



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

PRE PRIMARY 2

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Pre Primary one (PP1) curriculum design is the commencement of formal schooling in Pre Primary Education. It focuses on pre literacy, pre numeracy, motor and cognitive development, and social and emotional skills.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2017. Pre Primary one is the foundation of learning in the reformed education structure as provided for in the Basic Education, Act, 2013.

The reviewed PP1 curriculum furthers learning already acquired at home (PP2). The curriculum provides opportunities for learners to acquire pre literacy and pre numeracy skills as they enjoy living and learning through play and to develop self-awareness, self-esteem and self-confidence. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the PP1 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for PP1 and prepare them for smooth transition to PP2. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The PP1 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the PP1 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at PP1 and preparation of learners for transition to PP2.

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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 FOR PRE PRIMARY SCHOOL

S/No	Activity Area	Number of Lessons Per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

1. demonstrate acquisition of literacy, numeracy and communication skills for continuous learning,
2. develop desirable social, moral and religious values for harmonious co-existence,
3. develop creative, innovative and critical thinking skills for problem solving,
4. develop awareness of the immediate environment for learning and enjoyment,
5. develop physically, emotionally and spiritually for self-personal growth,
6. demonstrate respect and value for own country and diverse cultures for national cohesion,
7. discover their interest and talent for self-fulfilment and contribution to the society.

ESSENCE STATEMENT

Creative Activities at Pre Primary Education integrates concepts of psychomotor, music, art and craft activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. It also fosters development of fine motor, gross motor, sensory, visual, auditory, logical and eye- hand coordination skills. Pre-primary learners at this formative stage, learn effectively through play based approaches. Integration and adaptation of related learning experiences have been incorporated since every learner is unique and develops at their own pace. An integrated and thematic approach will be used to integrate the various concepts and experiences that will be provided to the learners. The competencies acquired will be up-scaled subsequent grades.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. develop basic knowledge, skills and values in creative activities for sustainable learning,
2. explore creativity, imagination, and self-expression to foster curiosity and problem solving skills through creative activities,
3. communicate thoughts, experiences or ideas, and practice social skills in creative activities,
4. exhibit positive intrapersonal and interpersonal skills in creative activities for cohesion,
5. demonstrate competence in the motor skills needed to perform a variety of creative activities,
6. apply technological skills for learning and enjoyment within their local environment.

THEMES AT PRE PRIMARY TWO

1. OUR NEIGHBOURHOOD

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

2. OUR SCHOOL

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

- Buildings in our schools

3. ANIMALS

- Domestic animals
- Wild animals
- Pests

4. WEATHER CONDITIONS

- Sunny
- Cloudy
- Rainy
- Windy

5. WATER

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

6. OUR MARKET

- Things found in the market

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 OUR NEIGHBOURHOOD	1.1 Doodling	15
	1.2 Painting	20
2.0 OUR SCHOOL	2.1 Mosaic	15
	2.2 Swinging and Stretching	15
	2.3 Body Percussions	20
3.0 OUR MARKET	3.1 Colouring	20
4.0 ANIMALS	4.1 Modelling	20
	4.2 Walking and Hopping	15

5.0 WEATHER	5.1 Paper Pleating	20
6.0 WATER	6.1 Water play	20
TOTAL		180

NOTE:

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

1.0 OUR NEIGHBOURHOOD

THEME: OUR NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Our Neighbourhood	1.1 Doodling (15 Lessons) <ul style="list-style-type: none"> • <i>Doodle pictures of plants in the neighbourhood</i> • <i>Action songs-things found in the neighbourhood</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used in doodling, b) make simple pictures of plants in the neighbourhood using doodling technique, c) perform action songs about things found in the neighbourhood for fun, d) appreciate own and others' doodles. 	The learner is guided to: <ul style="list-style-type: none"> • collect materials used in doodling, • pick and name materials used in doodling in turns, • pick and share materials equitably for use in doodling, • make doodle simple pictures of plants in the neighbourhood, • sing action songs about things found in the neighbourhood, • Collaboratively, perform body movement as they sing about things found in the neighbourhood, • display their works and talk about their pictures. 	<ol style="list-style-type: none"> 1. How does one make a doodle? 2. Why is doodling a necessary skill?

Core Competencies to be developed:

- Creativity and Imagination: Learner undertakes group activities to explore new ideas in doodling.
- Learning to Learn: Learner carries out new activities with peers when performing body movements as they sing.

Values:

- Respect: Learner appreciates others' opinions when developing simple pictures of things found in their neighbourhood in pairs.
- Love: Learner puts the interest of others first, when sharing materials used in doodling.

Pertinent and Contemporary Issues:

- Social Awareness: Learner develops life skills of social awareness as they relate well with others when performing body movements in groups.

Link to other Learning Areas:

Environmental Conservation: Learner is able to relate collection of materials from the environment in art to the importance of conserving environment in environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Our Neighbourhood	1.2 Painting (20 lessons) <ul style="list-style-type: none"> • <i>Paint items found in the neighborhood</i> • <i>Action song</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for painting in the neighbourhood, b) paint picture cut-outs of items found in the neighbourhood. c) make patterns using painted picture cut-outs of items found in the neighbourhood, d) sing an action song about things found in the neighbourhood for enjoyment, e) appreciate own and others' painted work for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • collect and name materials used for painting • watch a demonstration or video clips showing how painting is done, • pick and share painting materials, • Use materials to paint picture cut outs of items found in the neighbourhood (observe safety by avoiding licking paints, and use paints responsibly), • take turns to make random patterns using the painted cut-out pictures, • collaboratively, sing action song on things found in the neighbourhood, • wash brushes and other painting materials after use for storage without damaging the bristle, 	<ol style="list-style-type: none"> 1. How does one paint on a surface? 2. Why do we paint objects?

			<ul style="list-style-type: none"> • display their painted pictures to peers, • Keep the painted pictures in their portfolio or files. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self- efficacy: Learner identifies general features of their school when painting picture cut-outs of items found in the classroom. • Digital literacy: Learner connects to and uses the digital devices when watching video clips showing how painting is done. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learner takes turns while using sharing the paints. • Responsibility: Learner engages in assigned activities when washing brushes and other painting materials. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social Cohesion: Learner develops social cohesion as he or she acknowledges diversity when painting picture cutouts in groups. 				
<p>Link to other learning areas: Learner connects washing brushes and other painting materials to hygiene in Environmental activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in doodling and painting.	Learner identifies a variety of materials used in doodling and painting.	Learner identifies materials used in doodling and painting.	Learner identifies a few materials used in doodling and painting.	Learner identifies very few materials used in doodling and painting.
Ability to make pictures using doodling technique.	Learner makes clear and contrast pictures using doodling technique.	Learner makes clear pictures using doodling technique.	Learner makes pictures using doodling technique with little clarity and contrast.	Learner makes pictures using doodling technique which are not clear.
Ability to paint picture cut-outs of items found in the neighbourhood.	Learner paints all the picture cut-outs of items found in the neighbourhood within the outlines.	Learner paints most of the picture cut-outs of items found in the neighbourhood.	Learner paints a few picture cut-outs of items found in the neighbourhood,	Learner paints picture very few picture cut-outs of items found in the neighbourhood
Ability to sing action songs while doodling and painting.	Sings action songs while skilfully coordinating with scribbling, printing.	Sings action songs while coordinating scribbling and printing.	Sings action songs with some challenges coordinating with scribbling and printing.	Sings action songs with a lot of difficulty coordinating with scribbling and printing.

2.0 OUR SCHOOL

THEME: OUR SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.1 Mosaic (15 lessons) <ul style="list-style-type: none"> • <i>Pictures of school compound</i> • <i>Singing game – buildings found in school</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials for making mosaic pictures, b) make mosaic pictures based on buildings found in the school compound, c) perform singing game about buildings found in our school for fun, d) appreciate making mosaics from locally available materials. 	The learner is guided to: <ul style="list-style-type: none"> • collect materials for making a mosaic pictures in school, • pick and name the collected materials for making mosaic, • work collaboratively to make mosaic pictures using one of the collected materials while observing safety, • sing action songs about things found in school while displaying their mosaic work, • march and engage in a fun game with peers as they showcase their mosaic artwork, 	<ol style="list-style-type: none"> 1. How do we make a mosaic picture? 2. When can we say a picture is made of a mosaic?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learners work in groups when making mosaic pictures of buildings found in school. • Citizenship: Learner appreciates interaction with others when making a mosaic of buildings found in school. 				

Values:

- Patriotism: Learners show love for their school as they appreciate mosaic work of objects found in the school.
- Unity: Learner collaborates with others when making mosaic work in groups.

Pertinent and Contemporary Issues:

- Safety: Learner observes safety of self and materials used when collecting materials found in the school and making mosaic pictures.

Link to other Learning Areas:

Language Activities: Learner relates new terms in mosaic technique to vocabulary acquisition in Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.2 Swinging and Stretching (15 lessons) <ul style="list-style-type: none"> • <i>Swinging activities</i> • <i>Stretching activities</i> • <i>Singing game</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) differentiate swinging and stretching activities, b) perform swinging activities in school for gross motor development, c) perform stretching activities in school for gross motor development, d) perform a singing game while swinging and stretching for fun, e) appreciate own and others' pictures. 	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or video clips on swinging and stretching activities, • demonstrate swinging, • practise swinging the arms, waist, shoulders, head while observing safety, • demonstrate stretching, • practise stretching hands and legs in different directions, • collaboratively engage in a fun singing game while swinging and stretching, • display and talk about own and others performance in swinging and stretching. 	<ol style="list-style-type: none"> 1. How do you stretch and swing? 2. Why do you stretch or swing?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner listens and talks clearly when talking about safety during swinging and stretching. • Digital literacy: Learner manipulates digital devices to watch videos of learners performing swinging and stretching activities. 				

Values:

- Responsibility: Learner takes care of materials used when colouring.
- Unity: Learners work in groups when colouring drawn pictures of learners swinging or stretching.

Pertinent and Contemporary Issues:

Safety: Learner takes care of own and others safety during the outdoor swinging and stretching activities.

Link to other learning areas:

Environmental activities: Learner appreciates safety within the environment when performing swinging and stretching which is equally enhanced in environmental activities.

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.3 Body Percussions (20 lessons) <ul style="list-style-type: none"> ● <i>Body parts for - clapping, stumping, snapping.</i> ● <i>Rhythm patterns</i> ● <i>Body movements</i> ● <i>colouring</i> 	By the end of the Sub Strand the learner should be able to: a) identify parts of the body that can be used as percussion in performance of music in school, b) perform rhythms patterns using body percussion when singing in school, c) perform movements using rhythm patterns of body percussions, d) colour drawn pictures of parts of the body used as body percussions, e) appreciate own and other's efforts in body percussion.	The learner is guided to: <ul style="list-style-type: none"> ● watch a demonstration or video clips of performance of music using body percussion, ● name parts of the body that can be used to perform music, ● practise rhythmic patterns while clapping, stumping and snapping, ● practise singing while clapping, stumping and snapping in groups, ● colour drawn pictures of hands, feet, fingers and display, ● talk about own and others performance. 	<ol style="list-style-type: none"> 1. How can we use parts of our body to create musical rhythms? 2. How can you clapping make a rhythm?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to Learn: Learner works collaboratively with others when identifying parts of the body used as percussions. ● Digital Literacy: Learner operates digital devices when recording performances of musical rhythms using body percussions. 				
Values:				

- Social Justice: Learners fosters inclusivity when performing musical rhythms in turns.
- Respect: Learner appreciates diverse opinions of others when colouring parts of the body used as percussions.

Pertinent and Contemporary Issues:

Self-awareness: Learner appreciate body parts used as body percussion while producing musical rhythm.

Link to other Learning Areas:

Mathematics: Learner applies the concept of body percussion in number counting and recognition in Mathematics Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials for making pictures.	Learner identifies a variety of materials for making pictures.	Learner identifies most materials for making pictures.	Learner identifies a few materials for making pictures.	Learner identifies very few materials for making pictures.
Ability to make mosaic pictures based on buildings found in the school environment.	Learner makes mosaic pictures based on buildings found in the school environment with a lot of creativity.	Learner makes mosaic pictures based on buildings found in the school environment.	Learner makes mosaic pictures based on buildings found in the school environment with little creativity.	Learner makes mosaic pictures based on buildings found in the school environment, with no creativity.
Ability to perform swinging and stretching	Learner performs swinging and stretching	Learner performs swinging and	Learner performs swinging and stretching	Learner performs swinging and stretching

activities for gross motor development.	activities for gross motor development with consistency in coordination.	stretching activities for gross motor development.	activities for gross motor development with little consistencies in coordination.	activities for gross motor development with inconsistencies in coordination
Ability perform rhythms patterns and movements using body percussion when singing in school.	Learner performs rhythms patterns and movements using body percussion when singing in school with high coordination.	Learner performs rhythms patterns and movements using body percussion when singing in school.	Learner performs rhythms patterns and movements using body percussion when singing in school with some challenges in coordination.	Learner performs rhythms patterns and movements using body percussion when singing in school with a lot of challenges in coordination.
Ability to colour drawn pictures.	Colours drawn pictures boldly in all the provided spaces.	Colours drawn pictures on the provided spaces.	Colours drawn pictures leaving some provided spaces.	Colours drawn pictures leaving most of the provided spaces.

3.0 OUR MARKET

THEME: OUR MARKET				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Our Market	3.1 Colouring (20 lessons) <ul style="list-style-type: none"> • <i>Colouring of things found in the market (fruits, clothes, vehicles),</i> • <i>Singing game</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify colours of items or objects found in the market, b) colour the drawn pictures of items or objects found in the market, c) perform a singing game about things found in the market, d) appreciate own and others coloured pictures of objects found in the market. 	The learner is guided to: <ul style="list-style-type: none"> • watch video clips showing colours of common items or objects found in the market • collect and name materials used for colouring, • pick and share equitably the colouring materials, • mention items or objects found in the market, • collaboratively, colour pictures of items or objects found in the market, • practise a singing game about things found in the market, • display and talk about their coloured pictures and store them safely, • engage in role play activities that involves objects found in the market, 	<ol style="list-style-type: none"> 1. Why do people go to the market? 2. Why do we apply colour on drawn pictures?

			<ul style="list-style-type: none"> • display and talk about their coloured pictures, • clean their working areas and dispose waste appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learner undertakes group activities and exchange new ideas when colouring pictures of items found in the market. • Digital Literacy: Learner manipulates digital devices when watching video clips showing different colours of common items found in the market. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: Learner respects peers when colouring pictures in groups. • Responsibility: Learner cares for colours and their coloured work when colouring. 				
<p>Pertinent and Contemporary Issues: Environmental Conservation: Learner demonstrates proper waste disposal when cleaning their working areas.</p>				
<p>Link to other Learning Areas: Environmental Activities: Learner cleans working spaces and disposes waste appropriately for safety which relates well with Environmental activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify colours of items or objects found in the market.	Learner identifies a variety of colours of items or objects found in the market.	Learner identifies the colours of items or objects found in the market.	Learner identifies few colours of items or objects found in the market.	Learner identifies very few colours of items or objects found in the market.
Ability to colour the drawn pictures of items or objects found in the market.	Learner colours boldly drawn pictures of items or objects found in the market within the margins.	Learner colours drawn pictures of items or objects found in the market within the margin.	Learner colours drawn pictures of items or objects found in the market leaving some spaces within the margins.	Learner colours drawn pictures of items or objects in the market outside the margins..
Ability to perform a singing game about items or objects found in the market.	Learner performs a singing game about items or objects found in the market with well-coordinated actions and movement.	Performs a singing game about items or objects found in the market.	Performs a singing game about items or objects found in the market with some difficulty in coordinating actions and movements.	Perform a singing game about items or objects found in the market with a lot of difficulty in coordinating actions and movements.

4.0 ANIMALS

THEME: ANIMALS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Animals	4.1 Modelling (20 lessons) <ul style="list-style-type: none"> • <i>Model domestic animals</i> • <i>Fun games</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials for modelling, b) model domestic animals using rolling technique for skill acquisition, c) perform fun game activities while reciting rhymes about domestic animals for fun, d) appreciate modelling domestic animals using rolling technique. 	The learner is guided to: <ul style="list-style-type: none"> • collect materials used in modelling, • name materials used in modelling, • share materials used in modelling, • observe modelled items of domestic animals, • collaboratively model domestic animals using rolling technique, • play fun games while reciting rhymes about domestic animals, • collect used and unused materials and put them in appropriate places, • display and talk about their modelled work. 	<ol style="list-style-type: none"> 1. Why do we model? 2. How do we model domestic animals?

Core Competencies to be developed:

- Citizenship: Learner appreciates the use of locally available materials when collecting modelling materials.
- Critical thinking and Problem Solving: Learner keenly observes the modelled items and applies the rolling technique when modelling.

Values;

- Love: Learner shares equitably modelling materials among themselves before modelling.
- Responsibility: Learner becomes keen to appropriately keep used, unused materials and their modelled work.

Pertinent and Contemporary Issues:

- Animal welfare: Learner appreciates animals as they play fun games and recite rhymes on domestic animals during modelling.

Link to other Learning Areas:

Language Activities: Learner is able to identify domestic animals in environmental activities and can recite rhymes in Language activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 Animals	4.2 Walking and Hopping (15 lessons) <ul style="list-style-type: none"> • <i>Domestic animals-walking and hopping</i> 	By the end of the Sub Strand the learner should be able to: a) differentiate walking and hopping activities, b) imitate walking and hopping like animals for enjoyment, c) colour pictures of animals that can walk or hop for fun, d) appreciate walking and hopping like animals for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or videos of animals that walk and those that hop, • demonstrate walking like animals, • demonstrate hopping like animals, • imitate walking like animals, • imitate hopping like animals, • recite rhymes about animals while imitating how they walk and hop, • colour the provided picture outline of animals that hops or walk, • display and talk about their coloured pictures of animals. 	1. Why do animals walk or hop? 2. When can one hop?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-Efficacy: Learner shows interest in watching videos of animals walking and hopping. • Digital Literacy: Learner connects to and uses the internet when watching videos of animals walking and hopping. 				
Values: <ul style="list-style-type: none"> • Peace: Learner respects diversity of how animals walk or hop. • Respect: Learner appreciates animals when they imitate how they walk or hop. 				

Pertinent and Contemporary Issues:

Animal welfare: Learner demonstrates safety of domestic animals.

Link to other Learning Areas:

Language activities: Learner demonstrates interest in reciting rhymes in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials for modelling.	Identifies a variety of materials for modelling.	Identifies materials for modelling.	Identifies some materials for modelling.	Identifies very few materials for modelling.
Ability to model domestic animals using rolling technique.	Models a variety of domestic animals using rolling technique for skill acquisition.	Models domestic animals using rolling technique.	Models few domestic animals using rolling technique.	Models very few domestic animals using rolling technique.
Ability to perform fun game activities while reciting rhymes about domestic animals.	Performs fun game activities while reciting rhymes with expression and creativity.	Performs fun game activities while reciting rhymes	Performs fun game activities while reciting rhymes with limited expression and creativity.	Performs fun game activities while reciting rhymes no creativity.

Ability to differentiate walking and hopping activities.	Differentiates walking and hopping activities with effective demonstration	Differentiates walking and hopping activities	Differentiates walking and hopping activities with some challenges in coordination.	Differentiates between walking and hopping with lots of challenges in coordination.
Ability to imitate walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with consistency.	Imitates walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with some inconsistencies.	Imitates walking and hopping like animals for enjoyment with a lot of inconsistencies.
Ability to colour pictures of animals that can walk or hop for fun.	Colours boldly drawn pictures of animals that can walk or hop , within the margins.	Colours drawn pictures of animals that can walk or hop within the margin.	Colours drawn pictures of animals that can walk or hop, leaving some spaces within the margins.	Colours drawn pictures of animals that can walk or hop outside the margins

5.0 WEATHER

THEME: WEATHER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Weather	<p>5.1 Paper Pleating</p> <p>(20 lessons)</p> <ul style="list-style-type: none"> • <i>Sunny-making a paper fan</i> • <i>Action song about sunny days</i> 	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> identify materials used in paper pleating, make a paper fan using pleating technique for skill acquisition, perform action songs about sunny days using the paper fan, appreciate making of paper fans for use during sunny days. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe from actual samples of pleats or watch video clips of paper pleated images, • mention materials used in paper pleating, • Share materials used in making paper pleats equitably with peers, • Collaboratively, make paper fans using paper pleating technique, • sing action songs about sunny days, • role play using paper fans with peers as they march, • collect waste paper from the working area and dispose them appropriately, • display and talk about their paper craft work. 	<ol style="list-style-type: none"> 1. What materials do we use in paper pleating? 2. Why is a paper fan needed during sunny days?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: Learner carries out activities with others when paper pleating hence learning from each other. 				

<ul style="list-style-type: none"> ● Digital Literacy: Learner manipulates the digital devices when observing paper pleating images and watching paper pleating videos.
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: Learner engages in assigned roles and duties when creating paper pleats in groups. ● Unity: Learner embraces others when creating paper pleats with peers.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Disaster Risk Reduction. Learner demonstrates proper waste disposal when collecting waste paper in the working area.
<p>Link to other Learning Areas: Mathematics activities: Learner pleats papers in different shapes to make fans which relates to paper fan numbers in Mathematics Activities.</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in paper pleating.	Identifies a variety of materials used in paper pleating.	Identifies materials used in paper pleating.	Identifies some materials used in paper pleating.	Identifies very few materials used in paper pleating.
Ability to make a paper fan using pleating technique.	Makes a variety of paper fans in a	Makes a paper fan using pleating technique.	Makes a paper fan using pleating technique with limited creativity.	Makes a paper fan using pleating

	creative way using pleating technique.			technique with no creativity
Ability to perform action songs about sunny days using the paper fan.	Performs action songs about sunny days using the paper fan with well-coordinated movements.	Performs action songs about sunny days using the paper fan.	Performs action songs about sunny days using the paper fan with little coordinated movements .	Performs action songs about sunny days without coordination in movements..

6.0 WATER

THEME: WATER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Water	6.1 Water Play (20 lessons) <ul style="list-style-type: none"> • <i>Water play activities</i> • <i>Colour drawings</i> • <i>Water safety</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> 1. identify safety measures when squeezing water and bubbling activities, 2. perform squeezing water and bubbling activities for fun, 3. colour drawings of materials used in squeezing water and bubbling activities. 4. appreciate playing with water while observing safety. 	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or videos of learners playing with water, • observe safety measures while playing with water as a basic survival skill, • collect and name materials for carrying out squeezing water and bubbling activities, • use the sponges to squeeze water to other containers, • make bubbles using water, • use straws to make bubbles, • make bubbles using hands, • colour drawings of materials used in squeezing and bubbling as they sing songs, • talk about their experiences when playing with water. 	<ol style="list-style-type: none"> 1. How do you make bubbles? 2. Why is safety necessary when playing with water?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: Learner observes safety while using water and appreciates using water responsibly. 				

<ul style="list-style-type: none"> ● Self –Efficacy: Learner ability to bubble and squeeze water during play build own confidence in handling water.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners uses water in appropriate manner while playing with water. ● Social Justice: Learner shares resources for use in water play equitably.
<p>Pertinent and Contemporary Issues:</p> <p>Water Safety: Learner plays with water to appreciate and learn about safety while playing with water.</p>
<p>Link to other Learning Areas:</p> <p>Environmental Activities: Learner learn about uses of water.</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify safety measures when squeezing water and bubbling activities.	Identifies a variety of safety measures when squeezing water and bubbling activities.	Identifies safety measures when squeezing water and bubbling activities.	Identifies some safety measures when squeezing water and bubbling activities.	Identifies very few safety measures when squeezing water and bubbling activities.

Ability to perform squeezing water and bubbling activities.	Performs several squeezing water and bubbling activities.	Performs squeezing water and bubbling activities.	Performs some squeezing water and bubbling activities	Performs a few squeezing water and bubbling activities.
Ability to colour drawings of materials used in squeezing water and bubbling for fine motor development.	Colours drawings of materials used in squeezing water and bubbling for fine motor development displaying high creativity.	Colours drawings of materials used in squeezing water and bubbling	Colours drawings of materials used in squeezing water and bubbling with some challenges in coordination	Colours drawings of materials used in squeezing water and bubbling with a lot of challenges in coordination.

APPENDIX 1: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1& PP2)

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.

APPENDIX 2: SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING

Strands	Sub Strands	Suggested Learning Resources	Suggested Assessment	Suggested Non Formal Programmes
1.0 Our Neighbourhood	1.1 Doodling 1.2 Painting	<ul style="list-style-type: none"> ● Coloured pencils, crayons, charcoal sticks, sticks. ● Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices. 	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Practise doodling at home with peers at home. ● Showcasing their painted work during cultural days or parents day.
2.0 Our School	2.1 Mosaic 2.2 Swinging and Stretching 2.3 Body Percussion	Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings, crayons, coloured pencils, manila papers, plain drawing books.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Exhibit their work during ● Academic/parent’s/guardian’s day. ● Inter- school and inter-class competitions in sporting activities. ● Music festivals at school level, county level and National level.

3.0 Our Market	3.1 Colouring	Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Visit to a market place to see items found in the market.
4.0 Animals	4.1 Modelling 4.2 Walking and Hopping	Plasticine, clay, water, paper mache, Digital devices, crayons, coloured pencils, charcoal, manila paper.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Grazing of animals in company of elder siblings. ● Visiting farms rearing animals. ● Visiting museums and artefacts. ● Watch videos or animations of animals.
5.0 Weather	5.1 Paper Pleating	Paper, ruler, scissors, pencil, digital devices.	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Nature walk. ● Make decorations at home using paper pleats.
6.0 Water	6.1 Water Play	Water, straws, detergents, containers, sponge (improvised from old mattresses, blankets, clothes),	<ul style="list-style-type: none"> ● Observation schedule, ● Oral questions, ● Portfolio, ● Checklist. 	<ul style="list-style-type: none"> ● Play with balloons at home. ● Play with blowing bubbles at home.