="list-style-type: none"> Which holy books (scriptures) have you seen at home? Where are the holy books (scripture kept in your house)? Who reads these holy books (scripture) in your house?
<p>Core Competencies</p> <p>Communication and Collaboration will be developed as learners interact in pairs and in groups.</p> <p>Learning to Learn will be developed as learners explore Holy books from other faiths.</p> <p>Digital literacy will be developed as learners manipulate digital devices during the lesson.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Parental empowerment and engagement will be achieved as parents engage learners in worship activities.</p>		<p>Values</p> <p>Respect: Learners will respect the Holy books of other faiths</p> <p>Responsibility will be developed as learners take care of the Holy books.</p>		



<p>Link to other learning areas: Pre-numeracy by knowing the number of scriptures. Activities of daily living skills as learners wash hands before handling the holy book.</p>	<p>Suggested Community Service Learning activities: Learners could visit places of worship to recite the scriptures.</p>
<p>Suggested non-formal activity Learners could have a class project that portrays all the scriptures on one display by pasting pictures</p>	<p>Suggested modes of assessment: Oral questions Observation</p>
<p>Suggested Learning Resources: Resource person’s pictorial books, flash cards and digital images.</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Confidently and correctly mentions and identifies the names of the Scriptures.</p>	<p>Correctly mentions names of Scriptures.</p>	<p>Can mention at least two names of Scriptures correctly.</p>	<p>Can mention only one name of the Scriptures correctly</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Places of Worship	9.3 Places of Worship	By the end of the Sub-strand, the learner should be able to: a) acknowledge the places of worship as sacred; b) demonstrate appropriate behaviour in a place of worship; c) appreciate a place of worship as holy.	<ul style="list-style-type: none"> Learners could be guided to Mandir, Derasar, Gurudwara and Stupa displayed on carts, pictures and video clips. The learner could be encouraged to visit different places of worship Learner could be guided to differentiate the places of worship of the four faiths. 	<ol style="list-style-type: none"> Where do we go to pray? Who do you go with? What do you see there?
<p>Core Competencies</p> <p>Communication and Collaboration will be developed as learners interact in pairs or groups.</p> <p>Digital literacy will be developed as learners manipulate digital devices when watching video clips on places of worship.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Education for sustainable development: Environmental awareness will be developed as learners locate places of worship</p>			<p>Values</p> <p>Respect for places of worship will be nurtured.</p>	
<p>Link to other learning areas</p> <p>Psychomotor will be developed as learner poses for worship Numeracy will be developed as learner count number of Jaaps on Mala Language activities as learners acquire new vocabulary.</p>			<p>Suggested Community Service Learning activities: Learners could visit places of worship with their parents and peers</p>	
<p>Suggested non-formal activity</p> <p>The learner to be given opportunity to practice the Jaap and chanting during morning prayer session at the school, home and at place of worship.</p>			<p>Suggested modes of assessment</p> <p>Oral questions Portfolio Observation</p>	
<p>Suggested learning Resources:</p> <p>Resource person, Pictorial books, Audio-visual aids</p>				



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently and correctly identifies places of worship, demonstrates the appropriate pose for worship, and inspires peers to adopt the correct pose for worship.	Correctly identifies places for worship and demonstrates the appropriate pose for worship.	Can identify at least two places of worship and demonstrates the appropriate pose for worship with assistance.	Can identify only one place of worship but is unable to appropriately demonstrate the pose for worship.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Utsav (Festivals)	9.4 Religious Festivals	By the end of the sub-strand, the learner should be able to: a) name different religious festivals celebrated for preservation of religious faith; b) use appropriate greetings on different festivals to promote love and peace; c) appreciate and enjoy the festivals with family and friends for social interaction and cohesion.	<ul style="list-style-type: none"> Learners could be guided to participate in the celebration of the festivals like Navratri, Dusshera, Diwali, Bandhi, Chhor, Diwas, Ganesh Chaturthi at various places of worship. The learner could be shown pictures and video clips on religious festivals Learners could share stories on the significance of the festivals and sing relevant songs / hymns. Learner could be guided in group activities such as: Rangoli, card making, diya decoration. 	<ol style="list-style-type: none"> Which religious festivals do you celebrate? Why do you celebrate Dusshera? Why do you celebrate Diwali? What is the importance of Bandi Chhor diwas?
<p>Core Competences</p> <p>Communication and collaboration will be developed as learners work together in groups.</p> <p>Self-efficacy will be developed as learners successfully name religious festivals.</p>				
<p>Pertinent and contemporary Issues</p> <p>Life skills will be developed as learners interact with people of different faiths</p>		<p>Values</p> <p>Unity will be developed as learners celebrate religious festivals together.</p> <p>Respect will be developed as learners tolerate people of different faiths.</p>		
<p>Link to other learning areas</p> <p>Language Activities as learners use the vocabulary learnt.</p> <p>Psychomotor Activities as</p>		<p>Suggested Community Service Learning activities: Learner could be encouraged to visit children's home with special needs to donate food and clothes.</p>		



learners practise dancing together	
Suggested non-formal activity to support learning Learner to accompany participate in festive celebration in school.	Suggested modes of assessment: Oral questions, Portfolio, Observation.
Suggested Learning Resources: Resource person, Audio/Visual aids, pictures.	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently and confidently names and identifies the different religious festivals.	Names and identifies the different religious festivals.	Can only name some of the different religious festivals.	Has difficulty naming religious Festivals.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 The Enlightened Beings	9.5 The Enlightened Beings ShriRam ShriKrishin a Kuru Nanak Dev Ji Lord Budda Lord Mahavir	By the end of the Sub-strand, the learner should be able to: a) name the Enlightened Beings as per the four faiths; b) recognise pictures and images of the Enlightened Beings to associate themselves with the Enlightened Beings as per their faith; c) appreciate the Enlightened Beings for divine knowledge.	<ul style="list-style-type: none"> • The learner could be guided to identify the pictures/ images of Shri Ram, Shri Krishina, Guru Nanak, Dev Ji, Lord Budda, Lord Mahavir. • Learner could pick the pictures/images of Enlightened Beings from other pictures as a group activity. • The learner could learn songs or stories about the enlightened Beings • The learner to be encouraged to tell short stories of the enlightened Beings listed above. 	1. Who are the Enlightened Beings as per the four faiths?
<p>Core Competences Communication and Collaboration will be developed as learners work together in groups Creativity and Imagination will be developed as learners tell stories.</p>				
<p>Pertinent and Contemporary Issues Interpersonal relationships will be enhanced as learner responds to simple verbal and non-verbal instructions.</p>			<p>Values Respect for the Enlightened beings</p>	
<p>Link to other Learning areas: Numeracy as learners count, sort and match enlightened beings Language activities as learners do picture reading and storytelling.</p>				
<p>Movement and Creative Activities can be enhanced as learners participate in picture/image recognition and singing.</p>				



<p>Suggested non-formal activity Invite a resource person to come and tell the children about Paramatma and the Enlightened Beings</p>	<p>Suggested modes of assessment Oral questions, Portfolio, Observation.</p>
<p>Suggested learning resources: Resource person to tell learners about Paramatma and the Enlightened Beings</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner confidently recognizes and identifies the images of Enlightened Beings and gives a brief description about them.</p>	<p>The learner can identify images of Enlightened Beings with correct names.</p>	<p>The learner inconsistently recognizes the images of Enlightened Beings with their respective names.</p>	<p>The learner has difficulties recognizing the images of enlightened Beings by their names.</p>

ISLAMIC RELIGIOUS EDUCATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
10.0 Holy Qur'an	10.1 Selected Surah <ul style="list-style-type: none"> • Al-Fatiha • An-Nas • Al-Falaq 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) recite Surah Al- Fatiha, An-Nas, and Al-Falaq for spiritual nourishment. b) recite Surah Al- Fatiha An-Anas and Al-Falaq to get blessings from Allah. c) handle the Qur'an with care and respect d) appreciate the importance of reciting surah Al-Fatiha, An-Nas and Al-Falaq in swalah 	<ul style="list-style-type: none"> • Learners as a class, groups, pairs, or individual to recite surah Al- Fatiha, An-Nas and Al-Falaq • Learners observe and count verses from surah Al-Fatiha, An-Nas and Al-Falaq displayed on charts or pocket board. 	<ol style="list-style-type: none"> 1. Which Surah do you recite during prayer and assembly? 2. Who can recite Surah Al-Fatiha and An-Nas? 3. How many verses are there in Surah Al-Fatiha?
Core Competences Communication and collaboration, Imagination and creativity as learners carry out discussions and group activities.				
Pertinent and contemporary issues Life Skills as learner acquires skills for interpersonal relationships. of knowing and living with others Effective communication is achieved while doing group activities.			Values Love and respect is nurtured as learners share materials and work together	
Link to other learning areas Language Activities Numeracy skills Communication Social and Literacy skills.			Suggested community service learning: Recite Surah Al-Fatiha and Surah An-Nas to elder siblings for confirmation and memorization.	



Suggested non-formal activities Participate in Qur'an recitation competition, attend madrasa after school to learn Qur'an	Suggested assessment: Oral/ non-verbal questions Observation.
Suggested learning resources: Flash cards, video clips, Juzuu charts and pocket boards	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fluently and confidently recites <i>Surah Al- Fatiha, surah Naas</i> and <i>Al-Falaq</i>	Recites fluently <i>Surah Al- Fatiha, An- Naas</i> and <i>Al- Falaq</i>	Recites <i>Surah Al- Fatiha</i> and <i>An-Anaas</i> but cannot complete <i>surah Al-Falaq</i>	Recites all <i>surah</i> with some difficulty

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
11.0 Devotional acts	11.1 Pillars of Islam Swalah <ul style="list-style-type: none"> • Wudhu • Five daily prayers 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Perform Wudhu systematically as a prerequisite for performance of prayers. Name the five daily prayers. Appreciate Wudhu as a purification requirement before performing swalah 	<ul style="list-style-type: none"> • Learners are guided on the Fardh acts of Wudhu. (<i>washing the face, washing the two arms, wiping the head, washing the two feet</i>) • Learners could be guided to watch a video/clip showing the correct steps in the performance of Wudhu. • Learners to perform Wudhu practically and in order. • Learners could go to a nearby mosque to observe the performance of Wudhu by Muslims. • Learners name the five daily prayers. • Learners through ICT drag and drop the fardh prayers in sequence. • 	<ol style="list-style-type: none"> 1. What do you do before you pray? 2. Which body parts are washed during wudhu? 3. Which are the five daily prayers?
Core Competences Communication and collaboration as homes work in groups, Imagination and creativity. Digital literacy as learners drag and drop fardha prayers.				
Pertinent and contemporary issues Life skills: Skills of knowing and living with oneself – self-awareness and self-esteem- parts of my body.			Values: Love, Respect and Responsibility are nurtured as learners pray together.	
Link to other Learning areas <ul style="list-style-type: none"> • Communication, Social and Literacy Skills • Daily Living Skills 			Suggested Community Service Learning activities Attend Jama'a prayers in a mosque.	



• Numeracy skills	
Suggested Non formal Activity Perform wudhu and prayer at home and in the mosque.	Suggested modes of assessment: Check list, Oral questions, Portfolio and observation
Suggested Learning Resources: Flash cards, photographs, video/clips	

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Always performs wudhu correctly, identifies the fardh parts of wudhu and Correctly names the five daily prayers.	Always performs wudhu correctly and names the five daily prayers.	Sometimes performs wudhu correctly names the five daily prayers.	Rarely performs wudhu correctly .or names some daily prayers.

Strand	Sub –Strand	Specific learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
12.0 Moral teachings	12.1 Islamic Etiquette Greetings	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Acquire appropriate spoken phrases related to Islamic greetings; b) Appreciate the importance of using Islamic greetings in daily life; c) Apply Islamic greetings appropriately while interacting with others. 	<ul style="list-style-type: none"> • Learners are shown pictures/video clips on Islamic greetings in different situations such as when you meet a Muslim or before entering the house and are encouraged to talk about it. • Learners practise Islamic greetings through. Skit/role play. • Learners listen to and sing songs related to Islamic greetings. • In pairs or small groups learners mention the different situations of using the Islamic greetings 	<ol style="list-style-type: none"> 1. When do you greet one another? 2. Whom do you greet? 3. How do we greet?
<p>Core competences communication and all aboration are learners teach islamic greetings</p> <p>Pertinent and contemporary issues</p> <p>Life Skills Effective communication, interpersonal relationship, exchanging greetings, parental empowerment and engagement: Guidance</p>			<p>Values</p> <p>Respect, Love, Peace and Responsibility are nurtured as learners interact through Islamic greetings.</p>	
<p>Link to other learning Areas:</p> <p>Environmental Activities</p> <p>Communication, Social and Literacy Skills.</p>			<p>Suggested Community Service Learning Activities:</p> <p>Greeting family members</p>	
<p>Suggested non formal activity</p> <p>Learners practice Islamic greetings in the morning before entering their</p>			<p>Suggested Modes of Assessment</p> <p>Observation</p>	



class.	Oral/non-verbal questions
Suggested Learning Resources: Pictures, digital materials, charts, costumes	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and fluently says the complete Islamic greeting and always uses appropriately the complete Islamic greeting while interacting with other people.	Fluently says the Islamic greeting and uses the Islamic greeting appropriately while interacting with people.	Sometimes says the Islamic greeting correctly and uses the Islamic greeting while interacting with others.	Rarely says the Islamic greeting correctly while interacting with others.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
12.0 Moral teachings	12.2 Toileting	By the end of the sub strand the learner should be able to: a) exhibit appropriate manners of entering and leaving the toilet; b) identify the appropriate ways of proper way of toileting in their day to day life; c) demonstrate proper use of water during toileting.	<ul style="list-style-type: none"> Learners are guided on the appropriate ways of entering and leaving the toilet according to Islamic teachings through use of digital educational materials. Learners are shown charts displaying the proper use of toilet. Learners sing simple songs/ <i>qasida/ Anashid</i> on toileting manners. Learners are guided to demonstrate proper ways of toileting and use of water. Learners could sequence pictures showing proper use of a toilet. 	<ol style="list-style-type: none"> How do you enter and leave the toilet? How do you use the toilet properly? What do you do after leaving the toilet?
Core competences Self-efficacy will be developed as learner gains skills in proper use of the toilet.				
Pertinent and contemporary issues Life skills: Skills of knowing and living with oneself – self-awareness and self-esteem, effective decision making, making choices, washing hands Learner support Programme will be enhanced through guidance, in hygiene and etiquette, Parental: empowerment and engagement will be realized as			Values: Responsibility will be nurtured as learner practices good use of the toilet.	



parents give guidance.	
Link to other Learning Areas Environmental Activities	Suggested Community Service Learning Activities: Fill water in portable containers for use in the toilet at home
Suggested non formal activity to support learning: Practice proper manners of toileting at school.	Suggested modes of Assessment: Observation, oral question, portfolio
Suggested Learning Resources: Pictures, digital devices, charts, water, bottles, toilet papers.	

Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Always uses the left foot when entering the toilet, leaves with the right foot, says the dua respectively and properly uses the toilet independently.	Always uses the left foot when entering the toilet and leaves with the right foot and is able to use the toilet independently.	Sometimes uses the correct foot when entering and leaving the toilet able to use the toilet with minimal assistance.	Rarely uses the correct foot when entering or leaving the toilet and uses the toilet with assistance.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Moral teachings	12.3 Islamic phrases <i>Bismillah</i> and <i>Alhamdulillah</i>	By the end of the sub strand the learner should be able to: a) pronounce correctly the Islamic phrases as a form of worship; b) use appropriately the given Islamic phrases in their day to day activities; c) appreciate the importance of Islamic phrases in daily life.	<ul style="list-style-type: none"> Learners listen to and repeat what has been said in an audio recording. In pairs or small groups learners practice the Islamic phrases in their activities: By saying <i>Bismillah</i> before any activity and <i>Alhamdulillah</i> after every activity. Listen and sing simple songs/<i>Anashid</i> and recite poems related to the Islamic phrases. 	<ol style="list-style-type: none"> When do you use the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>? What do these phrases mean? Why do you say <i>Bismillah</i> and <i>Alhamdulillah</i>?
Core competences				
Communication and collaboration will be developed as the learner shares worship with others.				
Learning to learn will be enhanced as the learner discovers ways of expression using Islamic phrases.				
Pertinent and contemporary issues			Values	
Life skills will be developed as learners acquire skills in of knowing and living with others.			Love and respect will be nurtured as the learners interact with each other using Islamic phrases.	
Effective communication will be enhanced as learner applies skills in listening and responding,				
Parental empowerment and engagement will be achieved as parents guide the learners at home				
Link to other Learning Areas Communication, Social and Literacy skills.			Suggested Community service learning Activities Encouraging their peers and family members to use the phrases when doing any activity	
Suggested non formal activity Practice the Islamic phrases at school			Suggested modes of Assessment Observation, checklist, oral/non-verbal questions	



Suggested Learning Resources: flash cards, pictures, Audio aids, charts,

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Says confidently and fluently the given Islamic phrases, always says <i>Bismillah</i> before any activity, Alhamdulillah after every activity and reminds others	Says correctly the given Islamic phrases says <i>Bismillah</i> before any activity and Alhamdulillah after every activity.	Says the given Islamic phrases and sometimes uses the Islamic phrases	Attempts to say the given Islamic phrases and rarely uses the Islamic phrases

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.0 ISLAMIC FESTIVALS	13.1 <i>Jum'ah</i> and its activities	By the end of the sub-strand, the learner should be able to: a) name sunnah acts to be observed in b) perform the sunnah acts of <i>jum'ah</i> in order to attain preparation for <i>Jum'ah</i> prayers.rewards from Allah c) appreciate <i>Jum'ah</i> as the <i>Eid</i> of the week.	<ul style="list-style-type: none"> Learners could be organized in pairs, small groups or class to discuss activities done by Muslims before <i>Jum'ah</i> prayers. Learners role- play the activities of <i>Jum'ah</i>. Learners draw and colour a mosque. Learners watch a video clip of muslims performing <i>Jum'ah</i> prayer. 	<ol style="list-style-type: none"> Which day of the week is considered <i>Eid</i> for the Muslims? What activities are done before and during the <i>Jum'ah</i> prayer? How do you dress when going for <i>Jum'ah</i> prayers?
<p>Core Competences Communication and collaboration will be developed as learners interact engage in activities of the <i>jum'ah</i>. Citizenship will be developed as learners are committed to unity in the prayers.</p>				
<p>Pertinent and contemporary issues Life skills will be acquired as learners know how to engage in prayers.</p>			<p>Values Love and unity will be nurtured as learners interact in activities of <i>Jum'ah</i>.</p>	
<p>Links to other activity areas Creative activities, Environmental activities, Daily living skills.</p>			<p>Suggested community service learning activities Participate in cleaning of the <i>masjid</i>.</p>	
<p>Suggested Non formal activity to support learning</p>			<p>Suggested mode of assessment</p>	



Participating in congregational <i>Jum'ah</i> prayers	Oral questions Portfolio and observation
Suggested Learning Resources Colour, crayons, manila papers, brooms, water	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Consistently and correctly names and performs <i>sunnah acts of Jum'ah prayer</i>	Correctly names and performs <i>sunnah acts of Jum'ah prayer</i>	Names <i>sunnah acts of Jum'ah prayer</i> with prompts.	Has difficulties in naming <i>sunnah acts of Jum'ah prayers</i>

SENSORY MOTOR INTEGRATION

Essence Statement

Sensory motor integration refers to the relationship between the sensory and the motor system and how they communicate and coordinate with each other. This learning area provides the learner with skills of identification, organization, interpretation, coordination and execution of information. It includes skills necessary for sensing body position in space and the use of two or more sensory modalities to perceive and react to stimuli in the environment.

General Learning Outcomes

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

1. use the sense of sight to identify and respond appropriately to visual stimuli in the immediate environment;
2. employ the sense of hearing to identify and respond appropriately to auditory stimuli in the immediate environment;
3. discriminate textures, weights and temperatures in the environment using the sense of touch;
4. distinguish between pleasant and unpleasant smells in the immediate environment;
5. use the sense of taste to discriminate the tastes of various edibles;
6. determine position in space to make coordinated movement to perform various activities;
7. apply two or more sensory modalities to respond to various stimuli.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 visual perception	1.1 Visual Recognition	By the end of the sub-strand, the learner should be able to: a) identify objects in the immediate environment for learning; b) match similar objects in the immediate environment; appreciate features of various objects.	Learners could be guided to observe the immediate environment. <ul style="list-style-type: none"> • Learners could be guided to identify and manipulate different types of electronic devices. • Learners share their observations in pairs or in group. • Learners could be guided to identify objects in the immediate environment by naming, pointing, touching and watching animated videos. • Learners could be guided to match objects with respective pictures and models of objects in the immediate environment. • In pairs or in groups, learners engage in play activities, sing or sign sing songs, recite short rhymes. 	1. What objects can you see around you?
<p>Core Competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners engage in play activities, sign sing or sing songs, recite short rhymes about objects in the immediate environment in pairs or in groups. • Self-efficacy. This will be developed as learners identify different objects within the immediate environment. • Digital literacy. This will be developed as learners identify and manipulate different types of electronic devices and watch animated videos of objects. • Creativity and imagination. This will be developed as learners draw and model objects in the immediate environment. 				

<p>Pertinent and Contemporary Issues: Environmental awareness -will be developed as learners observe and identify objects in the surrounding.</p>	<p>Values:</p> <ul style="list-style-type: none"> • Respect will be developed as learners share and appreciate each other’s work. • Responsibility will be developed as learners care for objects in the environment and the learning materials.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental activities, • Communication Social and Literacy skills, • Creative activities. 	<p>Suggested non-formal activity: Learners could observe their environment during their free time and share their observation with friends.</p>
<p>Suggested Community Service Learning: Learner could identify objects at home and in community and share with their family members.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning
<p>Suggested learning resources: Objects within the environment, pictures, digital devices, clay, play dough, plasticine</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>The learner is able to identify different objects and match similar objects in the immediate environment and also draw or mould identified objects.</p>	<p>The learner is able to identify different objects and match similar objects in the immediate environment.</p>	<p>The learner is able to identify different objects and match similar objects in the immediate environment with prompts.</p>	<p>Learner has difficulties in identifying objects in the immediate environment even with support.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Visual Perception	1.2 Visual Discrimination	By the end of the sub- strand, the learner should be able to: <ol style="list-style-type: none"> identify the differences among various objects in the environment for learning; classify objects in the environment according to various attributes; appreciate features of various objects in the environment. 	<ul style="list-style-type: none"> Learners could be guided to identify different features of various objects in the environment by observing realia, pictures, animated videos and demonstrations. Learners could be guided to classify objects in the environment according to various attributes such shape, colour, size and textures. Learners could engage in matching and sorting play activities in pairs or in groups. Learners could take photographs of objects with similar attributes and display them. 	1.How do you classify objects around you?
<p>Core Competences:</p> <ul style="list-style-type: none"> Communication and collaboration. This will be developed as learners engage in matching and sorting play activities in pairs or in groups. Critical thinking and problem solving. This will be developed as learners identify unique features that differentiate objects in the immediate environment. <p>Digital literacy. This will be developed as learners take photographs and watch animated videos of objects.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Environmental awareness will be developed as learners identify different objects in the environment</p>		<p>Values:</p> <ul style="list-style-type: none"> Respect will be developed as learners share and appreciate each other’s work. Responsibility will be developed as learners care for 		

	objects and learning materials in the immediate environment.
Link to other learning areas: <ul style="list-style-type: none"> • Environmental activities • Communication social and literacy skills 	Suggested non-formal activity: Learners could observe the environment during free time and share their observation with peers and friends
Suggested community service-learning : Learners could identify objects at home and in the community guided by their family members.	Suggested assessment mode: <ul style="list-style-type: none"> • Observation, • Oral or non-verbal questioning, • Peer assessment
Suggested learning resources: Objects in the immediate environment, pictures, digital devices.	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
The learner is able to identify the differences between various objects in the environment and classify them according to various attributes. Additionally, the learner can identify fine details in similar objects.	The learner is able to identify the differences between various objects in the environment and classify them according to various attributes.	The learner is able to identify differences between various objects in the environment with support.	The learner has difficulties in identifying differences in objects in the environment.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Visual Perception	1.3 Visual Memory	By the end of the sub-strand, the learner should be able to: a) name objects previously observed in the immediate environment; b) recall characteristics of objects previously observed in the immediate environment; c) appreciate the ability to recall objects previously observed in the immediate environment.	<ul style="list-style-type: none"> • Learners could be guided to observe and name objects in the environment and identify their unique characteristics. • Learners could be engaged in activities involving recall of objects previously seen. • Learners could recall things seen during an excursion outside the classroom. • Learners could play visual memory games in pairs or in groups such as replicating patterns, card games and visual memory computer games. 	1. What did you see on your way to school?
<p>Core Competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners play visual memory games in pairs or in groups. • Self-efficacy. This is developed as learners recall previously seen objects hence build their self-confidence. • Digital literacy. This will be developed as learners play visual memory computer games. 				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental awareness- will be developed as learners identify different objects in the environment.</p> <p>Safety will be developed as learners observe safety precaution when collecting objects from the environment</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect will be developed as learners take turns while playing memory games with peers. • Responsibility will be developed as learners care for self, others and objects they play with. 	

Link to other learning areas <ul style="list-style-type: none"> • Environmental activities • Communication social and literacy skills 	Suggested non-formal activity: Learners could play visual memory games with peers during free time
Suggested community service-learning: Learners could tell parents and sibling what they saw in school and on their way from school.	Suggested assessment mode: <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning
Suggested learning resources Objects in the immediate environment, pictures, digital devices, play cards	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
The learner is able to name objects previously observed in the immediate environment and recall their characteristics and in addition draw the objects	The learner is able to name objects previously observed in the immediate environment and recall their characteristics.	The learner is able to name some objects previously observed and recall characteristics with support.	The learner has difficulties in naming objects previously observed even with support.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Visual perception	1.4 Visual Sequential Memory	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify items or objects in order as previously presented for learning; arrange items or object in order according to various attributes; describe sequence of events observed in the environment; appreciate the ability to arrange items or objects in order according to various attributes. 	<ul style="list-style-type: none"> Learners could be guided to identify items or objects in the order they were previously presented. Learners could be guided to arrange items or objects according various attributes such as size, height, length, use and texture. Learners could be engaged in activities involving sequencing of objects or items previously observed. Learners could be guided to recall events observed outside the classroom in the order they happened. Learners could play visual sequential memory games in pairs/groups by use of digital devices, sequential memory cards and replicating patterns. 	What have seen since the day started?
<p>Core Competences:</p> <ul style="list-style-type: none"> Communication and collaboration. This will be developed as learners play visual sequential memory games in pairs or groups. Self-efficacy. Digital literacy. This will be developed as learners manipulate use digital devices to play visual sequential games. Critical thinking and problem solving. This will be developed as learners recall object or items and events in their correct sequence. 				

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills: Self-esteem will be developed as learners independently relate the sequential order of events to activities of daily living. 	<p>Values:</p> <ul style="list-style-type: none"> • Respect will be developed as learners take turns playing sequential memory games with peers. • Responsibility will be developed as learners care for objects they play with
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skills 	<p>Suggested non-formal activity: Learners play visual sequential memory games with peers during free time.</p>
<p>Suggested community service learning: Learners could arrange items at home in the right order.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Checklist
<p>Suggested learning resources Objects in the immediate environment, pictures and digital devices</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>The learner is able to identify items or objects in order as previously presented for learning, arrange items or object in order according to various attributes, describe sequence of events observed in the environment and name/point them.</p>	<p>The learner is able to identify items or objects in order as previously presented for learning, arrange items or object in order according to various attributes and describe sequence of events observed in the environment.</p>	<p>The learner is able to identify some items or objects in order as previously presented for learning and arrange some items or object in order according to various attributes with assistance.</p>	<p>The learner has difficulties in Identifying and arranging items or objects sequentially as previously observed even with support.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Visual Perception	1.5 Visual Closure	By the end of the sub- strand, the learner should be able to: a) complete forms of incomplete objects presented for recognition; b) assemble parts of an object into a complete form for identification; c) arrange shapes into complete patterns for learning; d) appreciate the complete form of objects/ items for recognition.	<ul style="list-style-type: none"> • Learners could be guided to observe and recognize missing parts in different items through activities such as what’s wrong cards game and animated videos. • Learners could be guided to arrange parts of a dismantled object into a complete form. • Learners could be guided to arrange shapes into patterns to give a complete form. • In pairs or in groups, learners could be engaged in visual closure games such as assembling puzzles, drawing patterns using jig-saw puzzles, pegboards and digital devices. 	1. How do you make a complete object?
<p>Core Competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners play visual closure games in pairs or groups. • Digital literacy. This will be developed as learners play picture-puzzles using digital devices. • Critical thinking and problem solving. This will be developed as learners’ complete whole pictures or puzzles from shapes and patterns. • Creativity and imagination. This will be developed as learners observe, manipulate various patterns and shapes to come up with complete objects. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Self-esteem will be developed as learners successfully engaged in visual closure games such as assembling puzzles, drawing patterns using jig-saw puzzles, pegboards and digital devices 			<p>Values:</p> <ul style="list-style-type: none"> • Respect will be developed as learners take turns playing visual closure games with peers. • Responsibility will be developed as learners care for learning materials and objects they play with. 	

Link to other learning areas: <ul style="list-style-type: none"> • Communication, social and literacy skills • Numeracy Activities 	Suggested non-formal activity: Playing visual closure games with peers during free time.
Suggested community service learning: Learners could use appropriate signs and symbols to identify objects and various places at home and in the community	Suggested assessment mode: <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning
Suggested learning resources: Objects in the immediate environment, pictures, jig-saw puzzles, pegboards, digital devices	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to consistently identify and complete form of incomplete objects presented for recognition, assemble parts of an object into a complete form for identification and arrange shapes into complete patterns for learning. In addition, the learner manipulates various shapes to make a whole.	The learner is able to identify and complete form of incomplete objects presented for recognition, assemble parts of an object into a complete form for identification and arrange shapes into complete patterns for learning.	The learner is able to identify and complete some form of incomplete objects and assemble parts of an object into a complete form with assistance.	The learner is only able to recognize complete forms of object.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry questions
1.0 Visual Perception	1.6 Visual Figure- Ground Discrimination	By the end of the sub- strand, the learner should be able to: a) locate an object of interest from a crowded background using vision; b) distinguish specific features that are specific to a particular object for differentiation; c) appreciate various objects of interest when they see them among others.	<ul style="list-style-type: none"> Learners could be guided to locate an object of interest from a crowded background through vision for example a house of a particular colour from a series of houses. Learners could be guided to identify a feature in a picture or diagram. Learners could play puzzle games in pairs or groups. Learners take photographs of object of interest from a crowded background. 	<ol style="list-style-type: none"> How can you differentiate an orange from a mango? What do you consider when picking an object of interest from a crowded environment?
<p>Core Competences:</p> <ul style="list-style-type: none"> Communication and collaboration. This will be developed as learners play puzzle games in pairs/groups. Digital literacy. This will be developed as learners take photographs. Critical thinking and problem solving. This will be developed as learners play puzzle games. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Health and safety - will be achieved as learners are able to locate hazardous areas in the environment. Self-esteem - will be developed as learners move independently in an environment with crowded background. 		<p>Values will be developed as learners take turns playing games with peers.</p> <ul style="list-style-type: none"> Responsibility will be developed as learners care for learning materials and objects they play with. Social justice will be developed as learners observe fairness while playing puzzle games. 		

Link to other learning areas: <ul style="list-style-type: none"> • Communication, social and literacy skills • Creative activities • Environmental activities 	Suggested non-formal activity: Learner play puzzle games and taking photographs of different crowded background with peers during free time
Suggested Community service learning: Learners could arrange items at home in the right order.	Suggested assessment mode: <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning
Suggested learning resources: Objects in the immediate environment, pictures, jig-saw puzzles, pegboards, digital devices	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
The learner is able to use vision to locate, distinguish specific features and appreciate object of interest in a crowded background and in addition play puzzle games and take photographs.	The learner is able to use vision to locate, distinguish specific features and appreciate object of interest in a crowded background.	The learner is able to use vision to locate an object of interest from a crowded background with prompts.	The learner has difficulties locating and distinguishing specific features of object of interest in a crowded background.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key Inquiry questions
1.0 Visual Perception	1.7 Visual Tracking	By the end of the sub- strand, the learner should be able to: <ol style="list-style-type: none"> follow a moving object by using vision in the environment; locate position and direction of moving objects in the environment; identify objects placed in series for tracking; appreciate the position of various objects in motion. 	<ul style="list-style-type: none"> Learners could be guided to follow a moving object through use of sight in the environment. Learners could be guided to locate position of an object in the environment. Learners could be guided to locate direction of a moving object in space. Learners could be guided to identify objects in a series. In pairs or groups, learners could be engaged in games involving locating position and following direction of moving objects. 	1) How do you track object of interest in your immediate environment?
Core Competency: Communication and collaboration. This will be developed as learners play visual tracking games in pairs or in groups.				
Pertinent and Contemporary Issues: Self-confidence will be achieved as learners correctly locate directions of various objects in the environment.		Values: <ul style="list-style-type: none"> Respect will be developed as learners take turns playing visual tracking games with peers. Responsibility will be developed as learners care for learning materials and objects they play with. 		
Link to other learning areas: <ul style="list-style-type: none"> Communication, social and literacy skills Psychomotor activities Environmental activities 		Suggested non-formal activity: Learners could play visual tracking games with peers during their free time.		

Suggested community service learning: Observe moving objects or items at home and share experiences with siblings	Suggested assessment mode: <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning
Suggested learning resources: Objects in the immediate environment, pictures, tracking mazes	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
The learner is able to use vision to follow a moving object, locate position and direction of moving object and identify objects placed in series in the environment and in addition play visual tracking games with peers.	The learner is able to use vision to follow a moving object, locate position and direction of moving object and identify objects placed in series in the environment.	The learner is able to use vision to follow a moving object, locate position and direction of moving object and identify objects placed in series in the environment with prompts.	The learner has difficulty in using vision to follow a moving object, locating position and direction of moving object and identify objects placed in series in the environment.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Auditory Perception	2.1 Auditory Discrimination	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the different sounds in the environment for learning; b) name the sources of sounds in the immediate environment; c) appreciate different sounds in the immediate environment. 	<ul style="list-style-type: none"> • Learners could be guided to listen to different sounds in the environment • Learners could identify the sources of different sounds in the environment. • Learners could be guided to classify sounds in the environment. • Learners could be engaged in sound imitating game activities. • Learners to record different sounds and play them back. 	1. What sounds do you hear in your immediate environment?
Core competences: <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners are engaged in imitating and classifying various sounds in pairs and in groups. • Critical thinking and problem solving. This will be developed as learners classify sounds heard in the environment. • Digital literacy. This will be developed as learners record and play back various sounds. 				
Pertinent and Contemporary Issues: Environmental awareness as learners listen to and appreciate different sounds.			Value: Unity will be developed as the learners work in pairs and groups.	
Link to other learning areas: <ul style="list-style-type: none"> • Environmental Activities • Communication, Social and Literacy Activities. 			Suggested non-formal activity: Learners could record their own sounds and play back during their free time and share them experiences.	

<p>Suggested community learning: Learners could identify different sounds at home and in the community and share with peers.</p>	<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questions • Peer assessment
<p>Suggested learning resources: Sound producing objects, digital devices, environmental sounds</p>	

Assessment Rubric

Exceeding Expetations	Meeting Expectations	Approaching expetations	Below expetations
<p>The learner is able to identify Different sounds and name the source of sounds in the immediate Enviroment Csisitently add in addition record their own soundand playback.</p>	<p>The learner is able identify different sounds and name the sources of soundsin the immediate enviroment.</p>	<p>Learner is able to identify different sounds and name the Sources of sounds in the immediate enviroment with prompts</p>	<p>The learner has difficulties in identifying sounds and naming source of sound in the enviroment.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Auditory perception	2.2 Auditory Blending	By the end of the sub-strand, the learner should be able to: a) listen to consonant-vowel blends and imitate them; b) blend sounds to produce words; c) appreciate the use of blended sounds to produce words for interaction.	<ul style="list-style-type: none"> • Learners could listen to consonant vowel blend. • Learners could imitate consonant vowel blends. • Learners are guided to blend sound to produce words. • In groups and in pairs, learners engage in card and sound games with two or three letter words. • Learners engage in playing sound games from recorded devices. 	1. How do you blend sound to produce words?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners engage in card and sound games with two or three letter words in pairs or groups. • Digital Literacy. This will be developed as learners engage in playing sound games from recorded devices. • Learning to learn. This will be developed as learners blend sound to produce words. 				
<p>Link to Pertinent and Contemporary Issues: Self-confidence will be achieved when learners successfully blend sound to produce words.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as learners work in groups and game activities. • Responsibility is developed as learner care for learning materials. 	
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skills • Environmental activities 			<p>Suggested non-formal activity: Learners could listen to different sounds in their immediate environment in pairs or groups during free time.</p>	

<p>Suggested community service learning: Learners engage in conversation at their level using learnt words with others at home.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Oral or non-verbal questioning, • Observation and • Peer assessment
<p>Suggested Learning Resources: Flash cards, digital sound devices.</p>	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching Expectation	Below Expectation
<p>The learner is able listen to consonant-vowel blends, imitate and blend sounds to produce words and addition engage in conversation using learnt words.</p>	<p>The learner is able to listen to consonant-vowel blends, imitate and blend sounds to produce words.</p>	<p>The learner is able to listen to consonant-vowel blends, imitate and blend sounds to produce words with prompts.</p>	<p>The learner has difficulty in listening to consonant-vowel blends, imitating and blending sounds to produce words.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Auditory perception	2.3 Auditory Memory	By the end of the sub-strand, the learner should be able to: a) produce sounds previously heard in the environment; b) recall the sources of previously heard sounds in the environment; c) appreciate the sounds recorded previously in the environment	<ul style="list-style-type: none"> Learners are guided to produce sounds previously heard in the environment. Learners could recall sources of different sounds previously heard within and outside the school environment. Listen to previously recorded environmental sounds. Learners could match various sounds to pictures of their sources. Learners to engage in playing games with different sounds using sound recording devices. 	1. Which sounds do you hear at night?
<p>Core competences:</p> <ul style="list-style-type: none"> Communication and collaboration. This will be developed as learners work in pairs or groups to match various sounds to pictures of their sources. Digital literacy This will be developed as the learners use sound recording devices. 				
<p>Pertinent and Contemporary Issues: Environmental awareness will be achieved as learners explore environmental sounds.</p>		<p>Values:</p> <ul style="list-style-type: none"> Unity is developed as learners work together in harmony in pairs or in groups. Responsibility is developed as learners care for their learning materials and appreciate their environment. 		
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Communication, social and literacy skills Environmental activities 		<p>Suggested non-formal activity: Learners could listen to various sounds in the immediate environment and share with peers and participate in excursion different environmental sounds.</p>		
<p>Suggested community service learning:</p>		<p>Suggested assessment mode:</p>		

Learners could recall sounds such as siren, hooting of automobiles, animal sounds and share experiences with peer and community members.	<ul style="list-style-type: none"> • Oral or non-verbal questioning, • Peer assessment, • Observation
Suggested learning resources: Sound digital devices, environmental sounds, pictures	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to produce sounds previously heard and recall the sources of previously heard sound in the environment in addition recall sounds such as siren, hooting of automobiles, animal sounds and share experiences with peer	The learner is able to produce sounds previously heard and recall the sources of sound in the environment.	The learner is able to produce sounds previously heard and recall the sources of these sound in the environment with prompts.	The learner has difficulties in producing sounds previously heard and recalling the sources of these sound in the environment.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Auditory perception	2.4 Auditory Tracking	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> locate the direction from which a particular sound is coming from for learning and safety; pay attention to environmental sounds to locate their origin; determine intensity of sound to tell whether they are approaching or receding; appreciate the ability to tell the differences between sound intensities whether they are approaching or receding. 	<ul style="list-style-type: none"> Learners could listen to sound in the environment and locate the direction they are coming from. Learners could name the source of sound made in their immediate environment. Learners could be guided to engage in out-door play activities where they will tell the source and the differences between sound intensities to determine whether they are approaching or receding. Learners could play hide and seek and hide sound games. Learners could listen to recorded sounds in pairs to determine if they are loud or low. 	<ol style="list-style-type: none"> How do you tell that car/rain is approaching? Which sounds indicate danger?
Core competences: <ul style="list-style-type: none"> Communication and collaboration. This will be developed as learners work in pairs and in groups. Creativity and imagination. This will be developed as learners estimate the direction and intensity of sound. Critical thinking and problem solving. This will be developed as learners figure out source and meaning of a specific sound. Digital literacy. This will be developed as learners use sound recording devices. 				
Pertinent and Contemporary Issues: Safety- will be developed as learners react appropriately to various environmental sounds.			Values: <ul style="list-style-type: none"> Unity will be developed as learners work in pairs and in groups. Responsibility will be developed as learners take care of the materials they use and each other. 	

<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skills • Environmental activities 	<p>Suggested non-formal activity: Learner could play hide and seek and hide sound games during free time.</p>
<p>Suggested community service-learning: Learner could listen to various sounds at home and in the community and talk to peers about them.</p>	<p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Peer Assessment • Oral or non-verbal questioning • Observation
<p>Suggested learning resources: Digital sound devices, environmental sounds</p>	

Assessment Rubric

Exceeding expectation	Meeting Expectation	Approaching Expectation	Below Expectation
The learner is able to locate the source of sound, direction of sounds and determine intensity of sound in addition differentiate various sounds..	The learner is able to locate the source of sound, direction of sounds and determine intensity of sound.	The learner is able to locate the source of sound, direction of sounds and determine intensity of sound with prompts.	The learner has difficulties in locating the source of sound, direction of sounds and determine intensity of sound.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
2.0 Auditory perception	2.5 Auditory Figure Ground Discrimination	By the end of the sub- strand, the learner should be able to: a) attend to a specific sound from a noisy background for learning; b) identify unique characteristics in a specific sound from a variety of environmental sounds; c) appreciate the ability to distinguish various sounds in the environment.	<ul style="list-style-type: none"> • The learner could be guided to identify specific sound from a variety of sounds in the environment. • The learners could be guided to distinguish unique features of a sound from a variety of environmental sounds. • Learners could be engaged in a play activity involving production of many sounds and be required to pick out a specific sound. 	1. How do you the voice of your mother from noisy environment like the environment ?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners work in pairs and in groups. • Self-efficacy. This will be developed as learners successfully pick out a specific sound from a noisy background. 				
<p>Pertinent and Contemporary Issues: Environmental awareness is achieved as learners appreciate various sounds in the environment.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as learners play with peers. • Respect is developed as learners engage with their peers in determining specific sounds. 	
<p>Link to other learning areas:</p> <ol style="list-style-type: none"> 1. Environmental activities 2. Communication, social and literacy skills 			<p>Suggested Non-formal activity: Learners could tell peers the meaning of specific sounds that are important to them.</p>	
<p>Suggested community service learning:</p>			<p>Suggested assessment mode:</p>	

Learners could determine specific sounds at home or community and share with peers.	<ul style="list-style-type: none"> • Observation, • Peer assessment, • Oral or non-verbal questioning
Suggested Learning Resources: Digital sound devices, environmental sounds	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching expectation	Below expectation
The learner is able to attend to a specific sound from a noisy background and identify unique characteristics in a specific sound from a variety of environmental sounds and tell meaning of specific sounds in the environment.	The learner is able to attend to a specific sound from a noisy background and identify unique characteristics in a specific sound from a variety of environmental sounds.	The learner is able to attend to a specific sound from a noisy background and identify unique characteristics in a specific sound from a variety of environmental sounds with prompts	The learner finds it difficult to attending to a specific sound from a noisy background and identifying unique characteristics in a specific sound from a variety of environmental sounds.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Haptic Perception	3.1 Texture Discrimination	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe different textures through observation; b) use the tactile sense to discriminate different textures; c) employ the tactile sense to explore the immediate environment for learning; d) create various textures using different media; e) appreciate the use of various textures in daily activities. 	<ul style="list-style-type: none"> • Learners could be guided to observe different textures and identify them through use of realia, textured pictures and animated videos. • Learners could use the tactile sense to feel different textures and identify them as soft, rough, smooth, coarse, slippery, fluffy, hard or bumpy. • Learners could explore features and objects in the immediate environment and identify them by touch. • Learners could be guided to create textural impression by drawing, weaving, or by use of digital devices. • In pairs or groups learners could play texture discrimination games using the texture bag and drag and drop digital games. 	1. How do different you distinguishesand from flour?

Core Competences:

- **Communication and collaboration.** This will be developed as learners interact in groups and in pairs when identifying different textures and as they play texture discrimination games.
- **Digital literacy.** This will be developed as learners create textural impressions using digital devices and as they play drag and drop computer games.
- **Creativity and imagination.** This will be developed as they create textural impression by drawing, weaving,

or by use of digital devices.	
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Safety will be enhanced as learners manipulate different texture. • Self-esteem - will be achieved as learners manipulate different texture and use digital devices. 	Values: <ul style="list-style-type: none"> • Responsibility is enhanced as learner care for the material and digital device • Respect developed as learners take turn while playing games
Link to other learning areas: <ul style="list-style-type: none"> • Creative activities • Communication, social and literacy Skills • Environmental activities 	Suggested non – formal activities: Learners could identify the texture of various objects outside the classroom.
Suggested Community service learning: Learners could create textural impressions at home with siblings and peers with the guidance of the parents.	Suggested assessment mode: <ul style="list-style-type: none"> • Observation, • Peer assessment, • Oral or non-verbal questioning.
Suggested Learning resources: Object of different surface, weaving material, sandpaper, drawing materials, digital devices and game	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to discriminate different textures using observation and or tactile sense and create textural impression and identify texture of various objects outside classroom..	The learner is able to discriminate different textures using observation and or tactile sense and create textural impression.	The learner is able to discriminate different textures using observation and or tactile sense and create textural impression with support.	The learner has difficulties in discriminating different textures using observation and or tactile sense and create textural impression.



Assessment Rubric

Exceeding Expectations		Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and discriminate various temperatures using the tactile sense and observe safety precautions when handling hot surfaces and objects. Additionally, the learner reacts appropriately to different temperatures.		The learner is able to identify and discriminate various temperatures using the tactile sense and observe safety precautions when handling hot surfaces and objects.	The learner is able to identify and discriminate various temperatures using the tactile sense and observe safety precautions when handling hot surfaces and objects with support.	The learner has difficulties in identifying temperatures using the tactile sense.
Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Haptic perception	3.2 Temperature Discrimination	By the end of the sub-strand, the learner should be able to: a) identify various temperatures in the immediate environment; b) use the tactile sense to discriminate different temperatures; c) observe safety precautions when handling hot or cold surfaces and objects.	<ul style="list-style-type: none"> • Learners could be guided to describe different temperatures experienced in the environment. • Learners could use the tactile sense to feel different temperatures and identify them as hot, warm, cold, freezing or scorching. • In pair or in groups learners could use water of varied temperatures to carry out appropriate activities such as washing hands, washing oily utensils, drinking, making tea, mixing colours for painting. • Learners could practice 	1. How do you feel when you get near fire?

			<p>caution when handling different temperatures to avoid accidents.</p> <ul style="list-style-type: none"> learners could sing or sign sing songs and recite or mime poems on effects of different temperatures in groups. 	
<p>Core Competencies: Communication and collaboration. This will be developed as learners interact in groups or in pairs when carrying out temperature identification activities and as they sing or sign sing songs and recite or mime poems</p>				
<p>Pertinent and Contemporary Issues: Safety- will be observed as learners handle various temperatures cautiously to avoid hurting themselves and others.</p>			<p>Values: Responsibility will be developed as learners care for self, others and learning resources.</p>	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Environmental activities Communication, social and literacy skills Daily living skills 			<p>Suggested non – formal activity: Learners could identify the temperature of various objects and surfaces outside the classroom.</p>	
<p>Suggested Community service learning: Learners could use water of varied temperatures to carry out appropriate activities with their siblings and peers guided by parents.</p>			<p>Suggested assessment modes:</p> <ul style="list-style-type: none"> Observation Peer assessment Oral or non-verbal questioning 	
<p>Suggested Learning resources: Items of different temperature, water, water containers, colours</p>				



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Haptic perception	3.3 Weight Discrimination	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) classify objects according to their weight; b) handle objects of different weights correctly for safety; c) observe safety precautions when handling heavy objects. 	<ul style="list-style-type: none"> • Learners could be guided to collect different objects, sort them out and group them according to weight. • In pairs or in groups, learners could compare the weight of different objects within and outside the classroom. Learners could practice handling objects correctly and maintaining appropriate posture when lifting heavy objects in pairs or in groups. • Learners could watch a video on people lifting heavy objects with care to ensure safety of self and others. • Learners could practice handling heavy objects while recording videos of the activities and share the videos in class. 	1. Which objects in the classroom can you lift?
<p>Core Competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners interact in groups or in pairs while carrying, lifting, collecting, sorting and grouping of objects. • Digital Literacy. This will be developed as learners record and watch videos on correct lifting of heavy objects. • Critical thinking and problem-solving skills. This will be developed as learners critique the video recorded by others. 				

<p>Pertinent and Contemporary Issues: Safety will be developed as learners lift heavy objects with care. Environmental awareness- will be achieved as learners collect objects in the environment.</p>	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is developed as learners handle learning resources and take care not to hurt themselves and others. • Respect is developed as learners video record and critique other’s videos.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental Activities • Numeracy • Communication, social and literacy skills • Psychomotor activities. 	<p>Suggested non – formal activities: Learners could compare weights of objects outside the classroom.</p>
<p>Suggested Community service learning: Learners could compare weights of objects at home with their siblings and peers guided by parents.</p>	<p>Suggested assessment modes:</p> <ul style="list-style-type: none"> • Observation, Peer assessment and • Oral or non-verbal questioning.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to classify objects according to their weight and handle objects of different weights correctly while observing safety. Additionally, the learner can move objects appropriately.</p>	<p>The learner is able to classify objects according to their weight and handle objects of different weights correctly while observing safety.</p>	<p>The learner is able to classify objects according to their weight with support.</p>	<p>The learner has difficulty in classifying objects according to their weight.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Gustatory Perception	4.1 Taste Discrimination	By the end of the sub- strand, the learner should be able to: <ol style="list-style-type: none"> a) mention different types of tastes in common food items; b) identify non edibles items for safety; c) discriminate different tastes of food items; d) Appreciate different tastes of food for health. 	<ul style="list-style-type: none"> • Learners could be guided to mention different types of tastes by using realia and pictures of common food items and from animated videos. • Learners could be guided to identify non-edible items which should not be tasted by using realia, pictures and animated videos. • In pairs or in groups, learners to taste different types of food and indicate whether they are sweet, sour, hot, salty, lime or bitter. • Learners could eat foods with different tastes for health. 	<ol style="list-style-type: none"> 1. How does the fruit you eat taste like? 2. Which are some of the items you cannot eat?

Core Competences:

- **Communication and collaboration.** This will be developed as learners interact in groups or in pairs when tasting different foodstuffs and mentioning different types of tastes
- **Digital Literacy.** This will be developed as learners manipulate and watch videos on different types of food stuffs
- **Learning to learn.** This will be enhanced as learners identify different tastes of food.

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety will be observed as learners identify non-edible items. • Nutrition will be enhanced as learners appreciate eating foods with different tastes for health 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility will be developed as learners handle learning resources and avoid tasting non-edible items • Respect will be developed as learners take turns while tasting different food items.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental Activities, • Communication, Social and Literacy skills, • Daily Living skills. 	<p>Suggested non – formal activities: Learner could assist others in identifying non-edible items free time</p>
<p>Suggested Community service learning: Learner could assist siblings in identifying non-edible items at home guided by parents.</p>	<p>Suggested assessment modes:</p> <ul style="list-style-type: none"> • Observation, • Peer assessment, • Oral or non-verbal questioning.
<p>Suggested learning resources: Food stuffs, non-edible items, digital devices, pictures</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to mention, discriminate and appreciate different tastes in common food items and also identify non-edible items. In addition, they are able to associate a taste to a particular food.	Learner is able to mention, discriminate and appreciate different tastes in common food items and also identify non-edible items.	Learner is able to discriminate tastes of various food items with support	The learner has difficulty in discriminating different tastes of food items



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Olfactory Perception (Sense of Smell).	5.1 Pleasant Smells	By the end of the sub- strand, the learner should be able to: a) recognize pleasant smells in the environment for learning; b) determine the source of various pleasant smells in the environment for learning; c) appreciate pleasant smells in the environment.	<ul style="list-style-type: none"> Learners could be guided to recognize variety of pleasant smells in the environment. Learners could be guided to smell different materials provided and share the experience with their partners. Learners could determine the source of specific pleasant smell. In pairs or in groups, learners could be engaged in games to appreciate pleasant smells such as “smell and tell”. 	1. whatis the difference between the smell of urine and that of flowers?
<p>Core Competency: Communication and collaboration. This will be developed as learners share their experience of smell from different materials provided in pairs and in groups.</p>				
<p>Pertinent and Contemporary Issues: Education for Sustainable Development: Safety as learners cautiously smell pleasant smells.</p>		<p>Values:</p> <ul style="list-style-type: none"> Respect will be developed as learners share their experience of smell from different materials provided. Responsibility will be developed as learners take care of the learning materials. 		
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Communication, social and literacy skills Environmental activities 		<p>Suggested Non-Formal activity: Learner identify pleasant smells of various items during free time.</p>		

<p>Suggested Community service learning: Learner could be involved in identifying and planting flowers with pleasant smell in their surroundings.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Checklist
<p>Suggested learning resources: Perfumes, soaps, body lotions, flowers and various substances with pleasant smell from the environment</p>	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>The learner is able to recognize pleasant smells in the environment and determine their source and in addition differentiate pleasant and unpleasant smells.</p>	<p>The learner is able to recognize pleasant smells in the environment and determine their source.</p>	<p>The learner is able to recognize pleasant smells in the environment and determine their source with assistance.</p>	<p>The learner has difficulty in recognizing variety of pleasant smell in the environment.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Olfactory perception (sense of smell)	5.2 Unpleasant Smells	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize unpleasant smells in the environment for learning; b) determine the source of unpleasant smells in the environment for learning; c) appreciate the need to have a clean environment. 	<ul style="list-style-type: none"> • Learners could be guided to recognize variety of unpleasant smells in the environment. • Learners could be guided to smell different materials provided and share the experience with their partners. • Learners to determine the source of unpleasant smells. • Learners could be involved in a clean-up activity within the immediate environment. • In pairs or in groups, learners share the experience of the environments that are free from unpleasant smells. 	1. why do you lift your nose up when you smell rotting gar
<p>Core Competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners share their experience of unpleasant smell from different materials and places provided in pairs or groups. • Learning to learn. This will be developed as learners respond appropriately and appreciate the need for a clean environment. 				
<p>Pertinent and Contemporary Issues: Self-esteem- will be developed as learners recognize, locate sources and directions of different smells in the environment for independent living.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect will be developed as learners take turn in sharing their experience of smell from different materials provided. • Responsibility will be developed as learners 	

	take care of learning materials and clean the environments.
Link to other learning areas: <ul style="list-style-type: none"> • Communication, social and literacy skills. • Environmental activities • Daily living skills 	Suggested Non-Formal activity: Learners get rid of sources of unpleasant smells in their immediate environment.
Suggested Community service learning: Learner could be assisted by parents to identify and get rid of unpleasant smells within the immediate environment at home.	Suggested assessment mode: <ul style="list-style-type: none"> • Observation, • Oral or non-verbal questioning and • Checklist
Suggested learning resources: Rotten food items, garbage pits, toilets, other sources of unpleasant smell	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
The learner is able to recognize unpleasant smells in the environment, determine their source and get rid of the unpleasant smell.	The learner is able to recognize unpleasant smells in the environment and determine their source.	The learner is able to recognize some unpleasant smells in the environment and determine their source with assistance.	The learner has difficulties recognizing some unpleasant smells in the environment.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Proprioceptive Sense (Sensing Body Position in Space)	6.1 Posture	By the end of the sub-strand, the learner should be able to: (a) maintain an upright and steady body position in readiness for movement; (b) engage in activities involving bending and stretching; (c) appreciate the need for maintaining right body posture and gait in movement.	<ul style="list-style-type: none"> • Learners could be engaged in activities that develop proper posture and gait such as standing with feet apart and arms astride. • Learner could be involved in bending activities like in picking objects from a lower level. • Learners could be made to pick objects on higher levels while stretching arms and tip toeing. • Learners could be involved to take videos and photographs of peers while carrying out activities of improving posture. • In groups learners could share experiences on their ability to maintain appropriate posture for various movements. 	1. Why should we maintain good body posture?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners take instructions, work in groups and in pairs; • Self-efficacy. This will be developed as learner maintains an appropriate posture; • Digital literacy. This will be developed as learners take pictures and videos. 				

<p>Pertinent and Contemporary Issues: Self-esteem will be developed as learners make deliberate movements from an appropriate posture;</p>	<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as learners take turn in sharing their experience and materials with peers in group; • Responsibility is developed as learners take care of learning materials.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Psychomotor activities • Environmental activities • Communication, social and literacy skills 	<p>Suggested non-formal activities: Perform relevant play activities that enhance neck, trunk, feet and arms control during free time.</p>
<p>Suggested community service-learning: Learner could engage with siblings and parents in proper posture exercises.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Checklist
<p>Suggested learning resources: Digital devices, standing frames, straps, weights, walking aids</p>	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to consistent maintain appropriate posture in readiness for movement and successfully engage in activities involving bending and stretching. Inassitionperform relevant play activities that enhance proper posture</p>	<p>The learner is able to maintain appropriate posture in readiness for movement and successfully engage in activities involving bending and stretching.</p>	<p>The learner has difficulties in appropriate posture with assistance.</p>	<p>maintaining posture even with assistance.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Proprioceptive sense (Sensing body position in space)	6.2 Balance	By the end of the sub-strand the learner should be able to: a) maintain an appropriate balance for independent movement; b) engage in appropriate balancing activities for ease of movement; c) appreciate need to maintain balance for independent movement.	<ul style="list-style-type: none"> • Learner could be engaged in activities that develop proper balance like standing on one foot. • Learners could be engaged in activities involving balance such, walking in restricted pathways. • In pairs, learners play balancing games on a sea saw or back to back lifting. 	1. Why do we maintain body balance?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners work and perform activities in pairs and in groups • Digital literacy. This will be developed as learners take photos and videos. • Critical thinking and problem solving. This will be developed as learners estimate distances as they move from one point to another. • Imagination and creativity. This will be developed as learners come up with related balance activities and strategies. 				
<p>Pertinent and Contemporary Issues: Self-esteem will be achieved as learners maintain appropriate balance. Safety will be achieved as observe caution while using balance boards, balance beams, on restricted pathways and on therapy balls.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect will be enhanced as they work with peers; • Unity will be achieved as learners work in groups; • Responsibility will be developed as learners take care of self, others and gadgets they use. 	

<p>Link to other Learning areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skills • Psychomotor activities • Environmental activities 	<p>Suggested non-formal activity:</p> <p>Learners play balancing games with peers during free time</p>
<p>Suggested community service-learning:</p> <p>Learners could be guided by parents to maintain proper balance as they walk around the home environment and within the community.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questions • Checklist
<p>Suggested learning resources:</p> <p>Video and audio recording devices, soft balance balls, standing frames, balance beams, boards, ropes, straps and markers.</p>	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to maintain appropriate balance for independence, engage in activities involving balancing and in addition, apply the skill in gymnastics</p>	<p>The learner is able to maintain appropriate balance for independence and engage in activities involving balancing.</p>	<p>The learner is able to maintain appropriate balance for a short while and only when assisted</p>	<p>The learner has difficulties maintaining balance even with assistance.</p>



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry questions
6.0 Proprioceptive sense (sensing body position in space)	6.3 Body Movement	By the end of the sub-strand, the learner should be able to: a) move appropriately in relation to position in space; b) determine the position of an object in relation to own position; c) appreciate the importance appropriate movement in relation to position in space.	<ul style="list-style-type: none"> • Learner could be guided to identify objects in relation to their position that is left, right, up, down. • Learner could be engaged in play activities where they determine positions with their peers as in hide and seek game. • In pairs and in groups, learners appreciate directionality by taking videos and pictures. 	1. Who is sitting next to you?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners take instructions and work in groups; • Digital literacy. This will be developed as the learners use digital devices to take photos and record videos. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • self-awareness will be developed as the learner gets to know about body movement in relation to significant others in space. • Safety will be achieved as learners move with care in the environment. 		<p>Values:</p> <ul style="list-style-type: none"> • Respect will be achieved as learners share and work with peers; • Responsibility will be achieved as learners care for materials they use; unity since they work as a team for a common goal. • Unity as learner work in a team 		
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skill • Psychomotor activities • Orientation and Mobility 		<p>Suggested non-formal Activity: Learner could locate objects or people in their surrounding environment</p>		
<p>Suggested community service-learning:</p>		<p>Suggested assessment mode:</p>		

Learner could locate objects or people in their surrounding environment with assistance of parents.	<ul style="list-style-type: none"> • Oral or non-verbal questioning • Observation • Peer assessment.
Suggested learning resources: Digital devices, objects in the immediate environment	

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to move appropriately in relation to position in space, determine the location of objects or people in relation to their position in space and determine the position of their peers in hind and seek games.	The learner is able to move appropriately in relation to position in space and determine the location of objects or people in relation to their position in space.	The learner is able to move appropriately in relation to position in space with assistance.	Learner has difficulty moving appropriately in relation to position in space.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 Cross Modal Perception	7.1 Visual Motor	By the end of the sub-strand, the learner should be able to: a) perform visual motor activities in a coordinated manner for learning purposes; b) use vision and movement appropriately; c) appreciate the use of visual motor skills in performing various tasks.	<ul style="list-style-type: none"> • Learners could be guided to identify by sight objects in class and reach out to them. • Learners could trace along guiding dots. • Learner could be guided to walk along a designated path. • Learners in groups could be engaged in play activities involving arranging, objects, sorting and matching, beading colouring and painting. 	1. How do we thread beads?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learner work with pairs and in groups. • Critical thinking and problem solving. This will be developed as learners engage in various visual motor activities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental awareness is achieved as learners explores the immediate environment. • Life skills: Self- esteem is enhanced as learner acquire sensory integration activities. 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is developed as learners take care of the learning materials they. • Unity is developed as learners work in group activities. 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental activities • Communication, social and literacy skills • Psychomotor activities. 			<p>Suggested Non-formal activity: Learners carry out visual motor activities with their peer during free time.</p>	
<p>Suggested community service-learning: Learners observe objects at home and in the community and reach out to them for specific use.</p>			<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Peer assessment. 	

Suggested learning resources: Crayon, beads, threads, pencils, pain, brushes.

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectation
The learner is able to perform visual motor activities in a coordinated manner, use vision and movement appropriately and in addition use crayon and paper to copy patterns	The learner is able to perform visual motor activities in a coordinated manner, use vision and movement appropriately.	Learner is able to perform some visual motor activities with assistance.	Learner has difficulties performing visual motor activities even with assistance.



Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question (s)
7.0 Cross Modal Perception	7.2 Auditory Motor	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> (a) distinguish various environmental sounds and relate them to their sources; (b) move appropriately in response to environmental sounds: (c) appreciate making deliberate movement based on what they hear. 	<ul style="list-style-type: none"> • Learners could be guided to identify various sounds in the environment. • Learners could be involved in play activities based on sound signals. • In pairs and in groups learners could engage in game activities involving sound and movement towards a place, target, activity or patterned motion. 	<ol style="list-style-type: none"> 1. Which sounds could indicate danger? 2. What sounds do you move away from? 3. What sounds are important?
<p>Core competences:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving. This will be developed as the learners’ practice to follow auditory commands. • Communication and collaboration. This will be developed as learners work in pairs and in groups. • Self-efficacy. This will be developed as the learner is able to appreciate their ability to follow auditory instructions. 				
<p>Pertinent and Contemporary Issues:</p> <p>Safety will be developed as the learner acquires ability to perform various activities in a coordinated manner and becomes aware of things in their environment.</p> <p>Survival skills as learner respond appropriately to different situation.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is developed as learners care for self, others and materials they are using. • Respect is developed during group activities. 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental activities; • Communication, social and literacy skills. • Psychomotor 			<p>Suggested non-formal activity:</p> <p>Learners listen to different sounds in their immediate environment and respond appropriately during free time.</p>	

<p>Suggested community service-learning: Observe how people respond to sound at home and in the community and tell their friends</p>	<p>Suggested Assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questions. • Checklist
<p>Suggested learning resources Sound producing objects, environmental sound, digital devices.</p>	

Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to distinguish various environmental sounds, relate them to their sources, move appropriately in response to sounds in the environment and perform activities in a coordinated manner in response to those sounds</p>	<p>The learner is able to distinguish various environmental sounds, relate them to their sources and move appropriately in response to sounds in the environment.</p>	<p>The learner is able to distinguish various environmental sounds and relate them to their sources with prompts.</p>	<p>The learner has difficulty in distinguishing various environmental sounds and relating them to their sources even with assistance.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 Cross Modal Perception	7.3 Touch and Movement	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the properties of various objects in the environment in relation to texture, temperature and weight; b) respond appropriately when they touch objects in the environment for safety; c) appreciate sense of touch as they respond appropriately to different feelings. 	<ul style="list-style-type: none"> • Learner could be guided to describe properties of various object and surfaces in the environment. • Learners could be guided to touch various surfaces of objects and express their feelings. • Learners could touch various objects presented and share the experiences. • Learners could be engaged in play activities where they manipulate clay, dough and plasticine to mould and stretch and then display their work. 	1. What do you do when you touch a hot object?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners work in pairs and groups. • Imagination and creativity. This will be developed as learners touch various objects to determine their properties • Self-efficacy. This will be developed as learners successfully perform the activities given 				
<p>Pertinent and Contemporary Issues: Education for sustainable development; Safety will be developed as learners take precaution when handling objects presented and distinguish between safe and unsafe surfaces to touch.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Respect will be enhanced as learners take turns in group activities. • Responsibility will be enhanced as learners take care of self, others and materials 	

<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Communication, social and literacy skills • Environmental activities. 	<p>Suggested Non-formal Activity: Learners talk to peers about safety when touching various objects during free time.</p>
<p>Suggested community service-Learning: Learners observe various objects at home and feel them by touch to differentiate safe and unsafe ones.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Peer and sibling assessment.
<p>Suggested learning resources: Objects and surfaces of different textures, temperatures. weight</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectation	Approaching Expectations	Below Expectations
<p>The learner is able to describe properties of various objects in the environment in relation to texture, temperature and weight and respond appropriately when touching objects. Additionally, the learner avoids hazardous textures.</p>	<p>The learner is able to describe properties of various objects in the environment in relation to texture, temperature and weight and respond appropriately when touching objects.</p>	<p>The learner is able to describe properties of some objects in the environment in relation to texture, temperature and weight with prompts.</p>	<p>The learner has difficulties in describing properties of objects in the environment in relation to texture, temperature and weight.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Cross Modal Perception	7.4 Smell and Movement	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) distinguish between pleasant and unpleasant smell in the environment for learning; b) respond appropriately to the scent and orders in the environment; c) appreciate the need to respond appropriately to different smells in the environment. 	<ul style="list-style-type: none"> • Learners could be guided to identify pleasant and unpleasant smell within the immediate environment. • Learners describe smell of different items and places. • Learners could be guided to respond appropriately to scent and orders. • In pairs or groups, learners could be guided in performing activities that involve smelling provided items. 	<ol style="list-style-type: none"> 1. What items have good smell? 2. What items have bad smell?
<p>Core competences:</p> <ul style="list-style-type: none"> • Communication and collaboration. This will be developed as learners are engaged in performing activities involving smelling in turns. • Critical thinking and problem solving. This will be developed as learners distinguish the pleasant and unpleasant smells and respond appropriately. 				
<p>Pertinent and Contemporary Issue:</p> <p>Environmental awareness will be acquired environmental awareness as they distinguish between pleasant and unpleasant smells.</p> <p>Safety as learners respond appropriately to avoid hazardous smell.</p>			<p>Values:</p> <ul style="list-style-type: none"> • Unity will be developed as learners work in pairs and in groups. • Respect as learner take turn in group work. • Responsibility as learner take care self, others, materials and the environment. 	

<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental activities • Communication, social and literacy skills • Daily living skills 	<p>Suggested non-formal activity: Learners could identify pleasant and unpleasant smells and demonstrate appropriate response to them during free time.</p>
<p>Suggested community service learning: Learners could identify different smells at home and in the community and share their experiences with peers, siblings and parents.</p>	<p>Suggested assessment mode:</p> <ul style="list-style-type: none"> • Observation • Oral or non-verbal questioning • Peer and sibling assessment
<p>Suggested learning resources: Food stuff with different smell, perfumes, soaps, flowers, clothes</p>	

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectation
<p>The learner is able to distinguish between pleasant and unpleasant smell and respond appropriately to the scent and odours in the environment. In addition, the learner is able to give reasons for some of the unpleasant smells.</p>	<p>The learner is able to distinguish between pleasant and unpleasant smell and respond appropriately to the scent and order in the environment.</p>	<p>The learner is able to distinguish between pleasant and unpleasant smell but respond to smell with prompts.</p>	<p>The learner has difficulties in responding to smell.</p>





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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Desai Road, Off Thika Rd.,

P.O. Box 30231 - 00100 Nairobi, Kenya.

Telephone : +254 (020) 374 9900 - 9, 374 8204, 374 7994

Fax : +254 (020) 363 9130.

Email : info@kicd.ac.ke, Website : www.kicd.ac.ke