REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

PRE PRIMARY 1

FOR LEARNERS WITH VISUAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Pre-Primary One curriculum designs for learners with Visual Impairment focus on competencies that learners are expected to attain at this level. Emphasis is the development of Pre literacy, Pre numeracy and Social skills.

The curriculum design presents National Goals of Education, essence statement, general and specific expected learning outcomes for the learning area as well as strands and sub strands. The design also outlines suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Pre-Primary one is the entry class of pre- primary level in the reformed education structure.

The reviewed Pre-Primary one curriculum for learners with Visual Impairment lays the foundation for implementation of CBC at Preprimary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education at higher grades. 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 Realising 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 Pre-Primary one curriculum designs for learners with Visual Impairment 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 Pre-Primary one and prepare them for smooth transition to Pre primary two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Pre-Primary one and preparation of learners for transition to primary level.

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TABLE OF CONTENT

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

Activity Learning Area	No of Lessons
Language Activities for Learners with Visual Impairment	5
Mathematical Activities for Learners with Visual Impairment	5
Creative Activities for Learners with Visual Impairment	6
Environmental Activities for Learners with Visual Impairment	5
Religious Activities	3
Pastoral /Religious Instruction Programme	1
Total	**25**

LEVEL LEARNING OUTCOMES

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

1. Demonstrate basic literacy and numeracy skills for learning.
2. Apply creative and critical thinking skills in problem solving.
3. Practice appropriate etiquette for interpersonal relationships.
4. Explore the immediate environment for learning and enjoyment.
5. Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
6. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
7. Develop interests, talents and character for positive contribution to society.

ESSENCE STATEMENT

Creative Activities at Preprimary education integrates concepts of psychomotor, music and 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 the integration and adaptation of related learning experiences since every learner is very 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 to other grades.

During these Creative Activities, the learners with visual impairment shall be given precise verbal descriptions, access to realia for tactile manipulation, orientation of body in space, one on one demonstrations, digital devices with appropriate assistive technology, reading and writing materials in appropriate print or in braille and extra time to perform various tasks.

These activities enable the learner with visual impairments to; develop imagination and creativity, build confidence, understand and express emotions, learn about the world around them, communicate thoughts, experiences or ideas, and practise social skills

In addition, creative activities help learners with visual impairments to practise and improve fine motor skills, gross motor skills and hand-eye coordination

SUBJECT GENERAL LEARNING OUTCOMES

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

1) Learn about the world around them, communicate thoughts, experiences or ideas, and practice social skills.
2) Explore creativity, imagination, and self-expression to foster curiosity and problem solving skills.
3) Exhibit positive intrapersonal and interpersonal skills during performance for cohesion.
4) Demonstrate competence in the motor skills and movement patterns needed to perform a variety of creative activities.
5) Develop basic knowledge, skills and values through exploration and performance in creative activities for sustainable learning.
6) Apply technological skills for learning and enjoyment within their local environment.

THEMES AT PRE PRIMARY ONE

1.   **MYSELF**
●   Parts of the body
●   My clothes
●   My friends
2.   **MY FAMILY**
●   Family members
●   Clothes worn by family members
●   Foods eaten
3.   **MY HOME**
●   Utensils
●   Animals
●   Furniture
●   Work done
●   Plants found at home
4.   **MY SCHOOL**
●   My class
●   Buildings and structures at school
●   People found at school
●   Things found at school
●   Animals
●   Work done
●   Plants found at school

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	SUGGESTED NUMBER OF LESSONS
1.0 MYSELF	1.1 Scribbling	15
	1.2 Printing	20
2.0 MY FAMILY	2.1 Colouring	20
	2.2 Joining dots	20
3.0 MY HOME	3.1 Modelling	20
	3.2 Musical Sounds	20
4.0 MY SCHOOL	4.1 Crawling and Bending	25
	4.2 Singing Game	20
	4.3 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 MYSELF

THEME: MYSELF				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Myself	**1.1 Scribbling** (Dry media Materials- *coloured pencils, crayon, chalk, charcoal*)	By the end of the sub strand the learner should be able to: a) identify dry media materials used for scribbling (learner with low vision), b) identify different materials used in modelling for knowledge acquisition (learner with blindness), c) scribble using varied dry media for fine motor development	• Learners with low vision are guided to freely pick and name the materials used in scribbling in turns (*coloured pencils, crayon, chalk, charcoal)* while learners with blindness are provided with tactile materials like dolls and models and are guided to pick materials used for modelling *(paper mache, clay soil)* in turns to manipulate and name. • Learners with low vision are guided to pick and share dry media (coloured pencils, crayon, chalk, charcoal) equitably for use in scribbling while learners with blindness are guided to pick and share materials for modelling (clay soil, modelling clay, paper mache).	1. How do we scribble? (Learner with low vision) 2. How do we model? (Learner with blindness)

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<td>(learner with low vision),

d) model using varied modelling materials for fine motor development (learner with blindness),

e) sing action song about hands and fingers used in scribbling for enjoyment,

f) appreciate own and others' scribbled work for self fulfilment.</td>
<td>• Learners are guided to observe safety, by avoiding licking dry media. Learners with blindness are provided with one on one support as they observe safety by washing hands after handling dolls and models.

• Learners with low vision are guided to boldly scribble using dry media to fill the given space while learners with blindness are guided model using varied modelling materials for fine motor development.

• Learners with low vision are guided to display scribbled pictures as they sing about the body parts used in scribbling while learners with blindness are guided to display their modelled items.

• Learners with low vision are guided to collect materials used in scribbling and return them to appropriate places while learners with blindness are guided to collect materials used in scribbling and modelling then return them to appropriate places.</td>
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				• Learners are guided to sing songs about body parts while marching and stretching their hands while learners with blindness are provided with one on one support and orientation of the body in space while matching and stretching their hands.	

Core Competencies to be Developed:
- Communication and Collaboration: Learner develops speaking skills as they speak confidently and name materials used in scribbling or modelling.
- Self- efficacy: Learner develops the know who I am skill as they identify who they are with confidence when singing songs on body parts when matching and stretching.

Values:
- Unity: Learners share learning materials equitably and display team spirit during scribbling or modelling.
- Respect: Learners develop appreciation skills as they give positive comments on others' displayed artworks.

Pertinent and Contemporary Issues:
- Safety and Security: Learners become aware of the danger of licking dry media for drawing or modelling.
- Responsibility: Learners collect materials used in scribbling or modelling then returns to their appropriate places.

Link to other subjects:
- Language Activities: Learners increase vocabulary by naming materials used in scribbling or modelling.

Suggested learning resources:

Coloured pencils, crayons, chalk, charcoal, drawing surfaces, papers, pencils, *manilla papers, glue or wet wheat flour, cartons, green grams, dry maize, dry beans, dry rice, string, clay, plasticine*

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	**1.2 Printing** Materials for printing (*soil, ash, charcoal dust, chalk dust, paper, feathers, grass*) (20 Lessons)	By the end of the sub strand the learner should be able to: a) identify improvised materials used for hand printing (learner with low vision), b) identify improvised materials used for modelling (learner with blindness), c) make hand prints for fun (learner with low vision), d) model human hand using improvised modelling	• Learners are guided to sing familiar songs about body parts. • Learners with low vision are guided to collect improvised materials for hand printing (soil, ash, charcoal dust, feathers, grass) while learners with blindness are guided to collect improvised materials for modelling (clay, plasticines, water containers). • Learners with low vision are guided to name the collected improvised materials for hand print while learners with blindness are guided to	1. How do we make hand prints? (Learner with low vision) 2. How do we make models? (Learner with blindness) 3. How do we display handprints while playing fun games?

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<tr><td></td><td></td><td>materials (learner with blindness),

e) make foot print patterns for fun,

f) Model a human foot using improvised modelling materials

g) sing action songs about body parts for fun,

h) appreciate own and others' print and model work.</td><td>name the collected improvised materials for modelling.

• Learners with low vision are guided to make handprints using collected improvised materials while learners with blindness are provided with hands-on demonstration as they are guided to model objects of their choice using improvised materials for modelling (paper mache).

• Learners with low vision are guided to make a footprint while learners with blindness are guided to model the palm foot.

• Learners with low vision are guided to display their handprints and foot prints while learners with blindness are guided to display their hand and foot models as they play fun games.

• Learners are guided to clear working areas and return materials to appropriate places.</td><td>(Learner with low vision)

4. How do we display our model while playing fun games (Learner with blindness)</td></tr>
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Core Competencies:
- Citizenship: Learner demonstrates interest in interacting with others while sharing materials and working together during printing.
- Self-efficacy: Learner makes hand or foot prints successively, sings and plays fun games.

Values:
- Love: Learners portray a caring attitude by sharing materials with peers as they carry out their work.
- Responsibility: Learners distribute materials amongst themselves, store their works well and clear working areas.

Pertinent and Contemporary Issues:
- Learners develop life skills of self-awareness while appreciating their own hand or foot prints.

Link to other learning areas:
- Learners keep the working environment clean in environmental activities.

Suggested Learning Resources:
Soil, ash, charcoal dust, feathers, grass, charts, colours, papers, water, water containers, tables, chalk dust

Suggested Assessment Rubrics

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to scribble using 4 varied dry media.	Scribbles using 4 varied dry media.	Scribbles using 3 varied dry media.	Scribbles using 2 varied dry media.	Scribbles using 1 or none dry media.
Ability to model 4 items using modelling materials	Models 4 items using modelling materials	Models 3 items using modelling materials	Models 2 items using modelling materials	Models 1 or no item using modelling materials
Ability to make hand and foot print patterns on four 4 different materials.	Makes hand and foot print patterns on four 4 different materials.	Makes hand and foot print patterns on four 3 different materials.	Make hand and foot print patterns on four 2 different materials.	Makes hand and foot print patterns on 1 or no material

2.0 MY FAMILY

	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
THEME: MY FAMILY				
2.0 My Family	**2.1 Colouring** Colouring materials-such as flowers, leaves, charcoal, dry soil)	By the end of the sub strand the learner should be able to: a) identify materials for colouring the environment (learner with low vision), b) identify materials for modelling pictures of family members from the environment (learner with blindness), c) apply colours on drawn pictures for fine motor development (learner with low vision), d) make models for fine motor development (learner with blindness),	• Learners with low vision are guided to collect materials such as flowers, leaves, charcoal, bricks from their locality while learners with blindness are guided to collect materials for modelling such as clay soil, water among others from their locality. • Learners with low vision are guided to pick and share the collected colouring materials while learners with blindness are guided to pick and share modelling materials. • Learners with low vision are guided to use the materials to colour pictures while learners	1. How are materials in colouring used? 2. How are materials in modelling used? 3. How do we collect materials for colouring from the environment (learner with low vision)? 4. How do we collect

		e) reciting simple rhymes on family members for enjoyment, f) appreciate your own and others' work for self fulfilment.	with blindness are guided to use modelling materials to model images of their family members. • Learners are guided to observe safety as they handle materials as they colour or model their work. • Learners with low vision are guided to recite simple rhymes as they colour their pictures while learners with blindness recite simple rhymes on family members as they manipulate dolls and models representing human forms and then model images of their family members. • Learners with low vision are guided to create new different movement patterns as they display their work while learners with blindness are given one on one demonstration on creating new	materials for modelling from the environment?

			different movement patterns as they display their work.	

Core Competency to be developed:
- Self-efficacy**:** Learner displays own work and talks clearly and with confidence about it.

Values:
- Unity: Learners share colouring or modelling materials, collaborate with peers by taking turns while reciting rhymes.

Pertinent and Contemporary Issues:
- Learners observe safety measures when collecting and naming materials such as flowers, leaves, charcoal, dry soil, bricks from their locality.

Link to other learning areas:
- Learners use materials from their locality and keep the environment clean, a concept appreciated in environmental activities.

Suggested learning resources:

Crayons, coloured pencils, charcoal dust, bricks, leaves, flowers, ash, clay, plasticine

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 MY FAMILY	**2.2 Joining dots**	By the end of the sub strand the learner should be able to: a) identify materials used in joining dots for knowledge acquisition (learner with low vision), b) identify materials used in modelling ribbons for knowledge acquisition (learner with blindness), c) join dots to make pictures of clothes worn by family members (learners with low vision), d) join modelled ribbons to make models of clothes worn by family	• Learners with low vision are guided to talk about materials used in joining dotted pictures of clothes worn by family members while learners with blindness are guided talk about materials used in modelling ribbons to make modelled clothes worn by family members. • Learners within low vision are guided to observe samples of dotted pictures for inspiration while learners with blindness are provided with realia of clothes worn by their family members for manipulation and inspiration. • Learners are guided to share materials equitably and work together, embrace others, take turns in activities and conversation.	1. How do we join dots to make pictures of clothes worn by family members? (Learner with low vision) 2. How do we join modelled ribbons to make modelled clothes worn by family members? (Learner with blindness)

		members (learners with blindness), e) perform singing games while displaying the pictures drawn for enjoyment (learner low vision) f) appreciate own and others dotted pictures of clothes worn.	• Learners with low vision are guided to practice holding the materials properly to join dots on the provided pictures while learners with blindness are guided to practice holding materials properly used in modelling ribbons. • Learners are guided to perform a singing game while demonstrating movements to form patterns. Learners with blindness are provided with one on one demonstration and orientation of the body in space while forming patterns as they engage in a singing game. • Learners with low vision are guide to select colours of own choice to colour in the dotted pictures of clothes and display to peers while learners with blindness are guided to select modelling materials of their own choice and are given one on one	

| | | | demonstration on how to model and join ribbons on making clothes and display to peers. | |
| | | | • Learners with low vision are guided to talk about others' pictures and reflect on their own while learners with blindness are guided to talk about others' models and reflection on their own. | |

Core Competencies to be developed:
- Self-efficacy: Learner displays confidence in talking about clothes worn by family members.
- Communication and collaboration: Learner speaks about clothes worn by family members while collaborating with others.

Values:
- Unit: Learners share materials and work together, embraces others, take turns in activities and conversation during dot joining activity.
- Social justice: Learners share materials equitably during dot joining activity.

Pertinent and Contemporary Issues:
Learners identify and co-exists with others during the performance of a singing game.

Link to other learning areas:
Learners apply the skill of joining dots in writing numbers and shapes in Mathematics activities.

Suggested learning resources:

Sweaters, socks, dress, shirts, pencils, cut-out pictures of clothes, crayons, rubbers, plasticine, clay soil, modelling clay

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to make 4 pictures by joining dots	Makes 4 pictures by joining dots	Makes 3 pictures by joining dots	Makes 3 pictures by joining dots	Makes 1 or no picture by joining dots
Ability to recite 4 simple rhymes on members of the family.	Recites 4 simple rhymes on members of the family	Recites 3 simple rhymes on members of the family	Recites 2 simple rhymes on members of the family	Recites 1 or no simple rhyme on members of the family

3.0 MY HOME

THEME: MY HOME				
STRAND	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 MY HOME	**3.1 Modelling** 20 lessons	By the end of the sub strand the learner should be able to: a) identify materials used in modelling, b) model utensils found at home using the slab technique, c) sing action songs on utensils for awareness, d) appreciate own and others' modelled works.	• Learners with low vision are guided to use digital devices with appropriate assistive technology to watch / listen to audio described video clips showing learners modelling using slab technique while learners with blindness are provided verbal descriptions of the visual elements of the clip. • Learners with low vision are provided with utensils such as plate, spoon, pan, cup to observe and model them using slab technique while learners with blindness are provided with utensils such as plate, spoon, pan, cup to observe through	Why do you like modelling?

			manipulation and model them using slab technique.	
			• Learners with low vision are guided to collect materials used in modelling while learners with blindness are provided with one on one support as they collect materials used in modelling.	
			• Learners are guided to share models made utensils using slab technique.	
			• Learners are guided to share modelling materials amongst themselves equitably.	
			• Learners are guided to clean their working areas. Learners with blindness are provided with one on one support as they clean their working areas.	
			• Learners are guided to display and talk about their modelled work.	

				● Learners are guided to sing action songs on utensils for awareness.	

Core Competencies to be developed:
- Critical thinking and problem solving: Learner keenly observes and creates utensils using slab technique.
- Digital literacy: Learner manipulates digital devices to watch video clips on slab modelling.

Values:
- Love: Learners share materials equitably for modelling the items.
- Responsibility**:** Learners clear and collect materials by putting them in a creative corner.

Pertinent and Contemporary Issues:
- Learners acquire life skills of self-esteem as they successively make and appreciate their own and others modelled work.

Link to other learning areas:
  Modelling of utensils enables the learners to connect with items found at home in Environmental activities.

Suggested learning resources:

Clay, water, real utensils, digital devices with appropriate assistive technology, papier mache, clay soil, modelling clay (plasticine).

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
MY HOME	**3.2 Musical Sounds**	By the end of the sub strand the learner should be able to: a) identify sounds from the home environment, b) imitate sounds from home environment for enjoyment, c) sing musical rhymes with sounds from the home environment for enjoyment, d) colour pictures of objects or animals that produce sounds at home (for leaners with low vision), e) model of objects or animals that produce sounds at home (for leaners with low vision), f) appreciate the different sounds from the home	• Learners with low vision are guided to make nature walk around the home or neighborhood. • Learners are guided to listen to sounds from the home environment. • Learners are guided to imitate the different sounds from the home environment. • Learners guided to sing musical rhymes with sounds from the home environment. • Learners with low vision are guided to colour pictures of objects or animals that produce sounds at home while learners with blindness listen to clear verbal descriptions of the coloured pictures. • Learners are guided to talk about and appreciate the sounds of domestic animals, birds and objects in the locality.	What do you do when you hear sounds?

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		environment for musical awareness.		

Core Competencies to be developed:
● Citizenship: Learner enjoys producing musical sounds by imitating animals, birds and objects from the environment.
● Learning to learn: Learner explores by imitating sounds from the environment.

Values:
● Social justice: Learners advocate for harmonious relationships with peers when colouring pictures of objects or animals that produce sound, in groups.
● Patriotism: Learners are conscious of social and moral duties during nature walks with peers.

Pertinent and Contemporary Issues:
● Learners become aware of environmental awareness as they listen and imitate sounds produced by animals, birds and objects from the environment.

Link to other learning areas:
● Learners appreciate the creation of animals and birds by their creator as expressed in Religious activities**.**

Suggested learning resource:
Recorded tapes, audio- visual clips.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to model 4 utensils found at home using the slab technique.	Models 4 utensils found at home creatively using the slab technique.	Models 3 utensils found at home using the slab technique.	Models 2 utensils found at home using the slab technique.	Models 1 or no utensil found at home using the slab technique .
Ability to imitate 4 sounds from home environment.	Imitates 4 sounds from home environment	Imitates 3 sounds from home environment	Imitates 2 sounds from home environment	Imitates 1 or no sound from home environment
Ability to sing 4 musical rhymes with sounds from the home environment	Sings 4 musical rhymes with sounds from the home environment	Sings 3 musical rhymes with sounds from the home environment	Sings 2 musical rhymes with sounds from the home environment	Sings 1 or no musical rhyme with sounds from the home environment

4.0 MY SCHOOL

THEME: MY SCHOOL				
STRAND	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
4.0 MY SCHOOL	**4.1 Crawling and Bending**	By the end of the sub strand the learner should be able to: a) differentiate between crawling and bending activities through practice, b) perform crawling activities in the school playing field, c) perform bending forward and sideways for gross motor development, d) sing action songs involving crawling	• Learners with low vision are guided to use digital devices with appropriate assistive technology to watch/listen to audio described videos of learners performing bending and crawling. Learners with blindness are provided with precise verbal description on the visual elements of the video. • Learners are guided to perform crawling on a safe and clean surface. Learners with blindness are provided with one on one demonstration as they are made aware of body	1. Why is bending necessary? 2. How can one perform bending forward and sideways?

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<td>and bending movements,

e) appreciate own and others' performance in crawling and bending activities in the school playing field.</td>
<td>orientation in space (Spatial Orientation) while performing crawling on a safe and clean surface.

• Learners are guided to cooperates and perform bending forward and sideways as they pick balls. Learners with blindness are provided with one on one support and orientation of the body in space as they cooperate and perform bending forward and sideways as they pick balls.

• Learners talk with clear verbal descriptions about their performance in crawling and bending.

• Learners are guided to sing action songs as they make movements. Learners with blindness are given one on one demonstration as they make movements.</td>
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Core Competencies:
- Communication and collaboration: Learner uses appropriate language in talking about own and others performance in crawling and bending.
- Digital literacy: Learner manipulates the digital device to watch video on bending and crawling.

Values:
- Unity: Learners work as a team to develop their gross motor skills through crawling and bending.

Pertinent and Contemporary Issues:
- Learners develop self-awareness by recognising their own strengths and areas of improvement in crawling and bending activities.

Link to other learning areas:
- Learners acquire new vocabularies such as crawl, bend to use in language activities.

Suggested learning resources:
- Digital devices with assistive devices such as screen magnifiers, balls.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 MY SCHOOL	**4.2 Singing Game** Items for singing game-such as *bean bags, toys, skipping ropes, improvised balls and dolls*,	By the end of the sub strand the learner should be able to: a) identify items used in singing games at school, b) perform singing games in school for enjoyment, c) apply colour to drawings of items used in singing games in school, d) model images of items used in singing games (for learners with blindness), e) appreciate self and others'	• Learners with low vision are guided to observe, listen to descriptions or manipulate and name provided items used in singing games (drawn pictures, skipping rope, bean bag) while learners with blindness are guided to manipulate and name provided items used in singing games (models, skipping rope and sound balls). • Learners with low vision are guided to sing games songs as they match to make patterns while learners with blindness are given one on one demonstration and orientation of the body in space as they sing games	Why are singing games performed?

			performance in singing games.	songs and match to make patterns. • Learners with low vision are guided to colour drawings of items used in singing games in school while learners with blindness are guided to manipulate and model items used in singing games. • Learners are guided to display and talk about their coloured or modelled items.	

Core Competencies:
- Learning to learn: Learner interacts and learns from peers how to perform singing games.
- Self-efficacy**:** Learner successively skips, jumps, marches, dances and hops with peers during performance of singing
- game.

Values:
Unity: Learners recognise efforts of their own and others during performance of singing games.

Pertinent and Contemporary Issues:
Learners observe safety as they skip, jump, march, dance and hop cautiously while performing a singing game.

Link to other learning areas:
Learners form patterns of circles, triangles and rectangles as they relate to shapes in mathematics activities.

Suggested learning resources:
Coloured pencils, crayons, drawn pictures, skipping rope, plasticine, clay.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 MY SCHOOL	**4.3 Water Play** -　　　Splashing, dipping hands -　　　Safety measures	By the end of the sub strand the learner should be able to: a) identify safety measures observed in water play, b) perform water play activities for fun, c) add wet media in water to observe colour change (for learners with low vision) d) apply materials of different texture on water and dip hands (mud, small stones, sand) for enjoyment	• Learners are guided to use digital devices with appropriate assistive technology to watch/ listen to an audio described video clips of learners playing water game and name safety measures. • Learners are guided to collect materials such as small containers, basins, water, tins, plastic bottles, used in water play. Learners with blindness are provided with one on one support in collecting materials such as containers, basins, water, tins, plastic bottles, used in water play. • Learners are guided to perform water games such as splashing water and talk about the experience of dipping their hands in water. • Learners with low vision are guided take turns while putting paints in water and mix to observe changes in	• How does one splash water?

| | | (for learners with blindness),

e) recite simple rhymes as they dip hands and splash water for fine motor skills development,

f) appreciate playing with water for fun. | colour while learners with blindness are guided to apply materials of different textures in water and dip their hands to feel different textures of materials (mud, small stones, sand) for enjoyment.
• Learners recite simple rhymes as they dip hands and splash water while observing safety. | |

Core Competencies to be developed:
- Communication and collaboration: Learner supports and displays team work with peers when dipping hands in   water.
- Learning to learn: Learner works with care and attention while splashing water and dipping hands with peers.

Values:
- Responsibility: Learners observe safety precautions when mixing paints or ink in water and when playing with water.
- Love: Learners portray a caring attitude when playing fun games with peers.

Pertinent and Contemporary Issues:
Learners observe safety when dipping hands, splashing water and handling paints.

Link to other learning areas:
Learners build reciting rhymes for Language activities.

Suggested learning Resources
Bell, vehicles, whistles, digital devices/print media, animals and birds, crayons and plain books for drawing and colouring, modelling clay, props and customs, rings, digital devices with appropriate assistive technology.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform crawling and bending activities 5 times.	Performs crawling and bending activities 5 times	Performs crawling and bending activities 4 times.	Performs crawling and bending activities 3 times	Performs crawling and bending activities 2 or less times
Ability to perform 4 singing games in school for enjoyment.	Performs 4 singing games in school for enjoyment.	Performs 3 singing games in school for enjoyment. .	Performs 2 singing games in school for enjoyment.	Performs 1 or no singing game in school for enjoyment.
Ability to perform 4 water play activities for fun.	Performs 4 water play activities for fun.	Performs 3 water play activities for fun.	Performs 2 water play activities for fun.	Performs 1 or no water play activity for fun.

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.

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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 MYSELF	1.1 SCRIBBLING 1.2 PRINTING	Crayons Coloured pencils Charcoal Drawing surfaces Papers Pencils Stylus Slate Drawing pad Clay Plasticine Soil Ash Charcoal dust Feathers Grass Water colours	Observation schedule Oral question Portfolio Checklist	• Practise scribbling at home on papers, on the ground or on wet leaves. • Practise scribbling at home on papers, on the ground or on wet leaves.

2.0 MY FAMILY	2.1 COLOURING 2.2 JOINING DOTS	Crayons Coloured pencils Charcoal dust Leaves Flowers Ash Stylus Slate Drawing pad Clay Plasticine Picture outline of sweaters, socks, dress, shirts, pencils, cut-out pictures of clothes, crayons, rubbers, pencils	Observation schedule Checklist Portfolio Oral question	• Nature walk. • Practise colouring at home with locally available materials. • Singing about family members during parents day or pre primary graduation. • Showcasing their artworks during cultural/education day.
3.0 MY HOME	3.1 MODELLING 3.2 MUSICAL SOUNDS	Clay, plasticine, water, picture cutouts of utensils, real utensils, digital devices, **stylus**, slate, drawing pad, clay, plasticine	Observation schedule, observation checklist, portfolio, oral questions, rating scale, anecdotal records	• Showcase their modelled utensils during cultural festivals**.** • Practise modelling at home. • Nature walk around the school and neighbourhood. • Field trips.

		Bell, vehicles, whistles, digital devices/print media, animals and birds.		
4.0 MY SCHOOL	4.1 CRAWLING AND BENDING 4.2 SINGING GAME 4.3 WATER PLAY	Digital devices, balls, bean bags, hulahoop, skipping rope. coloured pencils, crayons, drawn pictures, skipping rope, bean bags, scarfs, balls. Water, water containers, crayons, coloured pencils, leaves, flowers, balls, picture books, soil.	Observation schedule, observation checklist, portfolio oral questions	• Inter-class or inter-school sports competitions. • Singing action songs during music festivals. • After school peer games. • Performing singing games during music festivals, fun days, graduation ceremonies and parent's day. • Visits to a baby pool, under supervision of parents and lifeguards