



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 1

First Published in 2017

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and 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 competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

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

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should 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.

LESSON ALLOCATION AT LOWER PRIMARY

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner to for future engagements in the national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way.

GENERAL LEARNING OUTCOMES

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

- a) listen and respond appropriately to relevant information in a variety of contexts,
- b) express self confidently using the language structures and the vocabulary acquired for interaction with others,
- c) read with comprehension, a variety of short texts of about 200 words fluently and accurately,
- d) read with comprehension a variety of texts for information and pleasure,
- e) write simple sentences legibly and neatly to express ideas and feelings,
- f) demonstrate the appropriate use of simple language structures and basic punctuation marks to communicate effectively.

NOTE: In EYE, there should NOT be explicit mention of grammatical terms such as word classes. Learners in EYE should only be exposed to short grade appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without making reference to word classes. Fluency and accuracy can be achieved by striking a balance between communicative language tasks and implicit exposure to language forms.

STRANDS

1. Listening and Speaking
2. Reading
3. Language Use
4. Writing

THEMES

In the Grade One English Curriculum, the four language skills and grammar are presented through themes. The following themes will facilitate the learning of English in context:

1. Greetings

2. School
3. Family
4. Home
5. Time
6. Weather and our Environment
7. Hygiene
8. Parts of the Body
9. My Friends
10. Safety
11. Community Leaders
12. Living Together
13. Technology
14. Numbers
15. Conserving Resources - Do not Waste

DRAFT

1.0 Greetings

Suggested vocabulary

good morning, good afternoon, hello, good evening, greet, fine, how are you?

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|--|
| 1.1 Listening and Speaking | 1.1.1 Pronunciation and vocabulary | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the letters and their corresponding sounds for effective communication, b) pronounce words with the target sounds accurately for effective communication, c) use words related to greetings in everyday conversations, d) realize the importance of greetings in diverse contexts. | The learner is guided to: <ul style="list-style-type: none"> • listen to an oral text with words containing the sounds corresponding to the letters a-h, • take turns to pronounce sounds /a://æ/ (cat), /ɜ:/(bird) , /ɑ:/ (car) /ə/ (about) b: /b/c: /k/, /s/ d: /d/e: /e/ (bed), /i:/ (peel) /f:/ /f/ g: /g/ h:/ /h/, as modelled by peers, the teacher or an audio recording, • match sounds to corresponding letters • talk about pictures/photos of people greeting one another, • watch videos of people greeting each other, • use non-verbal cues such as eye | <ol style="list-style-type: none"> 1. Why do we greet people? 2. How do we greet people at different times of the day? |

| | | | | |
|--|--|--|---|--|
| | | | contact, appropriate gestures and facial expressions when greeting others, <ul style="list-style-type: none"> practise various types of greetings such as shaking hands, patting someone on the back, fist bump, wave among others as they take turns. | |
| Core Competencies to be developed: Learning to learn: The learner’s ability to recreate learning experiences outside the class is enhanced as they use vocabulary learnt to greet people at different times of the day. | | | | |
| Values: <ul style="list-style-type: none"> Unity is developed as the learner takes turn to greet each other with peers and appreciate the importance of oneness regardless of individual differences. Respect is developed as the learner practises patience and humility with each other during turn taking as they greet. | | | | |
| Pertinent and Contemporary Issues: Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they practice different types of greetings. | | | | |
| Link to other Learning Areas: The learner is able to link the concept of greeting to learning of similar concept in Kiswahili and Indigenous Languages Activities. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|------------|----------------------------|--------------------------------|-------------------------|
|--------|------------|----------------------------|--------------------------------|-------------------------|

| | | | | |
|--|--|---|--|---|
| <p>1.2 Reading</p> | <p>1.2.1 Pre-reading</p> <p>Letter - sound Knowledge</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify an appropriate posture for reading preparedness,</p> <p>b) read words containing the target letters correctly,</p> <p>c) realize the importance of correct posture in preparation for reading.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● select the appropriate sitting position from pictures, videos and teacher’s demonstration, ● position self and reading materials appropriately, ● turn pages of a book from right to left for easy reading, ● track print through finger reading ● pick out words with letters (a-h) from flash cards or charts, ● match target letters with the sounds they represent, ● read 2-3 letter words containing the target sounds | <ol style="list-style-type: none"> 1. How do we sit while reading? 2. How do we position our books while reading? |
| <p>Core Competencies</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as the learner practices reading words containing the target letters on their own.</p> | | | | |
| <p>Values</p> <p>Responsibility is developed as the learner takes care of reading materials entrusted to them.</p> | | | | |

Pertinent and Contemporary Issues

Life Skills (Self-awareness): The learner’s self-awareness is enhanced as the learner identifies the appropriate posture for reading preparedness.

Link to other Learning Areas

The learner applies the letter sound knowledge acquired when reading of materials in other learning areas.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|--|---|--|
| 1.3 Language use | 1.3.1 Verb ‘to be’ (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify the present tense forms of the verb ‘to be’ in sentences, b) use the present tense realisations of the verb ‘to be’ to greet and introduce oneself and others, c) acknowledge the various present tense forms of the verb ‘to be’ in day-to-day communication. | The learner is guided to: <ul style="list-style-type: none"> • participate in language games and songs using the present tense form of the verb ‘to be’, • watch videos of children greeting one another and introducing themselves, • observe as peers introduce themselves using the verb ‘to be,’ • introduce himself/herself politely using the verb ‘to be’ • describe himself/herself, and other people using the verb ‘to be’ • practise various types of greetings using appropriate language e.g., how are you? I am fine, • role play various types of greetings using the verb ‘to be’. | <ol style="list-style-type: none"> 1. How do we introduce ourselves? 2. How do we greet people in the morning/afternoon/evening? |

Core Competencies to be developed:

Communication: The learner's ability to speak clearly and effectively is enhanced as they use the present tense realisations of the verb 'to be' to greet and introduce oneself and others.

Learning to learn: The learner's ability to acquire self-discipline is enhanced as they are motivated to learn and practise introducing oneself and others using the verb 'to be'.

Values

Respect is enhanced as learner understands and appreciates the role of greetings in interaction.

Pertinent and Contemporary Issues

Life Skills (Self-esteem): The learner's self-esteem is nurtured as they greet and introduce themselves and others.

Link to other Learning Areas

The learner links the concept of present tense form of the verb 'to be' to learning of similar concept in Kiswahili Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--------------------------------------|--|---|--|
| 1.4 Writing | 1.4.1 Pre-writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise appropriate sitting posture in preparation for writing, b) exhibit appropriate eye- hand coordination in preparation for writing, c) realize the role of correct posture and positioning of materials in writing. | The learner is guided to: <ul style="list-style-type: none"> • look at pictures, watch videos on appropriate sitting posture, • practise sitting in the right posture in pairs or small group, • position the exercise book correctly, • hold pencils/ colouring materials correctly, • practise writing from the left to the right, • join dotted lines to make letters and patterns, • draw and colour different shapes and letters, • draw patterns and shapes, trace letters and shapes, mould letters using plasticine or clay. | <ol style="list-style-type: none"> 1. Why is it important to sit properly when writing? 2. How do we place our books when writing? |
| <p>Core Competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise appropriate sitting posture and eye-hand coordination in preparation for writing.</p> | | | | |

Values:

Responsibility: Self-drive is enhanced as the learner practises holding pencils or colouring materials correctly and writing from left to right.

Pertinent and Contemporary Issues:

Learner Support Programmes (Clubs and Societies): The learner uses the skills acquired to draw and colour items in art clubs.

Link to other Learning Areas:

The learner uses the pre- writing skills to practise writing clearly in other learning areas.

2.0 School

Suggested vocabulary:

school, classroom, desk, chair, table, field, gate, teacher, learner, office, head teacher, staffroom, chalkboard, book

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|--|---|
| <p>2.1 Listening and Speaking</p> | <p>2.1.1 Pronunciation and Vocabulary</p> <p>(4 Lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words featuring the target sounds for effective communication,</p> <p>b) articulate the target sounds correctly for effective communication,</p> <p>c) make sentences using words related to the theme,</p> <p>d) realise the role of listening in communication.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • identify the target sounds from short passages: <ul style="list-style-type: none"> ○ i: /i:/ (feet), /ɪ/ (fit) /aɪ/ (price) ○ j: /dʒ/ (just) ○ k: /k/ ○ l: /l/ ○ m: /m/ ○ n: /n/ ○ o: for example /ɒ/ (lot), /ɔ:/ (cot) ○ p: /p/ • take pictures of items during a nature walk around the school and name them, • use a Frayer model to discuss the meaning of words related to the theme, • construct sentences using words | <ol style="list-style-type: none"> 1. Which words do we use to talk about school? 2. How can we listen attentively to others? |

| | | | | |
|---|--|--|--|--|
| | | | related to the theme, <ul style="list-style-type: none"> • sing songs and recite poems related to the theme, play language games depicting the school environment. | |
| <p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use new words learnt to talk about school.</p> <p>Digital literacy: The learner’s ability to create with technology is enhanced as they use tablets, mobile phones, laptops to take pictures and record videos of things around the school.</p> | | | | |
| <p>Values:</p> <p>Respect is enhanced as the learner understands and appreciates peers during language games activities.</p> <p>Responsibility is enhanced as the learner observes safety precautions during nature walk.</p> | | | | |
| <p>Pertinent Contemporary Issues:</p> <p>Life skills (self-awareness): The learner’s self-awareness is nurtured as they identify the general features of their school during a nature walk.</p> | | | | |
| <p>Link to other Learning Areas</p> <p>The Learner applies the knowledge learnt on the general features of the school to learning of similar concept in Kiswahili Language Activities.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--------------------------------------|---|---|--|
| 2.2 Reading | 2.2.1 Pre- reading (2 lessons) | By the end of the sub strand the learner should be able to: a) identify small and capital letters of the alphabet for reading preparedness, b) demonstrate appropriate posture in preparation for reading, c) realize the importance of positioning materials appropriately for reading. | The learner is guided to: <ul style="list-style-type: none"> • pick out small letters with their corresponding capital letters from flash cards or charts, • match small and capital letters of the alphabet, • identify reading materials that are correctly positioned, • focus eyes on a line or word, • track print through finger pointing as the teacher reads letters I to P, • observe each other's sitting posture and give feedback, • demonstrate and practise positioning reading materials appropriately, • practise turning over the pages of a book from left to right. | <ol style="list-style-type: none"> 1. How do people sit when reading? 2. How do people place books and newspapers while reading? |
| <p>Core competencies to be developed: Collaboration: Teamwork is enhanced as the learner collaboratively works with peers to demonstrate and practise positioning reading materials appropriately while observing the rules of engagement.</p> | | | | |

Values:

Responsibility is developed as the learner takes care of the reading materials.

Pertinent Contemporary Issues:

Life skills (Self-awareness): The learner's self-awareness is enhanced as they recognise the appropriate sitting posture.

Link to other Learning Areas:

The learner applies the pre-reading knowledge of small and capital letters to learning of similar concept in Kiswahili Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|--|--|
| 2.3 Language use | 2.3.1 Subject-verb agreement (2 lessons) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the correct use of subject-verb agreement in statements and questions, b) construct simple sentences related to the theme with correct subject-verb agreement for effective communication, c) acknowledge the importance of subject-verb agreement for fluency. | The learner is guided to: <ul style="list-style-type: none"> • listen to a story and identify sentences with subject-verb agreement, • ask each other questions using the target language pattern, • engage in a dialogue using singular and plural items (I, she/he, they) • construct sentences about pictures showing singular and plural forms, • construct sentences about actions demonstrated by peers, • recite poems featuring singular and plural forms. | <ol style="list-style-type: none"> 1. How do you talk about a person, an object or a place? 2. How do we talk about many people? |
| <p>Core competencies to be developed</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they construct simple sentences about the school with the correct subject-verb agreement.</p> | | | | |

Values:

Responsibility is developed as the learner takes up assigned roles during role play activities with peers.

Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner's self-awareness is enhanced as they read texts about the school.

Link to other Learning Areas:

The learner applies the knowledge acquired on subject-verb agreement to learning of similar concept in Kiswahili Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------------------|--|--|--|---|
| 2.4 Writing | 2.4.1 Pre-writing (2 lesson) | By the end of the sub strand, the learner should be able to: a) identify appropriate sitting posture in preparation for writing, b) demonstrate appropriate eye hand co-ordination in preparation for writing, c) realize the importance of positioning oneself and writing materials appropriately in preparation for writing. | The learner is guided to: <ul style="list-style-type: none"> • look at each other’s sitting posture and identify the correct posture for writing, • work collaboratively with peers to demonstrate and practise the correct body posture for writing, • identify writing materials that are correctly positioned, • demonstrate and practise positioning writing materials appropriately, • practise writing from the left to the right, • draw and colour different shapes, • role play how to use their exercise books well. | <ol style="list-style-type: none"> 1. How do we sit when writing? 2. How do we write? |

Core Competencies to be developed:

- **Collaboration:** Teamwork is enhanced as the learner works collaboratively with peers to demonstrate and practise the correct body posture for writing observing the rules of engagement.

Values:

Love is enhanced as the learner shares drawing and colouring materials with peers during drawing and colouring activities of different shapes.

Link to Pertinent Contemporary Issues:

Life skills (Self-awareness): The learner gains self-awareness as they learn how to sit appropriately in preparation for writing.

Links to other Learning Areas:

The learner uses the correct body posture while writing materials in other learning areas.

3.0 Family

Suggested vocabulary:

father, mother, sister, brother, baby, aunt, uncle, parent, grandmother, grandfather, nephew, niece, cousin

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|---|--|
| <p>3.1 Listening and Speaking</p> | <p>3.1.1 Pronunciation and vocabulary</p> <p>(4 lessons)</p> | <p>By the end of the Sub strand the learner should be able to:</p> <p>a) link the target letters of the alphabet with their sound appropriately.</p> <p>b) use words related to the theme correctly in oral communication,</p> <p>c) respond to verbally and non-verbally to simple one directional instructions,</p> <p>d) realize the role of correct pronunciation in conversations.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and point out the sounds of the letters: q, r, s, t, u, v, w, x, y, z as modelled by the teacher, • say the sounds of the letters as the teacher points at them, • watch a video/ listen to a story related to the theme, • talk about family members, • role play responding to simple instructions using appropriate eye contact and facial expressions, • use dialogues/rhymes/tongue twisters/ language games/ songs to practise vocabulary related to the theme. | <ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. How can we listen attentively during conversation? |

Core Competencies to be developed:

- **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to sound from oral texts and pronounces them correctly.
- **Self-efficacy:** The learner's knowledge of their family is enhanced as they use play language games and sing songs about family members.

Values:

Respect is enhanced as the learner shows positive regard for self and peers during role play activities with peers.

Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner acquires self-awareness as they learn about the family members.

Link to other Learning Areas:

Listening attentively is emphasized in Kiswahili and Indigenous Languages Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------|-------------------------------------|---|--|-------------------------|
| 3.2 Reading | 3.2.1 Pre-reading (2 lessons) | By the end of the sub strand, the learner should be able to: a) name the target letters in preparation for reading , b) read the sounds corresponding to the target letters fluently, c) advocate for the importance of letter –sound correspondence in preparation for reading. | The learner is guided to: <ul style="list-style-type: none"> • name the letters q, r, s, t, u,v,w,x, y, z and practise saying their corresponding sounds, • articulate the target sounds and write the corresponding letter, in pairs. • model letter shapes for the target letters. • track print through finger pointing as the teacher reads, • match and pair sound with their corresponding letters, | Why do we learn sounds? |

Core Competencies to be developed:

Learning to learn: The learner’s ability to learn independently is enhanced as they link the target letters to their corresponding sounds on their own in preparation for reading.

Creativity and Imagination: The learner’s ability to explore is enhanced as they model letter shapes for the target letters.

Values:

Unity is enhanced as the learner collaborates with peers in group activities.

Pertinent and Contemporary Issues:

Life skills (Self- esteem): The learner's acquire an enhanced level of self-esteem as they articulate the target sounds correctly and write the corresponding their letter.

Link to other Learning Areas :

The learner uses the pre-reading skills to learn similar concept in Kiswahili Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------------------|---|---|--|--|
| 3.3 Language use | 3.3.1 Pronouns (‘I, you’) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct use of the pronouns “I”, and “you” in short sentences and other texts, b) use the pronouns “I, and “you” correctly in short sentences and other texts, c) value the role of pronoun “I”, and “you” correctly in day- to- day communication. | Learner is guided to: <ul style="list-style-type: none"> • watch a video of family members talking to each other using pronouns “I”, and “you”,, • listen to the teacher’s instructions or an audio recording of a dialogue, songs or stories using pronouns “I”, and “you”, • use pronouns “I”, and “you” in a conversation related to the theme, • talk to peers/oneself using the pronouns ‘you’/“I” , • role play and record conversations between family members using the pronouns “I”, and “you” • answer questions related to the language structure. | Which words do you use to talk about yourself? |

Core competencies to be developed

Communication -learner's ability to write clearly and correctly is enhanced as they use use the pronouns "I, and "you" correctly in short sentences and other texts.

Digital literacy: The learner's ability to create with technology is developed as they record conversations between family members using digital devices.

Values:

Love is enhanced as the learner understands and appreciates peers during role play activities.

Pertinent and Contemporary Issues

Life skills (Self-awareness): The learner's self-awareness is enhanced as they learn about family members.

Link to other Learning Areas:

The learner applies the knowledge of pronouns 'I' and 'you' to learning of similar concept in Kiswahili and Indigenous languages.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|-------------------------------------|--|---|--|
| 3.4 Writing | 3.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct formation of lower case letters of the alphabet, b) form lower case letters correctly, c) write from left to right correctly, d) adopt forming letter correctly for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • practise correct letter formation from models on the board, chart, pattern books, • Copy lower case letter patterns, • draw and label objects related to the theme, • practise writing lower case letters from left to right. | Why do we need to write in good handwriting? |
| Core Competencies to be developed: | | | | |
| Learning to learn: The learner's self-discipline is enhanced when they are motivated to practise correct letter writing from left to right. | | | | |
| Values: Unity is enhanced as the learner collaborates with peers to practise shaping letters correctly | | | | |
| Pertinent and Contemporary Issues: | | | | |
| Life skills (Self-esteem): The learner's self-esteem is enhanced as they shape the letters of the alphabet correctly. | | | | |
| Links to other Learning Areas: | | | | |
| The learner applies the writing skills to when writing materials in all the learning areas. | | | | |

4.0 Home

Suggested vocabulary

hut, chair, table, mat, hen, cat, home, house, clothes, pan, cup, toilet, pot

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|--|--|---|
| 4.1 Listening and Speaking | 4.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise target sounds in the given words, b) pronounce the target sounds for clarity in communication, c) respond to simple specific one- directional instructions using the new words, d) adopt using the vocabulary learnt in oral communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to the teacher or an audio modelling of the sounds /æ/ /m/, /t/ /e/, and mimic pronunciation of the target sounds • form words featuring the target sounds, • use the vocabulary related to the theme to construct sentences, • respond to instructions given by the teacher, • role play giving each other one-directional instructions, | <ol style="list-style-type: none"> 1. Why should we listen attentively? 2. Why should we pronounce words correctly? |

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts and recognise target sounds in the given words.

Collaboration: Teamwork is developed as the learner actively takes part in activities done with peers and observes the rules of engagement.

Values:

Responsibility is enhanced as the learner takes up roles in role play activities with peers.

Pertinent Contemporary Issues:

Life skills (Self-awareness): The learner’s self-awareness is enhanced as they acquire vocabulary related to home.

Links to other learning areas:

The learner applies the attentive listening skills to learning of concepts other learning areas.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|--|--------------------------|
| 4.2 Reading | 4.2.1 Pre-reading (2 lessons) | By the end of the sub strand , the learner should be able to: a) identify target letters in given words, b) form words using the target letters in preparation for reading, c) realise the importance of letters in word formation. | The learner is guided to: <ul style="list-style-type: none"> • listen to audio recordings of the target letters (A a; M m; Tt; Ee), • point out and name letters on a chart or flashcards, • listen and sort the target letters in word games, • practise using target letters in forming words, • match and pair the target letters with their corresponding sounds with peers. | Why do we learn letters? |
| <p>Core competencies to be developed: Collaboration- Learner’s ability to exercise team work is enhanced as they match and pair the target letters with their corresponding sounds with peers. Learning to learn- learners’ ability to learn independently is enhanced as they practise using target letters in forming words and complete the task at the right time.</p> | | | | |
| <p>Values Respect is enhanced as the learner appreciates peers during group activities.</p> | | | | |
| <p>Link to Pertinent contemporary Issues (Pertinent and Contemporary Issues) Life skills (Self-esteem): The Learner’s self-esteem is enhanced as they forms words correctly in preparation for reading.</p> | | | | |
| <p>Link to other learning areas. The learner applies reading skills when reading texts in other learning areas</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|---------------------------------|
| 4.3 Language use | 4.3.1 Singular and plurals (add -s and -es) (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify singular and plural nouns which require addition of -s and -es. use singular and plural nouns which require an addition of -s and -es, realise the importance of using singular and plural nouns for effective oral communication. | The learner is guided to: <ul style="list-style-type: none"> talk about objects at home in their singular and plural forms, learners group pictures of items found at home in columns of one and many with peers, draw and colour pictures of objects found at home and indicate number recite and record poems containing singular and plural nouns with peers. | What objects are found at home? |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and correctly is enhanced as they use regular singular and plural nouns correctly.</p> <p>Digital literacy: The learner’s ability to create with technology is enhanced as they recite and record poems containing singular and plural nouns.</p> | | | | |
| <p>Values:</p> <p>Responsibility is enhanced as learners takes up different roles in group activities.</p> | | | | |

Pertinent Contemporary Issues :

Life skills (Self-awareness): The learner's self-esteem is enhanced as they use singular and plural nouns which require an addition –s and –es.

Link to other learning areas:

The learner applies the knowledge on singular and plural nouns to learning of similar concept in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|---|
| 4.4 Writing | 4.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct letter formation of target letters. b) form letters in terms of shape and size correctly, c) write from left to right to communicate effectively, d) realize the importance of correct letter formation for effective communication. | The learner is guided to: <ul style="list-style-type: none"> ● copy capital and small letter patterns for target letters: Aa, Mm, Tt, Ee, ● practise correct letter formation of target letters from models on the board/chart/pattern books, ● practise writing 3-4 letter words from left to right with peers, ● watch videos on formation of target letters. | Why do we need to write clearly and neatly? |
| <p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they form letters in terms of shape and size correctly.</p> | | | | |
| <p>Values: Unity is enhanced as the learner works collaboratively with peers to practise writing 3-4 letter words from left to right.</p> | | | | |
| <p>Pertinent and Contemporary Issues : Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they form letters correctly.</p> | | | | |
| <p>Links to other Learning Areas : The learner uses correct letter formation as they write materials in other learning areas.</p> | | | | |

5.0 Time

Suggested vocabulary

morning, afternoon, evening, night, day, late, early, yesterday, tomorrow, soon, now, break time, lunch time

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|---|---|---|
| 5.1 Listening and Speaking | 5.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify new words featuring the target sounds in sentences, b) use new words related to the theme in sentences, c) use facial expressions appropriately during conversations d) appreciate the use of facial expression in communication | The learner is guided to: <ul style="list-style-type: none"> ● listen to modelling of the target sounds (Ss, Ll, Ii, Pp) and mimick, ● look at pictures and watch videos depicting different times of the day, ● role play activities done at different times of the day using words related to the theme, with peers ● sing songs about time, ● watch videos of people taking part in a conversation about time, ● interpret different facial expressions. | <ol style="list-style-type: none"> 1. Why is it important to look at the person talking to us? 2. Which words do we use to talk about time? |

Core competencies to be developed:

Communication: The learner's ability to speak clearly and correctly is enhanced as they use facial expressions appropriately during

Conversations

Collaboration: Team work is enhanced as the learner actively participates in role play activities with peers observing the rules of engagement.

Digital literacy: The learner's ability to connect with technology is enhanced as they use the internet to watch videos depicting different times of the day.

Values:

Responsibility is enhanced as the learner takes up roles during role play activities with peers.

Pertinent and Contemporary Issues:

Life skills (Self-esteem) The learner's self-esteem is enhanced as they use new words learnt to talk about different times of the day.

Link to other learning areas:

The learner applies information on time to learning of similar concept of time in Kiswahili Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------------------|--|--|--|-------------------------|
| 5.2 Reading | 5.2.1 Pre- reading (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify letter names and corresponding sounds for reading preparedness, b) read simple 3-4 letter words featuring the target letters for effective reading, c) realize the importance of letter-sound correspondence for reading preparedness. | The learner is guided to: <ul style="list-style-type: none"> ● engage in letter matching activities using pocket charts/digital flash cards/ charts/flash cards, ● recognise letters of the alphabet: (Ss, Ll, Ii, Pp), ● match target letters to their corresponding sounds, ● play a fishing game by identifying specific sounds with peers, ● read simple 3-4 letter words made up of the target letters and letters learnt previously, ● read sight words encountered in a story. | Why do we learn sounds? |

Core Competencies to be developed:

Collaboration: Teamwork is developed as the learner collaborates with peers to play a language game observing the rules of engagement.

Values:

Social justice is enhanced as the learner fosters fairness and non-discrimination to peers as they play a language game.

Link to Pertinent and Contemporary Issues :

Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they acquire reading skills.

Links to other learning areas:

The learner applies the reading skills to reading of materials in other learning areas.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|---|---|
| 5.3 Language Use | 5.3.1 Present Simple Tense (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words in the present simple tense in given sentences, b) use present tense forms to talk about time, c) apply present tense forms to sequence routine or daily activities. <ol style="list-style-type: none"> a) adopt the use of present simple tense to talk about routine activities. | The learner is guided to: <ul style="list-style-type: none"> • watch a video on children participating in routine activities and talk about the activities using present simple tense, • respond to questions based on daily routines, • report what he or she does at home, • respond to simple questions demonstrating the use of present tense in talking about routine activities, • repeat sentences containing present tense from a story, poem or conversation they have listened to, | What do you do from morning to evening? |
| <p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and correctly is enhanced as they talk about the activities using present simple tense,</p> <ul style="list-style-type: none"> • Digital literacy: The learner’s ability to interact with digital devices is enhanced as they watch a video on children participating in routine activities and talk about the activities using present simple tense, | | | | |

Values:

Respect is developed as the learner appreciates and understands peers as they talk about their routine activities.

Pertinent and Contemporary Issues :

Life skills (Self-awareness): The learner acquires self-awareness as they talk about their sequence routine or daily activities using present simple tense.

Link to other Learning Areas:

The learner applies the vocabulary learnt to talk about activities taking place at different times of the day in Environmental Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|--|--|--|
| 5.4 Writing | 5.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to: a) form letters in terms of shape and size correctly, b) write words from left to right to communicate effectively, c) realise the need to form letters correctly for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • copy letters (Ss, Ll, Ii, Pp) as modelled by the teacher or peers, • practise correct letter formation from models on the board/ charts/pattern books, • draw and label objects related to theme, • practise writing letters and words from left to right, • play language games involving the shaping of letters, • sort out small letters and capital letters and write them separately. | <ol style="list-style-type: none"> 1. Why is it important to write clearly and neatly? 2. How can we tell letters are correctly written? |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they form letters in terms of shape and size correctly.</p> <p>Learning to learn: The learner’s ability to build relationships is enhanced as they play language games with peers involving the shaping of letters.</p> | | | | |

Values:

Unity is enhanced as the learner collaborates with others during language game activities.

Link to Pertinent and Contemporary Issues :

Life skills (Self-esteem): The learner acquires high level of self-esteem as they form letters correctly for effective communication.

Links to other Learning Areas:

The learner applies the writing skills to when writing materials in other learning areas.

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6.0 Weather and Our Environment

Suggested Vocabulary:

sun, shine, rain, clouds, blow, wind, grow, cut, grass, cloudy, windy, sunny, rainy

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------------|--|---|---|---|
| 6.1 Listening and Speaking | 6.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words featuring the target sounds from an oral text, b) pronounce words with the target sounds for reading preparedness, c) responding to simple specific one- directional instructions using new words, d) realize the importance of correct pronunciation in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio text containing the target sounds: /f/, /n/ /h/ / v/ and / ɔ:/ and identify words with the target sounds • say the target sounds as modeled by peers/ teacher / audio recording, • use a Frayer model to discuss the meaning of words related to the theme, • recite rhymes/sing songs about weather • listen to a story related the theme and discuss the story using the new words, • role play responding to | <ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. What should we do when someone is talking to us? |

| | | | | |
|--|--|--|---|--|
| | | | simple instructions related to the theme, using appropriate eye contact and facial expressions. | |
| <p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to audio texts/oral texts and identify words with the target sounds in preparation for reading.</p> | | | | |
| <p>Values:</p> <p>Unity: Cooperation is enhanced as the learner takes part in role play activities with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues:</p> <p>Socio-economic issues (Environmental Education and climate change): The learner acquires information on the environment as they learn the new words related to weather and our environment.</p> | | | | |
| <p>Link to other learning areas</p> <p>The learner uses the attentive listening skills to learn concepts in other learning areas.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---------------------------|---|---|--|
| 6.2 Reading | 6.2.1 Word Reading | By the end of the sub strand, the learner should be able to: a) identify words with the target sounds in preparation for reading, b) pronounce words with the target sounds accurately, c) realise the importance of reading words accurately. | The learner be guided to: <ul style="list-style-type: none"> • point out words with the sounds: /f/, /n/ /h/ /v/ and // ɔ:/, • select words with the target sounds from a chart, • read words including words with target letters sounds, • read words about weather and the environment with minimal hesitations, • practise reading sentences containing decodable words. | Why should we pronounce words correctly? |
| <p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable words on their own.</p> | | | | |
| <p>Values: Respect is enhanced as the learner appreciates the effort of peers as they practise reading words correctly.</p> | | | | |
| <p>Link to other learning areas The learner applies reading skills to read materials in other learning areas.</p> | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|--|--|
| 6.3 Language Use | 6.3.1 Present continuous tense | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify ongoing activities in and out of school b) use the present continuous tense to describe on-going activities related to weather and the environment, c) adopt communicating ideas using the present continuous tense. | The learner is guided to: <ul style="list-style-type: none"> • name the activities going on in the school compound, • recite poems/sing songs featuring the present continuous tense, • answer questions about ongoing activities related to the theme, in pairs or groups, • listen to a story with present continuous tense, • retell portions of a short story in the present continuous tense, for example, <i>'the hare was going...</i>, • role play events with peers using the present continuous tense. | What is going on in the school compound? |
| <p>Core Competencies to be developed: Communication: The learner's ability to speak clearly and correctly is enhanced as they use the present continuous tense to describe on-going activities</p> | | | | |
| <p>Values: Unity is enhanced as the learner actively participates in role play activities with peers.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they use the present continuous tense correctly to describe on-going activities.

Links to other learning areas :

The learner links the concept of present continuous tense to learning of similar concept in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|-------------------------------|--|---|--|
| 6.4 Writing | 6.4.1 Spelling (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words featuring the target letters in written texts,</p> <p>b) spell 3-5 letter words featuring the target letters for writing fluency,</p> <p>c) realise the need for correct spelling in written communication.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • identify words featuring the target capital and small letters: Ff, Hh, Nn, Oo, • sit appropriately when writing down words related to the theme from a dictation, • practise holding pencils/ colouring materials correctly, • listen to an audio recording and write down target words, • copy a list of sentences featuring the target words, • create a poster featuring the target words with peers. | <ol style="list-style-type: none"> 1. Why should we spell words correctly? 2. What makes one's handwriting readable? |
| <p>Core competencies to be developed:</p> | | | | |
| <p>Communication: The learner's ability to write clearly and correctly is enhanced as they spell 3-5 letter words featuring the target letters correctly.</p> | | | | |
| <p>Learning to learn: The learner's self-discipline is enhanced as they are motivated to practise correct letter formation on their own.</p> | | | | |
| <p>Creativity and imagination: The learner's originality skills are enhanced as they create a poster on weather and our environment.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Responsibility is enhanced as the learner takes it upon themselves to complete given tasks.</p> | | | | |

Link to Pertinent and Contemporary Issues

Life skills (Self-esteem): The learner's self-esteem is enhanced as they write spell word correctly.

Link to other learning areas

The learner applies the writing skills as they write materials in other learning areas.

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7.0 Hygiene

Suggested vocabulary:

ill, wash, soap, clean, water, dirty, food, sick, toilet, cold, towel, handkerchief, bath, shower,

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|---|--|
| <p>7.1 Listening and Speaking</p> | <p>7.1.1 Pronunciation and Vocabulary</p> <p>(4 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words with the target sounds in an oral text, b) pronounce words with the target sounds in preparation for reading, c) use new words related to the theme in a variety of contexts, d) realise the importance of listening attentively. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio recording/clip about hygiene • Pick out words which have the sounds /b/, /r/, /u/ and /g/ • recite alliterative words that have the target sounds as modeled by the peers/ teacher or audio record/clip • look at pictures from a story, and say the meaning of words related to the theme, • practise matching vocabulary learnt to pictures and objects, • recite rhymes and sing songs, with peers. | <ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. How do we learn to speak? |

Core competencies to be developed:

Communication: The learner's ability to listen keenly and actively is enhanced as they listen to oral texts/audio recordings and identify words with the target-letter sound combinations.

Digital literacy: The learner's interaction with digital technology is enhanced as they listen to audio recordings/clips for information on hygiene and identify words related to the theme.

Values:

Unity is enhanced as learner works collaboratively with peers to recite poems and sing songs on hygiene.

Link to Pertinent and Contemporary Issues:

Health issues (Personal hygiene): The learner acquires information on how to maintain personal hygiene.

Link to other learning areas

The learner applies information acquired to learning of similar concept in Environmental activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|--|
| 7.2 Reading | 7.2.1 Word Reading (2 Lessons) | By the end of the sub strand, the learner should be able to: a) identify words with the target sounds and letters for reading competence , b) read non-decodable words featuring the target sounds for reading competence, c) realize the importance of word reading for lifelong learning. | The learner is guided to: <ul style="list-style-type: none"> • identify the sounds corresponding to the letters, Bb, Rr, Uu, Gg, • identify and read non-decodable words with the sounds /b/, /r/ /u/ and /g/, • listen to an audio recording containing non decodable words, • practise reading non-decodable words on a word wall with peers and give feedback, • read words related to the theme. | Why should we pronounce words correctly? |
| <p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading non-decodable words for reading competence.</p> | | | | |

Values:

Respect is enhanced as the learner appreciates the effort of peers to read non-decodable words and gives positive feedback.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's acquires an enhanced level of self-esteem as they read non-decodable words correctly.

Link to other learning areas

The learner applies the reading skills as they read word in other learning areas.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|--|--|
| 7.3 Language Use | 7.3.1 Simple past tense (adding -ed/- d) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words with - ed/ and -d from a written text, b) use simple past tense to discuss activities they carried out in the past, c) adopt communicating ideas using the simple past tense. | Learner guided to: <ul style="list-style-type: none"> • identify sentences with simple past tense from a story, poem or conversation they have listened to, • respond to simple questions related to the theme using the simple past, • engage in games, changing verbs from present simple to past simple tense, in small groups/ pairs, • construct oral sentences using simple past tense ending with -ed, -d, to talk about hygiene, | <ol style="list-style-type: none"> 1. What did you do in the morning before coming to school? 2. What did your family do last Saturday to keep the home clean? |
| Core competencies to be developed: | | | | |
| Communication: The learner's ability to speak clearly and effectively is enhanced as they use simple past tense to discuss activities they carried out in the past. | | | | |
| Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination towards peers as they play language games. | | | | |
| Link to Pertinent and Contemporary Issues | | | | |
| <ul style="list-style-type: none"> • Life skills (Self-esteem): The learner's self-esteem is nurtured as they use simple past tense in day- to -day communication. | | | | |
| Link to other learning areas | | | | |
| The learner uses the knowledge on simple past tense to learn similar concept in Kiswahili Language Activities. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--------------------------------------|---|--|--|
| 7.4 Writing | 7.4.1 Spelling (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise words featuring the target letters in written texts, b) form the target letters correctly in terms of shape and size for effective communication, c) write 3-5 letter words featuring the target sounds correctly for effective communication , d) realise the importance of writing words correctly. | The learner is guided to: <ul style="list-style-type: none"> • pick out words related to the target letters, • practise correct letter formation from models drawn on the board, chart or pattern books, • differentiate neat handwriting from untidy ones, with peers, • practise writing letters Bb, Rr, Uu, Gg neatly from the left to the right, • draw and label objects. | <ol style="list-style-type: none"> 1. Why should people write neatly? 2. How can we spell words correctly? |
| <p>Core Competencies to be developed:</p> | | | | |
| <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they write 3-5 letter words featuring the target sounds correctly.</p> | | | | |
| <p>Learning to learn: The learner’s self-discipline is enhanced as they practise writing words featuring the target sounds.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Respect is enhanced as the learner appreciates the efforts of peers to write correctly and offers guidance.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires enhanced level of self-esteem as they write letters correctly.

Link to other Learning Areas:

The learner applies the writing skills to write words correctly in other learning areas.

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8.0 Parts of the Body

Suggested vocabulary

head, hand, leg, eye, ear, nose, neck, finger, mouth, hair, teeth, toes, knee

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|---|
| 8.1 Listening and Speaking | 8.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the target sounds from an audio text, b) pronounce words with the target sounds correctly for communication clarity, c) use new words related to the theme in relevant contexts, d) realise the importance of using words appropriately in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording of words featuring the target sounds(/k/, /d/ and /w/) or words modelled by the peers or teacher, • pronounce the sounds by taking turns , • match vocabulary learnt to pictures and objects, • recite poems featuring the target sounds • construct sentences using vocabulary related to the theme, • recite rhymes and sing songs related to the theme with peers. | <ol style="list-style-type: none"> 1. What do you do when someone is talking to you? 2. What is likely to happen if you pronounce a word wrongly? |

Core competencies to be developed:

Communication: The learner's ability to speak clearly and effectively is enhanced as they use new words learnt in relevant contexts.

Values:

Unity is developed as the learner collaborates with peers to recite rhymes and sing songs related to the theme.

Link to Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner's self-awareness is developed as they acquire knowledge about the parts of their body.

Link to other Learning Areas

The learner uses the pronunciation skills to learn similar concept in Kiswahili and Indigenous Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---------------------------|---|---|--|
| 8.2 Reading | 8.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds in preparation for reading,</p> <p>b) read a grade-appropriate text at the right speed and with minimal hesitations,</p> <p>c) display the right feelings or emotions when reading a text,</p> <p>d) realise the importance of reading fluency for effective communication.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● point out words with the sounds /k/, /d/ and /w/, ● read 3-4 letter words including words with letters ‘c, d, w’ in a text, ● engage in timed reading (30 words per minute), ● practice reading sentences containing decodable and non-decodable words, with peers, ● participate in a readers theatre where he or she reads some lines or stanzas of a poem ● display the right facial expressions and tone when reading, ● read a text with minimal hesitations. | <ol style="list-style-type: none"> 1. Why is it important to read at the right speed? 2. Why should we display the right feelings and expressions when reading a text? |
| <p>Core Competencies to be developed</p> <p>Learning to learn: The learner’s ability to build relationships is enhanced as they practice reading sentences containing decodable and non-decodable words with peers.</p> | | | | |

Values:

Respect is enhanced as the learner appreciates the effort of peers to read fluently and gives positive feedback.

Link to Pertinent and Contemporary Issues:

Life skills (self-esteem): The learner's self-esteem is nurtured as they acquire reading fluency skills.

Link to other Learning Areas

The learner applies reading fluency skills when reading materials in other learning areas.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|--|---|
| 8.3 Language use | 8.3.1 Demonstratives (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify singular and plural nouns from a text, b) use demonstratives to talk about the theme, c) realise the importance of well-formed sentences in communication. | The learner is guided to: <ul style="list-style-type: none"> • use demonstratives in singular and plural to talk about objects identified, • point at parts of the body and describe them using the words: (this/ that), (these/those) in pairs or small groups, • use demonstratives to talk about near or far objects, • recite a poem featuring the new words with peers, • sing songs or recite rhymes about parts of the body. | How do we tell others about near and far objects? |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and effectively is enhanced as they use demonstratives to talk about near or far objects.</p> | | | | |

Values:

Unity is enhanced as learner works collaboratively with peers in carrying out tasks such as singing songs and recite rhymes about parts of the body.

Link to Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner's self-awareness is enhanced as they sing songs or recite rhymes about parts of the body.

Link to other Learning Areas:

The learner uses the knowledge acquired to learn similar concept in Kiswahili Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--------------------------------------|---|---|--|
| 8.4 Writing | 8.4.1 Spelling (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letters in a written text,</p> <p>b) spell words with the target letters correctly for writing fluency,</p> <p>c) write words related to the theme legibly and neatly,</p> <p>d) realise the importance of correct spelling in written communication.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • name the letters that make words with the target sounds, • select words with the letters 'c', 'd' and 'w', • spell the words with the letters 'c', 'd' and 'w', • make words related to parts of the body from jumbled letters, • write the words read aloud to them, • copy words legibly and correctly, • form words with peers using the letters of their names. | <ol style="list-style-type: none"> 1. Why do we spell words correctly? 2. How can we write legibly and neatly? |
| <p>Core competencies to be developed: Communication: The learner's ability to write clearly and correctly is enhanced as they spell words with the target letters correctly.</p> | | | | |
| <p>Values: Unity is enhanced as the learner collaborates with peers to form words using the letters of their names.</p> | | | | |

Link to Pertinent and Contemporary Issues

Life skills (Self-esteem) : The learner acquires an enhanced level of self-esteem as they spell words correctly.

Link to other Learning Areas:

The learner applies the knowledge acquired to spell words correctly in other learning areas.

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9.0 My Friends

Suggested vocabulary

kind, caring, loving, funny, friendly, close, play, trust, like, share, enjoy, peer, visit

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|--|--|
| 9.1 Listening and Speaking | 9.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify words with the target sounds from written texts, b) pronounce words with the target sounds correctly, , c) use the vocabulary related to the theme in oral sentences, d) realize the role of vocabulary in communication. | The learner is guided to: <ul style="list-style-type: none"> • say the target sounds: /k/, /j/, /l/ and /s/ as modelled by peers, teacher or audio recording, • recite rhyming words featuring the target sounds, • use words with the target sounds to talk about their friends, • listen to an audio recording on friendship, • use vocabulary related to the theme in dialogues, • role play events related to the theme, • Sing songs related to friends. | <ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. How can we improve our pronunciation? |

Core competencies to be developed:

Learning to learn: The learner’s ability to learn independently is enhanced as they practise pronouncing words with the target sounds correctly.

Values:

Unity: Cooperation is enhanced as the learner collaborates with peers to sing songs and recite poems related to friends.

Link to Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner’s self –awareness is nurtured as they acquire knowledge about the friends.

Link to other Learning Areas

The learner uses the pronunciation skills to pronounce words in other learning areas.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-------------|---------------------------|--|--|---|
| 9.2 Reading | 9.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words with the target sounds in preparation for reading, b) read a grade-appropriate text accurately, at the right speed and with minimal hesitations, c) display the appropriate feelings or emotions when reading a text, d) realize the importance of reading fluency in effective communication. | <p>The learner should be guided to:</p> <ul style="list-style-type: none"> • identify words with the sounds /k/, /j/ and /l/, • select words with the target sounds from a chart, • engage in timed reading with peers (30 words per minute), • display the right facial expressions when reading, • pause appropriately and avoid hesitations while reading, • recite poems relevant to the theme, • participate in a readers' theatre where he or she reads some lines or stanzas of a poem. | <ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. How does correct pronunciation help us in reading? |

Core competencies to be developed:

Communication: The learner's ability to speak clearly and effectively is enhanced as they pronounce words correctly when reading a text.

Values:

Respect is achieved as the learner appreciates the effort of peers to read fluently during timed reading activities.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they read words fluently.

Link to other Learning Areas:

The learner applies reading fluency skills when reading words in Kiswahili and Indigenous Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|---|--|
| 9.3 Language use | 9.3.1 Common and proper nouns (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise common and proper nouns from texts, b) use common and proper nouns to talk about the theme, c) adopt using of common and proper nouns in everyday communication. | Learner is guided to: <ul style="list-style-type: none"> • single out common and proper nouns from a text, • name items in the classroom, • talk about their friends using common and proper nouns, • talk about what their friends like using common and proper nouns, • fill in blank spaces using common and proper nouns. | <ol style="list-style-type: none"> 1) Why is it important to refer to people and places by their names? 2) What things can you see in the classroom? |
| Core Competencies to be developed: Communication: The learner’s ability to speak clearly is enhanced as the learner uses common and proper nouns correctly. | | | | |
| Values: Respect is enhanced as the learner talks positively about their friends. | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they use proper nouns correctly.

Links to other Learning Areas:

The learner applies the knowledge on common and proper nouns to learning of similar concepts in Kiswahili Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|---|
| 9.4 Writing | 9.4.1 Punctuation (capital letters and the full stop) (2 lessons) | By the end of the sub strand, the learner should be able to: - a) identify capital letters, small letters and the full stop in a text, b) use capital and small letters correctly for names and proper nouns in writing, c) realize the use of capital letters, small letters and the full stop in writing. | Learner is guided to: <ul style="list-style-type: none"> • observe a display of correctly written text containing capital and small letters, • point out capital letters, small letters and the full stop in a text, • use capital and small letters correctly when writing proper nouns, • practise writing their names/names of their friends starting with capital letters. | 1) Why do we use the full stop? 2) When do we use capital letters? |
| Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they use capital letters and the full stop correctly. | | | | |

Learning to learn: The learner's ability to learn independently is enhanced as they practise writing their names/names of their friends starting with capital letters.

Values:

Unity: Cooperation is enhanced as the learner works collaboratively with peers.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem) : The learner's self-esteem is nurtured as they use target punctuation correctly in writing.

Link to other Learning Areas:

The learner applies proper use of punctuation to learning of similar concept in Kiswahili and indigenous Language Activities.

10.0 Safety

Suggested vocabulary

safe, danger, needle, bottle, stones ,pain, hurt, blood ,hot ,thorn ,first aid ,lock, door, ambulance, steep, play, toy, cart

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|---|
| 10.1 Listening and Speaking | 10.1.1 Pronunciation and vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target sounds for oral fluency, b) pronounce the words with the target sounds in preparation for reading, c) use new words correctly in oral communication, d) realise the importance of varied vocabulary in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to the target sounds as modelled by peers, teacher or audio recording, • say words with the vowel sounds and diphthongs: <ul style="list-style-type: none"> ○ / æ/ as in heart ○ / ɔ: /as in thought ○ /i:/ as in feet ○ /u:/ as in pool ○ / ɔɪ / as in boy ○ / eɪ / as in day • play word family games containing the target sounds, • use picture clues to explain the meaning of new words related | <ol style="list-style-type: none"> 1. What happens if we don't listen to instructions carefully? 2. How can we ensure we are safe when doing activities at home or at school? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> • to safety, • play video games related to the theme with peers, • respond to simple questions and instructions about safety. | |
| <p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they pronounce words with the target sounds correctly.</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they practise pronouncing words containing the target sounds.</p> | | | | |
| <p>Values:</p> <p>Unity is enhanced as learner work collaboratively with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues:</p> <p>Socio -economic issues (Safety and security) : The learner’s safety is enhanced as the learner acquire information about safety.</p> | | | | |
| <p>Link to other Learning Areas</p> <p>The learner applies the skills of correct pronunciation to learning of similar concept in Kiswahili and Indigenous Language Activities.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|--|
| 10.2 Reading | 10.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words with the target sounds in preparation for reading, b) read a text accurately, at the right speed and with expression for fluency, c) realize the importance of reading accurately, at the right speed and with expression in lifelong | The learner is guided to: <ul style="list-style-type: none"> • identify and read words with the target sounds(a:/, /o:/, /i:/, /u:/, /oi/ and /ei/), • track print through finger pointing observing punctuation as the teacher reads, • engage in timed reading (30 words per minute) displaying the correct expressions and observing punctuations, • practice reading sentences containing decodable and non-decodable words with peers. | <ol style="list-style-type: none"> 1. What do you like reading? 2. How can you show that you are observing correct punctuations? |
| <p>Core competencies to be developed: Learning to learn: The learner’s ability to develop relationships is enhanced as practices reading sentences containing decodable and non-decodable words with peers.</p> | | | | |

Values:

Responsibility is developed as the learner engages actively in activities to excel in reading fluency.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they acquire reading fluency skills

Link to other Learning Areas:

The learner applies reading fluency skills when reading words in all learning areas.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------------------------|---|--|---|---|
| 10.3 Language use | 10.3.1 Simple prepositions (in, on, under, between, behind, in front, inside, outside) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct placement of targeted prepositions to show positional relationship, b) use prepositions in relevant contexts, c) realise the use of prepositions for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • discuss where different objects are found at home • describe positions of various items as displayed in the classroom, • engage in a hide and seek game in small groups to locate their peers, • play a digital games based on prepositions, • construct sentences featuring target prepositions in a story, poem or conversation, • role play situations related to the theme involving use of target prepositions. | <ol style="list-style-type: none"> 1. Where do we keep different items in the classroom? 2. Where do we keep different items at home? |

Core Competencies to be developed:

Digital literacy-learner interact with technology as they play digital games based on prepositions.

Values:

Unity:cooperation is developed as learners collaborate and take up assigned roles games.

Social justice: fairness is enhanced learners accord each other equal opportunities in sharing roles.

Link to Pertinent and Contemporary Issues:

Life skills -(self-esteem) learner's esteem is enhanced as the learner uses prepositions in various contexts correctly.

Links to other Learning Areas :

Prepositions are emphasized in Kiswahili and Indigenous Languages.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|--|
| 10.4 Writing | 10.4.1 Punctuation (capital letters and question marks) (2 lessons) | By the end of the sub strand, the learner should be able to: - a) identify capital letters and question marks in a text, b) use capital and question marks in sentences correctly, c) acknowledge the use of capital letters and question marks in writing. | The learner is guided to: <ul style="list-style-type: none"> ● Show capital letters and question marks in a written text, ● punctuate sentences using capital letters and question marks, in pairs/small groups, ● use capital letters and question marks in sentences related to the theme. | <ol style="list-style-type: none"> 1. Why do we use the question marks? 2. When do we use capital letters? |
| Core Competencies to be developed: | | | | |
| Learning to learn- learning independently is enhanced as they practise how to use the target punctuation correctly in writing. | | | | |
| Values: Unity: Cooperation is enhanced as learners work collaboratively in groups. | | | | |
| Link to Pertinent and Contemporary Issues: | | | | |
| Life skills (self-esteem) – learners acquire high enhanced level of self-esteem as they punctuate their writing correctly. | | | | |
| Link to other Learning Areas: | | | | |
| Proper use of punctuation is emphasised in Kiswahili and Indigenous Language Activities. | | | | |

11.0 Community Leaders

Suggested vocabulary

chief, leader, group leader, head teacher, pastor, Imam, guide, advise,

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| <p>11.1 Listening And Speaking</p> | <p>11.1.1 Pronunciation And Vocabulary</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise the target sounds in words from an oral text, b) articulate words correctly to discriminate the target sounds, c) use the vocabulary learnt in relevant contexts, d) advocate for appropriate pronunciation for clarity in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a print or digital text containing the target sounds: /ʃ/, /tʃ/, /θ/, /ð/, • practise sound discrimination using minimal pairs, • pick out the target vocabulary as used in short sentences/short paragraphs/teacher read-aloud stories • infer the meaning of new words from stories, dialogues, and role plays, • construct simple sentences using new words learnt, | <ul style="list-style-type: none"> 1. How can we use sounds to make new words? 2. How do we learn to pronounce words correctly? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • practise pronouncing words in response to picture cues, with peers, • recite poems/ rhymes/ tongue twisters using words with the target sounds. | |
| Core Competencies to be developed: | | | | |
| Learning to learn: The learner’s self- discipline is enhanced as they practise appropriate pronunciation to discriminate sounds in words. | | | | |
| Citizenship (Leadership): The learner acquires information on the role and responsibilities of community leaders | | | | |
| Values: | | | | |
| Respect is developed as the learner understands and appreciates community leaders. | | | | |
| Pertinent and contemporary issues: | | | | |
| Life skills (Self-esteem): The learner acquires enhanced level of self-esteem as they pronounce words correctly. | | | | |
| Link to other Learning Areas: | | | | |
| The learner applies pronunciation skills when pronouncing words in Kiswahili and Indigenous Languages Activities. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|-------------------------------|--|---|-------------------------------------|
| 11.2 Reading | 11.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds correctly,</p> <p>b) read sentences in a text accurately, at the right speed and with expression for effective communication,</p> <p>c) realize the importance of fluency in reading.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen to short paragraphs containing words with the target sounds: /f/, /tʃ/, /θ/, /ð/ • read words with the target sounds adhering to the correct pronunciation, • watch videos on reading fluently, • read simple sentences in the story aloud paying attention to the punctuation, • take part in timed-reading competitions. • recite poems/ rhymes related to the theme. | Which words have the target sounds? |
| <p>Core competencies to be developed:</p> | | | | |
| <p>Communication: The learner’s speaking skills are enhanced as they take part in timed-reading competitions with peers.</p> | | | | |
| <p>Values:</p> | | | | |
| <p>Respect is developed as the learner understands and appreciates others during timed reading activities.</p> | | | | |
| <p>Link to Pertinent and contemporary issues:</p> | | | | |

Learner Support Programmes (Clubs and society): Reading is enhanced as the learner recites poems in reading clubs.

Link to other learning areas

The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|----------------------------------|--|---|--|
| 11.2 Reading | 11.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions about a story related to the theme in preparation for reading,</p> <p>b) answer direct and indirect questions from a text to show comprehension,</p> <p>c) adopt reading pictures and texts for enjoyment and information.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • discuss the pictures and the title, and make predictions, • read words with the target sounds in a text of about 60 words, • take turns to read simple sentences in the story aloud, paying attention to the punctuation, • answer comprehension questions. | <ol style="list-style-type: none"> 1. What do the pictures and the title tell us about the story? 2. Which words have the target sounds? |
| <p>Core competencies to be developed</p> <p>Creativity and Imagination: The learner practices making connections as they predict what will happen in a story based on the title and the pictures.</p> <p>Citizenship(leadership)-is nurtured as the learner appreciates the role of leaders in the community</p> | | | | |
| <p>Values:</p> <p>Respect is developed as the learner displays patience with each other as they take turns in reading.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is nurtured as they answer direct and indirect questions from a text correctly to show comprehension

Link to other Learning Areas:

The learner applies the comprehension skills to learning areas of texts in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|-------------------------------|--|---|--|
| 11.3 Language Use | 11.3.1 Adjectives (2 lessons) | By the end of the sub strand, the learner should be able to: a) Identify adjectives used to describe objects and people, b) use base forms of one and two- syllable adjectives in relevant contexts, c) appreciate the use of adjectives for effective communication. | The learner is guided to: <ul style="list-style-type: none"> ● name objects in the classroom and attach appropriate adjectives to them, ● talk about objects in a picture/photograph/video clip by using correct adjectives, ● engage in language games containing base forms of one and two-syllable adjectives, ● sing songs/rhymes, recite poems that use adjectives. | How do we talk about people, things or places? |
| <p>Core Competencies to be developed: Learning to learn: The learner’s self-discipline is enhanced as they are motivated to use adjectives to describe objects and people for effective communication.</p> | | | | |
| <p>Values: Unity is developed as the learner shows team spirit during language games.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they describe objects using adjectives correctly.</p> | | | | |

Link to other Learning Areas:

The learner applies knowledge acquired to learn similar concept in Kiswahili and Indigenous Language activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|-----------------------------------|
| 11.4 Writing | 11.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify ideas depicted in different pictures related to the theme in preparation for writing, b) use 4-6 letter words to fill in gaps in sentences correctly, c) appreciate the importance of writing correctly in communication, | The learner is guided to: <ul style="list-style-type: none"> ● talk about what they have seen in pictures with peers, ● engage in spelling games with words related to the theme and picture prompts in preparation for writing, ● create sentences from pictures, with peers, ● match pictures and sentences, ● fill in gaps in sentences, | How do pictures help us to write? |
| <p>Core Competencies to be developed: Creativity and Imagination: The learner’s ability to is enhanced as they make connections create sentences from pictures, with peers.</p> | | | | |
| <p>Values: Unity: Cooperation is enhanced as learners work collaboratively with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills (self-esteem) learner acquires an enhanced level of self-esteem as they express themselves effectively through writing.</p> | | | | |
| <p>Links to other Learning Areas: The learner uses the writing skills to write sentences in Kiswahili and Indigenous Language Activities.</p> | | | | |

12.0 Living Together

Suggested vocabulary

share, respect, together, love, care, living, me , us, his , hers, unity, peace, harmony

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|---|
| 12.1 Listening and Speaking | 12.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the target sounds in words for effective communication, b) articulate words correctly to discriminate the target sounds, c) use the vocabulary learnt in relevant contexts, d) realize the importance of proper pronunciation in oral communication. | Learner is guided to: <ul style="list-style-type: none"> ● listen to an audio recording/ read aloud passage and identify words with the sounds: /e /, / i:/, / eə /, ● practise sound discrimination using minimal pairs, ● recite poems/ rhymes/ tongue twisters using words with the target sounds observing turn taking rules, ● pick out the new words as used in short sentences/short paragraphs/teacher read- aloud stories, ● practise pronouncing words in response to picture cues, ● construct simple sentences using new words, | <ol style="list-style-type: none"> 1. How would you know if someone is listening to you? 2. How do we learn to pronounce words correctly? |

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> respond to simple one-directional instructions orally or by using appropriate gestures. | |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts and recognise the target sounds in words.</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they practise using vocabulary learnt in a variety of texts.</p> <p>Citizenship: The learner becomes socially connected and respectful of diversity as they learn about living together in harmony.</p> | | | | |
| <p>Values:</p> <p>Peace is enhanced as the learner acquires information on how to live together harmoniously.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues:</p> <p>Life skills (Self-awareness): The learner self-awareness is enhanced as they learn how to live harmoniously with others.</p> | | | | |
| <p>Link to other Learning Areas</p> <p>The learner applies attentive listening skills to learning of concepts in other learning areas.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|-------------------|--|--|--------------------------|
| 12.2 Reading | 12.2.1 Fluency | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target sounds in a text, b) read sentences in a text accurately, at the right speed and with expression for effective communication c) realize the importance of fluency in reading. | The learner is guided to: <ul style="list-style-type: none"> • listen to short paragraphs and point out words with the target sounds: /e /, / i:/, /ea/,/i:/ , • read words with the target sounds correctly, • read simple sentences in a story aloud paying attention to the punctuation, • take part in timed-reading of a text of about displaying the right expressions, • recite poems/ rhymes related to the theme with peers. | How do we read fluently? |
| <p>Core Competencies to be developed:</p> <p>Collaboration: The learner’s team work spirit is enhanced as they collaborate with others to recite poems/rhyme to gain fluency in reading.</p> | | | | |

Values:

Respect is enhanced as the learner appreciates the effort of peers in reading fluently.

Link to Pertinent and Contemporary Issues:

Learner Support Programmes (Clubs and societies): The learner practises reading fluently in reading clubs.

Link to other Learning Areas

The learner applies reading fluency as they read texts in Kiswahili Language Activities..

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------|--|---|---|---|
| 12.2 Reading | 12.2.1 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) make predictions about a story related to the theme based on the title and picture, b) read words that have the target sounds in a text related to the theme, c) respond to direct and indirect questions from a text to show comprehension, d) adopt reading pictures and texts for enjoyment and information. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • make predictions of what will happen after discussing the title and pictures in the text, • read a story and identify words that have the sounds: /e /, /i:/, / eə /, / with their meaning, • talk about their own experiences in relation to the story, with peers, • respond to direct and indirect questions from a text in print or digital device, using contextual clues, • role play, with peers the events from a story. | <ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. How can you tell that someone has understood a story? 3. What makes a story interesting? |

Core Competencies to be developed:

Creativity and imagination: The learner practices making connections as they talk about their own experiences in relation to the story.

Values:

Responsibility is enhanced as the learner engages in assigned roles and duties during role play activity with peers.

Link to Pertinent and Contemporary Issues:

The learner applies comprehension skills to learning of texts in Kiswahili and Indigenous Language Activities.

Link to other Learning Areas

Comprehension is necessary for learning across the curriculum.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question (s) |
|------------------------------------|--|--|---|---|
| 12.3 Language Use | 12.3.1 Use of possessives (my, our, her, his, their, its) (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise possessives from a written text, b) use possessives to talk about ownership in relation to the theme, c) adopt the use of possessives to show ownership in oral communication. | The learner is guided to: <ul style="list-style-type: none"> ● identify objects in the classroom and attach appropriate possessives to each, ● ask questions whose responses will include possessives such as: (my pen, his book) with peers, ● engage in a role play to show ownership of various items. ● pick out possessives from a text, ● use possessives in phrases and sentences to illustrate ownership. | <ol style="list-style-type: none"> 1. Which words do we use to show ownership? 2. Why is it important to use possessives correctly? |

Core Competencies to be developed:

Learning to learn: The learner develops relationships as they carry out an activity of showing assertiveness when referring to what belongs to them with peers.

Values:

Integrity is enhanced as they learn to respect other people's property when learning about possession.

Link to Pertinent and Contemporary Issues:

Life skills (Self-awareness): The learner's self-awareness is enhanced as they learn about possession.

Link to other Learning Areas:

The learner links the concept of possessive pronouns to learning of similar concept in Kiswahili Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|---|
| 12.4 Writing | 12.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise the correct words to fill in gaps to complete sentences, fill in gaps in simple sentences for effective communication, realise the importance of writing complete sentences to express meaning. | The learner is guided to: <ul style="list-style-type: none"> work with peers to match pictures with words, pick out correct words that can be used to fill in gaps in sentences appropriately, use the words provided to fill in gaps correctly and meaningfully in given sentences, write short sentences using prompts. | <ol style="list-style-type: none"> Why is it important to write clearly and legibly? What should you consider when selecting words to fill in gaps? |
| Core Competencies to be developed: Communication: The learner’s ability to write clearly and effectively is enhanced as they fill in gaps in simple sentences. | | | | |
| Values: Unity is enhanced as the learner works collaboratively with peers to match pictures with words. | | | | |

Link to Pertinent and contemporary issues

Life skills (Self-esteem): The learner's acquires an enhanced level of self-esteem as they fill in gaps to complete sentences.

Link to other Learning Areas:

The learner applies the writing skills to write sentences in other learning areas.

DRAFT

13.0 Technology

Suggested vocabulary

mobile phone, call, battery, text, message, smartphone, airtime, balance, photograph, selfie, games, music, charge

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|--|---|
| 13.1 Listening and Speaking | 13.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify target sounds in words from an oral text , b) articulate words with the target sounds accurately to discriminate the sounds, c) use the vocabulary learnt in relevant context, d) adopt using the vocabulary learnt to communicate effectively in various contexts. | The learner is guided to: <ul style="list-style-type: none"> • listen to a print or digital text containing the target sounds: /ʊ/ and /eɪ/ (pay, wait) • practise sound discrimination using minimal with peers, • pick out the target vocabulary as used in short sentences/short paragraphs/teacher read-aloud stories • infer the meaning of new words from stories, dialogues, and role plays, • construct simple sentences using new words learnt, • practise pronouncing words in response to picture cues and record themselves, recite poems/ rhymes/ tongue twisters using words with the target sounds. | Why is it important to pronounce words correctly? |

Core Competencies to be developed:

Communication: The learner’s ability to speak clearly and correctly is enhanced as they use the vocabulary learnt in relevant context.

Digital literacy: The learner’s ability to create with technology is enhanced as they practise pronouncing words response to picture cues and record on digital devices.

Values

Responsibility is enhanced as the learner handles digital devices carefully as they record their responses.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner’s self-esteem is nurtured as they learn how to use the digital devices appropriately.

Link to other Learning Areas:

The learner applies the vocabulary learnt to learn similar concepts on technology in other learning areas..

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|---|
| 13.2 Reading | 13.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) use the title and the pictures to make predictions about a story, b) use context clues to infer the meanings of new words, c) answer direct and indirect questions from a text to show comprehension, d) recommend reading for enjoyment and information. | The learner is guided to: <ul style="list-style-type: none"> • talk about the title and pictures of a story with peers, • make predictions of where the action could be happening, • read a text (about 60 words) aloud with peers, • infer the meanings of words using contextual clues, • answer comprehension questions related to the theme, | <ol style="list-style-type: none"> 1. What do you see in the pictures? 2. Where do you think the events in story are happening? |
| <p>Core competencies to be developed Creativity and imagination: The learner’s ability to make connections is enhanced as they make predictions of where the action could be happening.</p> | | | | |
| <p>Values: Respect is enhanced as the learner appreciates the opinions of peers during discussions.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self -esteem): The learner acquires an enhanced level of self-esteem as they use analytical skills to make predictions of a story.

Link to other Learning Areas:

The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|--|
| 13.3 Language Use | 13.3.1 Yes/ No questions (with can, may, will) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify Yes/No questions, with <i>can</i> , <i>may</i> and <i>will</i> from a text, b) respond to Yes/No questions using <i>can</i> , <i>may</i> and <i>will</i> , for clarity in communication, c) realise the use of <i>can</i> , <i>may</i> and <i>will</i> to seek information. | The learner is guided to: <ul style="list-style-type: none"> • use songs/short poems to practice the use of Yes/No questions with <i>can</i>, <i>may</i> and <i>will</i>, • point out questions which require a YES/NO response from a written text, • ask and answer Yes/No questions related to the theme using <i>can</i>, <i>may</i> and <i>will</i>, • restate sentence structures containing Yes/No questions from a story, poem or conversation they have listened to, • role play activities that will elicit use of <i>can</i>, <i>may</i> and <i>will</i>. | 1. How do you ask your friends for help? |
| <p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they ask and answer Yes/No questions related to the theme using <i>can</i>, <i>may</i> and <i>will</i>.</p> | | | | |

Values

Love is enhanced as the learner shows respect to peers during question and answer activities.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they ask and answer questions appropriately.

Link to other Learning Areas

The learner uses question and answer as a mode of learning in all learning areas.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|--------------------------------|
| 13.4 Writing | 13.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct form of words to be used in writing simple sentences, b) rearrange words to form simple sentences for fluency in writing, c) realise the importance of writing correct and meaningful sentences to express meaning. | The learner is guided to: <ul style="list-style-type: none"> • write the correct words with the target sounds from a dictation, • play a sentence- building drill game using the correct form of words, • match pictures with the correct sentences, • rearrange jumbled words to form simple sentences, • individually form simple sentences related to the theme (3-5 sentences) | What makes a sentence correct? |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they rearrange words to form simple sentences for fluency in writing.</p> <p>Collaboration: The learner’s team work spirit is enhanced as they play sentence building drills collaboratively with peers observing the rules of engagement.</p> | | | | |
| <p>Values:</p> <p>Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they engage in sentence building drills.</p> | | | | |

Link to Pertinent and Contemporary Issues:

Life skills (Self -esteem): The learner's self-esteem is enhanced as they write correct and meaningful sentences

Link to other Learning Areas:

The learner uses the writing skills acquired to write sentences in Kiswahili and Indigenous Language Activities.

DRAFT

14.0 Numbers

Suggested vocabulary

count, colour, size, number value, shape, once, age, page, change, nice, twice,

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|--|--|---|
| 14.1 Listening and Speaking | 14.1.1 Pronunciation and Vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the target sounds used in words for effective communication, b) articulate the words with the target sounds in oral communication, c) use the vocabulary for oral communication in relevant contexts, d) advocate for appropriate use of correct pronunciation in communication. | Learner is guided to: <ul style="list-style-type: none"> ● listen to a variety of words, songs, poems and stories with the sounds: /dʒ/, /s/, /ŋ/ ● practise pronouncing the target sounds in mouth- position models demonstrated by the teacher or a video clip, ● practise pronouncing words in response to picture cues with peers, ● use the vocabulary learnt to construct simple sentences. ● sing songs/chants using words related to the theme. | <ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why is it important to learn new words? |

Core Competencies to be developed:

Communication: The learner's ability to listen keenly and actively is enhanced as they listen to words with the target sounds and articulate them correctly.

Values:

Unity: Cooperation is enhanced as the learner works collaboratively with peers on specific tasks.

Link to Pertinent and Contemporary Issues:

Life skills (Self -esteem): The learner's self-esteem is enhanced as they pronounce words correctly.

Link to other Learning Areas:

The learner uses the pronunciation skills to learn similar concept in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|----------------------------|--|---|--|
| 14.2 Reading | 14.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds in preparation for reading,</p> <p>b) read sentences in a text accurately, at the right speed and with expression for fluency,</p> <p>c) realise the role of fluency in reading.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● identify and read words with the sounds /dʒ/, /s/, /ŋ/ from a text, ● practise reading a text containing words with the target letters sounds adhering to the correct pronunciation, ● practise reading sentences containing decodable and non-decodable words, ● engage in timed reading (30 words per minute), displaying the right facial expressions and tone, ● participate in a readers theatre where he or she reads some lines or stanzas of a poem. | <p>1. What makes it easy to read fluently?</p> |
| <p>Core Competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable and non- decodable words for reading fluency.</p> | | | | |

Values:

Responsibility is enhanced as the learner offers guidance to those with difficulties during reading activities.

Link to Pertinent and Contemporary Issues:

Learner Support Programmes (Peer Education and Mentorship): The learner assists peers to read fluently.

Link to other Learning Areas

The learner uses the reading fluency skills to read texts Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|--|
| 14.2 Reading | 14.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) read words that have the target sounds in a text related to the theme, c) respond to direct and indirect questions from a text to show comprehension, d) adopt reading pictures and texts for enjoyment and information. | The learner is guided to: <ul style="list-style-type: none"> • discuss the title and pictures in the text and make predictions of what will happen, • read a story and identify words that have the sounds /dʒ/, /s/, /ŋ/, • read simple stories or passages aloud, • talk about their own experiences in relation to the story, with peers, • respond to direct and indirect questions from a print or non print text using contextual clues, • role play, with peers, the events from a story read. | <ol style="list-style-type: none"> 1. How can we tell that someone has understood a story? 2. What helps us to understand a story? |
| <p>Core competencies to be developed: Creativity and Imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story, with peers.</p> | | | | |

Values:

Respect is enhanced as the learner appreciates the opinions of peers during discussions.

Link to Pertinent and Contemporary Issues:

Life skills (Creative and critical thinking skills): The skills are enhanced as the learner uses contextual clues to answer indirect questions.

Link to other Learning Areas:

The learner uses the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|---|---|---|
| 14.3 Language Use | 14.3.1 Adverbs of Place (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the adverbs of place in sentences to show awareness, b) use adverbs of place to describe the position of objects and people for effective communication, c) realize the importance of proper use of adverbs of place to describe the position of objects and people in the environment. | The learner is guided to: <ul style="list-style-type: none"> • identify different positions of things in the classroom, • point out the adverbs of place in sentences, • practise using adverbs of place to construct sentences describing objects in the classroom, • sing songs ,role play and recite poems related to the theme with peers. | <ol style="list-style-type: none"> 1. Where do you find different things in the classroom? 2. Why is it important to place things in the right place? |
| <p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and correctly is enhanced as they use adverbs of place to describe the position of objects and people.</p> | | | | |

Values :

Responsibility is enhanced as the learner takes up roles during role play activities with peers.

Link to Pertinent and Contemporary Issues

Life skills (Self-esteem): The learner's self-esteem is enhanced as they use the knowledge of adverbs of place to describe the position of objects and people.

Link to other Learning Areas:

The learner uses the knowledge on adverbs to learn similar concept in Kiswahili Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|---|--|
| 14.4 Writing | 14.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise words related to the theme in simple sentences, b) write simple meaningful sentences as guided for effective communication, c) realise the importance of writing for effective communication. | The learner is guided to: <ul style="list-style-type: none"> ● identify the target vocabulary in sentences, ● write simple meaningful sentences(not more than 5 words), ● practise writing sentences from a substitution table, ● fill in gaps to complete sentences, ● form simple meaningful sentences in relation to the theme. | <ol style="list-style-type: none"> 1. Why is it important to write meaningful sentences? 2. What makes it easy to write clear sentences? |
| <p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write simple meaningful sentences.</p> | | | | |
| <p>Values: Responsibility is enhanced as the learner ensures they complete tasks on given time.</p> | | | | |

Link to Pertinent and contemporary issues:

Life-skills (Self-esteem): The learner's self-esteem is nurtured as they write correct sentences for effective communication.

Link to other learning areas:

The learner uses the writing skills to write correct sentences in other learning areas.

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15.0 Conserving Resources

Suggested vocabulary:

waste, save, careful, share, close, switch off, spare, dustbin, re-use

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|--|
| 15.1 Listening and Speaking | 15.1.1 Pronunciation and vocabulary (4 lessons) | By the end of the sub strand, the learner should be able to: a) identify the target sounds in an oral text, b) articulate words with the target sounds correctly to discriminate sounds, c) use the vocabulary learnt in relevant contexts. d) realize the role of vocabulary in communication. | The learner is guided to: <ul style="list-style-type: none"> ● listen to and pronounce words with the target sounds: /l/, /s/, /r/ as modeled by the teacher or audio recording, ● practise sound discrimination using minimal pairs, ● use the vocabulary relevant to the theme in short sentences, ● play language games to practise new words, ● recite rhymes, sing songs and say tongue twisters with the target sounds with peers. | 1. What are the words that we can make from the sound given? |

Core Competencies to be developed:

Communication: The learner's ability to speak clearly and correctly is enhanced as they use the new words learnt to talk about conserving resources.

Critical thinking and problem solving: The learner's ability to apply what they have learnt is enhanced as they use knowledge learnt to conserve resources.

Values

Respect: Acceptance is developed as the learner accepts diverse opinions from others during group discussions.

Link to Pertinent and Contemporary Issues:

Socio-economic issues (Environmental Education and climate change):- The learner is sensitised on avoiding wastage and uses resources at home in the right way.

Link to other Learning Areas

The learner applies attentive listening skills to learning of concepts in other learning areas.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|----------------------------|---|--|--|
| 15.2 Reading | 15.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds accurately,</p> <p>b) read sentences in a text accurately, at the right speed and with expression for effective communication,</p> <p>c) realise the importance of fluency in reading.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> • identify words with the sounds /l/, /s/, /r/ from a text, • read a text containing words with the target letters sounds adhering to the correct pronunciation, • practise reading sentences containing decodable and non-decodable words, in small groups, • engage in timed reading (30 words per minute) displaying the right facial expressions and tone. • participate in a readers theatre where he or she reads some lines or stanzas of a poem. | 1. Why are punctuation marks important in reading? |
| <p>Core Competencies to be developed:</p> <p>Learning to learn: The learner’s self-discipline is enhanced as they practise reading sentences containing decodable and non-decodable words for fluency in reading.</p> <p>Citizenship: The learner becomes ethically responsible as thy use resources responsibly.</p> | | | | |

Values:

Integrity: The learner's discipline is enhanced as they utilise resources prudently.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they acquire reading fluency skills.

Link to other Learning Areas

The learner uses fluency skills to read fluently in Kiswahili Language Activities..

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| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|---|--|---|
| 15.2 Reading | 15.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words that have the target sounds in a text related to the theme, b) make predictions about a story using the title and the pictures, c) respond to direct and indirect questions from a text to show comprehension, d) adopt reading pictures and texts for enjoyment and information. | Learner is guided to: <ul style="list-style-type: none"> • read simple sentences aloud while paying attention to new words and correct pronunciation of words with sounds :/l/, /r/, /s/, • discuss the title and the pictures of the story to make predictions, • read a text (of about 60 words) aloud, • infer the meanings of new words using contextual clues, • answer direct and indirect questions using contextual clues, • draw pictures to show what is happening in the story, • read a text or view pictures for enjoyment and information. | <ol style="list-style-type: none"> 1. What do the pictures tell us about the story? 2. What does the title tell us about the story? |
| <p>Core Competencies to be developed: Creativity and imagination: The learner’s communication and self-expression skills are enhanced as they draw pictures to show what is happening in the story.</p> | | | | |

Learning to learn: The learner's self-discipline is enhanced as they read a text or view pictures for enjoyment and information.

Values:

Respect is enhanced as the learner appreciates diverse opinions from peers during discussions.

Link to Pertinent and Contemporary Issues:

Socio-economic issues (Environmental Education and climate change): The learner is sensitized on how to use resources properly.

Link to other Learning Areas:

The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|--|--|---|
| 15.3 Language Use | 15.3.1 Interjections of surprise (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify interjections of surprise in a variety of texts, b) use interjections of surprise in simple sentences related to the theme, c) adopt the use of interjections of surprise in day today communication. | Learner is guided to: <ul style="list-style-type: none"> • listen to a short dialogue from an audio recording containing interjections of surprise, • repeat sentence structures containing interjections of surprise from a story, poem or conversation they have listened to, • respond appropriately to interjections of surprise as modelled, • use digital devices to search for emojis showing surprise, • practise making different familiar faces showing surprise with peers, • construct sentences using interjections of surprise, • recite rhymes and poem related to the theme using interjections of surprise. | <ol style="list-style-type: none"> 1. How can you tell that someone is surprised? 2. What are the things that can make someone surprised? |
| <p>Core Competencies to be developed:</p> <p>Digital literacy: The learner' interaction with digital technology is enhanced as they use digital devices to search for emojis showing surprise.</p> <p>Communication: The learner's ability to write clearly and correctly is enhanced as they use interjections of surprise in simple</p> | | | | |

sentences.

Values:

Unity is enhanced as the learner works collaboratively with peers to recite rhymes and poem related to the theme using interjections of surprise.

Link to Pertinent and contemporary issues:

Life skills (Self-esteem): The learner's self-esteem is nurtured as they use interjections correctly in communication.

Link to other learning Areas:

The learner uses the knowledge of interjections of surprise to learn similar concept in Kiswahili Language and Indigenous Language Activities.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|--|
| 15.4 Writing | 15.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise the correct order of word in sentences, b) write sentences of not more than five words related to the theme, c) realize the importance of writing correct and meaningful sentences to express meaning. | Learner is guided to: <ul style="list-style-type: none"> • identify the target vocabulary in sentences, • match pictures with the correct sentences • write meaningful sentences (not more than 5 words), • fill in gaps to complete sentences, • form simple meaningful sentences in relation to the theme. | 1. Why are words important in writing? |
| Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write sentences of not more than five words. | | | | |
| Values: Unity: Cooperation is enhanced as the learner displays team spirit as they work with peers. | | | | |
| Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they expresses himself/herself creatively in writing. | | | | |
| Link to other areas: The learner applies writing skills to write correctly in other learning areas. | | | | |

WRITING RUBRIC - GRADE 1

| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Below Expected Level |
|--|--|--|--|--|
| Ability to compose a simple paragraphs | Composes paragraphs of 5 to 6 sentences | Composes paragraphs of 3-4 complete sentences | Composes paragraphs of 1 or 2 complete sentences | Writes some words but unable to construct coherent sentences |
| Ability to use capitals | Starts all sentences with capital letters | Starts most sentences with capital letters | Needs frequent reminders to use capital letters | Does not use capital letters |
| Ability to punctuate sentences appropriately | Uses full stops, question marks and exclamation mark correctly | Uses full stops, question marks and exclamation mark in most sentences correctly | Frequent reminders are needed to use full stops, question marks and exclamation mark in most sentences | 1, 2 or the 3 terminal punctuation marks are missing. |
| Ability to spell words correctly | Spells known words correctly. | Spells most known words correctly | Spells 4 or more known spelling words missed | Most words are misspelled |
| Ability to use legible and neat handwriting | Shapes, forms and spaces all letters correctly. | Shapes, forms and spaces most letters correctly. | Letters difficult to read A few reversals and irregular spaced words | Letters difficult to read Numerous reversals and irregularly spaced words. Handwriting Illegible |

| | | | | |
|---|--|--|--|--------------------|
| Ability to use language correctly | Observes subject verb agreement. Uses plurals, pronouns and nouns correctly Uses correct verb tenses and “ing” and “ed” correctly | Observes subject verb agreement. Uses plurals, pronouns and nouns correctly Uses correct verb tenses and “ing” and “ed” correctly | Does not use plurals or proper nouns Does not use verb tenses | |
| Ability to maintain relevance to the topic or theme | Logical communication of a topic | All sentences are about the same topic. | Ideas are random without single topic. | Ideas are unclear. |

Anticipate 1 to 2 sentences at the beginning of first grade and 3 to 4 sentences at the end of first grade. Anticipate slow progress over several months.

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

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

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

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

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

Assessment of the CSL Activity

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

Suggested non formal learning activities

| Listening and speaking | |
|-------------------------------|---|
| 1.1 | Participation in poetry recitations during music and drama festivals. |
| 2.1 | Readers' theatres organised after classes where poems are read for fun. |
| 3.1 | Engaging in public speaking contests where knowledge on pronunciation is applied. |

| | |
|----------------|--|
| 6.1 | Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. |
| 7.1 | Debating club contests |
| 8.1 | Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. |
| 13.1 | Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. |
| 11.1 | Taking part in integrity clubs in schools to help learners hone their speaking skills. |
| Reading | |
| 1.2 | Reading news during the morning assembly. |
| 3.2 | Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps. |
| 4.2 | Collecting narratives from their community for a school magazine. |
| 5.2 | Performing short plays, conversational poems or choral verses within the school or during drama festivals. |
| 12.2 | Acting as reporters, sports commentators or journalists during sports and games activities in school. |
| Grammar | |
| 3.3 | Essay writing competitions on different topics. |
| 6.3 | Debating club sessions to enhance their language competency. |
| Writing | |
| 8.4 | Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. |
| 12.4 | Spelling contests among schools. |

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Suggested Assessment Methods

| Listening and Speaking | Reading Skills | Grammar | Writing Skills |
|---|--|---|---|
| <ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests | <ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read | <ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests | <ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests |

Suggested Learning Resources

| Non-digital | Digital |
|--|--|
| <ul style="list-style-type: none">• Course books• Story books• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopaedia• Journals• Dictionaries• Diorama• Flash cards• Word wheels• Word puzzles• Code words• Charts and realia | <ul style="list-style-type: none">• Digital story books• Pictures and photographs• Journals• Electronic and digital devices• Electronic or online dictionaries• Flash cards• Charts• Video clips• Audio-visual resources• Other web resources |