



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

PRE-PRIMARY 2

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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ISBN: 978-9914-43-956-2

Published and printed by Kenya Institute of Curriculum Development

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 Two curriculum designs for learners with Visual Impairment build on competencies attained by learners at Pre-Primary one emphasis at this level 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 Two is the second class of pre- primary level in the reformed education structure.

The reviewed Pre-Primary Two curriculum for learners with Visual Impairment furthers implementation of the CBC from Pre-Primary One. 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 Two 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 Two and prepare them for smooth transition to primary level. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review 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 (KICD 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 revised Pre-Primary Two curriculum designs for learners with Visual Impairment were developed and adapted 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.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary Two curriculum designs for learners with Visual Impairment. In relation to this, I 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 and adapting the designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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-fulfillment

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:

- a) Demonstrate basic literacy and numeracy skills for learning.
- b) Apply creative and critical thinking skills in problem solving.
- c) Practice appropriate etiquette for interpersonal relationships.
- d) Explore the immediate environment for learning and enjoyment.
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
- g) Develop interests, talents and character for positive contribution to society.

ESSENCE STATEMENT

Creative Activities at Pre Primary 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 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 Two, 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 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 -Dry Media <i>((coloured pencils, crayon, chalk, charcoal)</i>	By the end of the sub strand the learner should be able to: a) identify dry media materials used in doodling for knowledge acquisition (learner with low vision), b) identify materials used for modelling for knowledge acquisition (learner with blindness), c) make simple pictures using doodling technique for fine motor development, (for learners with low vision), d) model simple objects for fine motor development,	<ul style="list-style-type: none"> • Learners with low vision are guided to collect and name the materials used in doodling (<i>pencils, crayon, chalk, charcoal</i>) while learners with blindness are given one on one support as they collect and name materials used in modelling (<i>clay soil, modelling clay/ plasticine, paper mache</i>). • Learners with low vision are guided to share dry media (<i>coloured pencils, crayon, chalk, charcoal</i>) equitably, for use in doodling while learners with blindness are guided to share materials for modelling 	<ol style="list-style-type: none"> 1. doodle (for learners with low vision) 2. How do we do modelling? (for learners with blindness)

		<p>(for learners with blindness),</p> <p>e) sing action songs with movements for fun for skill acquisition,</p> <p>f) appreciate their own and others' doodles for self fulfilment.</p>	<p><i>(clay soil, modelling clay/plasticine, paper mache).</i></p> <ul style="list-style-type: none"> • Learners with low vision are guided to doodle using dry media while learners with blindness are guided to model simple objects of their choice using either clay soil/plasticine/modelling clay or paper mache. • Learners with low vision are guided to share new ideas on doodling technique while learners with blindness are guided to share new ideas on modelling techniques. • Learners with low vision are guided to sing action songs involving body movement while learners with blindness are provided with one on one demonstration as they make body movement. 	
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			<ul style="list-style-type: none"> In groups, learners are guided to display their artwork and comment about them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination: Learner undertakes group activities to explore new ideas in doodling and modelling. Learning to learn: Learner carries out new activities with peers when performing body movements as they sing. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: Learners appreciate others' opinions when developing simple pictures of things found in their neighborhood in pairs. Love: Learner puts the interest of others first, when sharing materials used in doodling and modelling. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Learners develop life skills of social awareness as they relate well with others when performing body movements in groups. 				
<p>Link to other learning areas:</p> <p>Learners are able to relate collection of materials from the environment in art to the importance of conserving environment in environmental activities.</p>				
<p>Suggested learning resources:</p> <p>Coloured pencils, crayons, charcoal, sticks, soil, plasticine, paper, water, clay, plasticine, stylus, slate and wood glue.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Our Neighbourhood	1.2 Painting -Materials for painting (<i>brushes, charcoal dust, ash, brick powder, chalk powder, containers, water, feathers</i>),	By the end of the sub strand the learner should be able to: a) identify materials for painting classroom objects for knowledge acquisition (for learners with low vision), b) identify materials for modelling classroom objects for knowledge acquisition (for learners with blindness), c) paint picture cutouts of items in the classroom for fine motor development (for learners with low vision), d) model items in classroom for fine motor development, (for learners with blindness),	<ul style="list-style-type: none"> • Learners with low vision are guided to collect and name materials used for painting (<i>brushes, charcoal dust, ash, brick powder, chalk powder, containers</i>) while learners with blindness are provided with one on one support as they collect and name materials for modelling such as <i>plasticine, clay soil, modelling clay or paper mache</i>. • Learners with low vision are guided to use materials for painting in a safe, responsible and purposeful way while learners with blindness are guided to use materials for modelling in a safe, responsible and purposeful way. 	<ol style="list-style-type: none"> 1. How do we paint on a surface? 2. How do we model on a surface?

		<p>e) make prints using the picture cutouts while singing a song for fun, (for learners with low vision,</p> <p>f) model simple items while singing a song for fun, (for learners with blindness),</p> <p>g) sing an action song about painted pictures for enjoyment,</p> <p>h) appreciate own and others' painted work for enjoyment.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to use digital devices with appropriate assistive technology to watch video clips showing how painting is done while learners with blindness listen to audio visual clips on digital devices with appropriate assistive technology and are then provided with one on one demonstration and clear verbal descriptions on elements of audio visual clip on modelling that require use of sight. ● Learners with low vision paint cut-out pictures of items found in the classroom while learners with blindness are provided with one on one demonstration to model items found in a classroom. ● Learners with low vision are guided to use paints to paint picture cutouts of items in the 	
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			<p>classroom for fine motor development while learners with blindness are provided with one on one demonstration on how to use modelling materials appropriately.</p> <ul style="list-style-type: none">• Learners with low vision are guided to take turns as they make the different prints using the painted cut-out pictures while learners with blindness are provided with one on one support as they model different items in turns.• Learners are guided to wash brushes and other painting materials after use for storage without damaging the bristle. Learners with blindness are provided with one on one support as they wash tools that have been used in modelling.	
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			<ul style="list-style-type: none"> • Learners with low vision are guided to talk about their coloured pictures as they display while learners with blindness talk about their modelled items as they display. • Learners are guided to sing an action song about painted pictures or modelled items. 	
<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 cutouts or modelling of items found in the classroom. • Digital literacy: Learner connects to and uses the digital devices when watching video clips showing how painting or modelling is done. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners take turns while using the paints or clay. • Responsibility: Learners engage in assigned activities when washing brushes and other painting materials. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social Cohesion: Learners develop social cohesion as he or she acknowledges diversity when painting picture cutouts or modelling in groups. 				

Link to other learning areas:

Learners connect washing brushes and other painting or modelling materials to hygiene in Environmental activities.

Suggested learning resources:

Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices with assistive technology, clay soil, water, wood glue, plasticine, stylus, slate and paper.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in making simple objects.	Identifies 4 materials used in making simple objects.	Identifies 3 materials used in making simple objects.	Identifies 2 materials used in making simple objects.	Identifies 1 or no material used in making simple objects.
Ability to sing action songs while making 4 simple objects.	Sings action songs while making 4 simple objects	Sings action songs while making 3 simple objects	Sings action songs while making 2 simple objects	Sings action songs while making 1 or no simple object

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 <ul style="list-style-type: none"> Materials (<i>scissors, glue, coloured paper,</i>) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Identify materials for making mosaic pictures, make mosaic pictures based on objects found in the school environment, perform action songs about objects found in our school for fun, appreciate making mosaics from locally available materials. 	<ul style="list-style-type: none"> Learners with low vision are guided to collect and materials (<i>scissors, glue, manilla paper, crayons, coloured pencil</i>) for making mosaic (national flag) while learners with blindness are provided with one on one support to collect and name materials for making tactile mosaics (national flag) mosaic outline (<i>beads of different colour, soils of different texture representing different colours of the National flag, glue, manilla paper, hard boards</i>). Learners with low vision are guided to make the mosaic picture based on objects found in the school environment such 	How do we make a mosaic picture?

			<p>as Kenyan flag while learners with blindness name the colours of the Kenyan flag in their order on a provided tactile mosaic of the Kenyan national flag.</p> <ul style="list-style-type: none"> ● Learners are guided to sing action songs in groups about objects found in school while displaying their mosaic work. ● Learners are guided to match and engage in a fun game with peers as they showcase their mosaic artwork. Learners with blindness are given one on one activity of the activity. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners work in groups when making mosaic pictures of objects found in our school. ● Citizenship: Learner appreciates interaction with others when making a mosaic of objects found in school. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Patriotism: Learners show love for their school as they appreciate mosaic work of objects found in the school. ● Unity: Learners collaborate with others when making mosaic work in groups. 				

Pertinent and Contemporary Issues:

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

Link to other learning areas:

Learners relate new terms in mosaic technique to vocabulary acquisition in Language Activities.

Suggested learning resources:

scissors, glue, manilla papers, crayons, coloured pencil, beads, adhesive, hardboard, coloured beads, soils with different texture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.2 Swinging and Stretching	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) differentiate swinging and stretching activities, b) perform swinging activities while singing a song for fun, c) perform stretching activities for gross motor development, d) colour drawn pictures of learners swinging and stretching (for learners with low vision) e) appreciated own and others' pictures. 	<ul style="list-style-type: none"> ● Learners are guided to watch/ listen to an audio described video clips showing learners performing activities on swinging and stretching. Learners with blindness are provided with clear verbal descriptions of elements of the video that require use of sight. ● Learners are guided to perform swinging activities such swinging arms, legs while singing action songs. Learners with blindness are given one on one demonstration on how to perform the activities. ● Learners are guided to perform stretching activities while singing action songs. Learners with blindness are given one on one demonstration on how to perform the activities. 	How do you stretch and swing?

			<ul style="list-style-type: none"> ● In pairs, learners are guided to talk about safety during swinging and stretching activity in pairs. ● Learners with low vision collaboratively colour drawn pictures of learners swinging and stretching while learners with blindness role play learners swinging and stretching. ● In groups, learners are guided to stretch hands and legs. Learners with blindness are given one on one demonstration on how to perform the activities. 	
<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 or costumes used when colouring or role playing.
- Unity: Learners work in groups when role playing or 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:

Learners appreciate safety within the environment when performing swinging and stretching which is equally enhanced in environmental activities.

Suggested learning resources

water, water containers, colours, costumes, props

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	2.3 Body Percussions <i>(clapping, stumping, snapping),</i>	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> ● identify parts of the body that can be used as percussion in performance. of music in school, ● perform rhythmic patterns using body percussion. ● colour drawn pictures of body percussions (learners with low vision), ● model body percussions (learners with low blindness), ● appreciate own and other’s efforts in body percussion. 	<ul style="list-style-type: none"> ● Learners are guided to watch/ listen to an audio described video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups. Learners with blindness are provided with clear verbal descriptions on elements of video or demonstrations that require use of sight. ● Learners are guided to name parts of the body that can be used to perform music. ● In groups, learners are guided to perform rhythmic patterns using body percussion such as hands, fingers, legs while clapping, stumping and snapping. Learners with blindness are given one on one 	How can we use parts of our body to create musical rhythms?

			<p>description on how to perform the rhythmic patterns.</p> <ul style="list-style-type: none">• Learners with low vision are guided to colour drawn pictures of parts of the body used as body percussions while learners with blindness model body parts used as body percussions.	
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Core competencies to be developed:

- Learning to learn: Learner works collaboratively with others when identifying parts of the body used as percussion.
- Digital literacy: Learner operates digital devices when recording performances of musical rhythms using body percussions.

Values:

- Social justice: Learners foster inclusivity when performing musical rhythms in turns.
- Respect: Learners appreciate diverse opinions of others when modelling or colouring parts of the body used as percussion in groups.

Pertinent and Contemporary Issues:

- Disaster risk reduction: Learner practices musical rhythms and composes informatics on disaster management.

Link to other learning areas:

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

Suggested Learning Resources:

Water, colours, water container, plasticine, clay

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make 4 mosaic objects found in the school environment.	Makes 4 mosaic objects found in the school environment.	Makes 3 mosaic objects found in the school environment.	Makes 2 mosaic objects found in the school environment.	Makes 1 or no mosaic object found in the school environment.
Ability to perform swinging and stretching activities 4 times for gross motor development.	Performs swinging and stretching activities 4 times for gross motor development	Performs swinging and stretching activities 3 times for gross motor development.	Performs swinging and stretching activities 2 times for gross motor development	Performs swinging and stretching activities 1 time or none for gross motor development
Ability to perform 4 rhythmic sounds using parts of the body when singing in school.	Performs 4 rhythmic sounds using parts of the body when singing in school.	Performs 3 rhythmic sounds using parts of the body when singing in school.	Performs 2 rhythmic sounds using parts of the body when singing in school.	Performs 1 or no rhythmic sound using parts of the body when singing in school.

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 <ul style="list-style-type: none"> Common items at market (<i>fruits, grains, clothes</i>), 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify colours of items found in the market, colour the drawn pictures of items found in the market (for learners with low vision), model items found in the market (for learners with blindness), perform a singing game about items found in the market, appreciate own and others works. 	<ul style="list-style-type: none"> Learners are guided to watch/ listen to an audio described video clips showing colours of common items found in the market. Learners with low vision are guided to collect and name materials used for colouring while learners with blindness are guided to collect and name materials used for modelling. Learners with low vision are guided to pick and share equitably the colouring while learners with blindness share equitably modelling materials among themselves in groups. 	Why do people go to the market?

			<ul style="list-style-type: none"> ● Learners with low vision are guided to colour pictures of items found in the market while learners with blindness to model items found in the market. ● Learners with low vision work with learners with blindness to clean their working areas and dispose of waste appropriately. ● Learners are guided to perform a singing game as they match and hold their artworks. Learners with blindness are guided as they match. 	
<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 modelling or 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: Learners respect peers when colouring pictures in groups. ● Responsibility: Learners care for modelling items or colours and their coloured work when colouring. 				

Pertinent and Contemporary Issues:

Learners demonstrate proper waste disposal when cleaning their working areas.

Link to other learning areas:

Learners clean working spaces and disposes waste appropriately for safety which relates well with Environmental activities.

Suggested Learning Resources

Water, clay, plasticine, water containers, colours

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform a singing game about 4 items found in the market.	Performs a singing game about 4 items found in the market.	Performs a singing game about 3 items found in the market.	Performs a singing game about 2 items found in the market.	Performs a singing game about 1 or no item found in the market.

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	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials for modelling, b) model domestic animals using coil technique for skill acquisition, c) recite rhymes about domestic animals, d) appreciate modelled objects using rolling technique. 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe modelled items of domestic animals while learners with blindness are guided to manipulate modelled items of domestic animals. • Learners are guided to collect and name materials used in modelling. • In pairs, learners are guided to share materials for use in modelling. • Learners are guided to model domestic animals in groups using rolling techniques. Learners with blindness are 	<ol style="list-style-type: none"> 1. Why do we model? 2. How do we model objects?

			<p>given one on one demonstration on the rolling techniques of modeling.</p> <ul style="list-style-type: none"> • Learners are guided to collect used and unused materials and put them in appropriate places. Learners with blindness are given one on one demonstration of the activity. • Learners are guided to display their modelled work and talk about them. • Learners are guided to recite rhymes about domestic animals imitating how domestic animals walk. 	
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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: Learners share equitably modelling materials among themselves before modelling.
- Responsibility: Learners become keen to keep used, unused materials and their modelled work.

Pertinent and Contemporary Issues:

- Animal welfare: Learners talk about domestic animals and their welfare during modelling.

Link to other learning areas:

Learners are able to identify domestic animals in environmental activities and can recite rhymes in Language activities.

Suggested learning resources:

Plasticine, clay, water, realia of domestic animals.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>4.0 Animals</p>	<p>4.2 Walking and Hopping</p> <p>Walking animals such as (<i>cow, goat, sheep, donkey, dog</i>),</p> <p>hopping like animals such as (<i>rabbit, kangaroo, monkey</i>),</p> <p>(15 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) differentiate walking and hopping activities</p> <p>b) imitate walking and hopping like animals for enjoyment,</p> <p>c) colour pictures of animals that can walk or hop for fun (for learners with low vision),</p> <p>d) model animals that hop for fun (for learners with blindness),</p> <p>e) appreciate walking and hopping like animals for enjoyment,</p>	<ul style="list-style-type: none"> ● Learners are guided to watch/ listen to an audio described video clips of a demonstration of animals that walk and those that hop in groups. ● Learners with low vision are guided to demonstrate walking and hopping like animals while learners with blindness are given one on one hands on demonstration on how animals walk and hop. ● Learners are guided to imitate walking and hopping like animals. ● Learners with low vision are guided to colour pictures of animals that hop or walk while learners with blindness are guided model animals that hop or walk. 	<p>Why do animals walk?</p>

			<ul style="list-style-type: none"> Learners are guided to display and talk about their coloured pictures or models of animals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: Learner shows interest in watching videos of animals walking and hooping. Digital literacy: Learner connects to and uses the internet when watching videos of animals walking and hopping. 				
<p>Values:</p> <ul style="list-style-type: none"> Peace: Learners respect the diversity of how animals walk or hop. Respect: Learners appreciate animals when they imitate how they walk or hop. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Animal welfare: Learners demonstrate safety of domestic animals. 				
<p>Link to other learning areas: Learners demonstrate interest in reciting rhymes in Language Activities.</p>				
<p>Suggested learning resources water, colours, water containers, clay, plasticine</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to model 4 domestic animals using coil technique.	Models 4 domestic animals using coil technique.	Models 3 domestic animals using coil technique.	Models 2 domestic animals using coil technique.	Models 1 or no domestic animal using coil technique.
Ability to colour 4 pictures of animals that can walk or hop for fun.	Colours 4 pictures of animals that can walk or hop for fun	Colours 3 pictures of animals that can walk or hop for fun	Colours 2 pictures of animals that can walk or hop for fun	Colours 1 or no picture of animals that can walk or hop for fun
Ability to imitate 4 animals walking and hopping for enjoyment.	Imitates 4 animals walking and hopping for enjoyment	Imitates 3 animals walking and hopping for enjoyment.	Imitates 2 animals walking and hopping for enjoyment	Imitates 1 or no animal walking and hopping for enjoyment

5.0 WEATHER

THEME: WEATHER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Weather	5.1 Paper Pleating	<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, sing action songs with movements while using paper fan for fun, appreciate own and others' paper folding work. 	<ul style="list-style-type: none"> Learners are guided to identify materials used in paper pleating. Learners with low vision work with learners with blindness to share equitably materials for paper pleating in groups. Learners with low are guided to use digital devices with appropriate assistive technology to watch/listen to audio described video clips on paper pleating technique in making a fan. 	<p>What materials do we use in paper pleating?</p>

			<ul style="list-style-type: none"> ● Learners with low vision work with learners with blindness to make paper fans in groups. ● Learners are guided to demonstrate the use of paper fans as they make movements. Learners with blindness are provided with one on one demonstration on how to use paper fans as they make movements. ● In groups, learners are guided to collect waste paper from the working area and dispose of it at appropriate places. Learners with blindness are provided with one on one support in activities of collecting and disposing waste paper that require use of sight. ● Learners with low vision are guided to display their paper craft works while learners with 	
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			<p>blindness are provided with one on one demonstration in activities of display of paper craft works that require use of sight.</p> <ul style="list-style-type: none">• Learners are guided to sing songs about paper pleating.	
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Core Competencies to be developed:

- Learning to learn: Learner carries out activities with others when paper pleating in groups.
- Digital literacy: Learner manipulates the digital devices when observing paper pleating images and watching paper pleating videos.

Values

- Responsibility: Learners engage in assigned roles and duties when creating paper pleats in groups.
- Unity: Learners embrace others when creating paper pleats in groups.

Pertinent and Contemporary Issues:

- Disaster Risk Reduction. Learners demonstrate proper waste disposal when collecting waste paper in the working area.

Link to other learning areas:

Learners pleat papers in different shapes to make fans which relates to paper fan numbers in Mathematics Activities.

Suggested learning resources

Paper, ruler, scissors, pencil, digital devices

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make 4 varieties paper fan using pleating technique.	Makes 4 varieties of paper fans in a using pleating technique.	Makes 3 varieties of paper fans in a using pleating technique.	Makes 2 varieties of paper fans in a using pleating technique.	Makes 1 or no paper fan in a using pleating technique.

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 Safety measures <ul style="list-style-type: none"> Such as <i>avoiding drinking soapy, avoid squeezing water in the ears, mouth, nose and eyes</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify safety measures when squeezing water and bubbling activities, carry out squeezing water and bubbling activities for fun, sing a song while coloring drawings of materials used in squeezing water and bubbling activity appreciate playing with water while observing safety. 	<ul style="list-style-type: none"> Learners are guided to use digital devices with assistive technology to watch/listen to an audio described videos of learners playing with water. Learners are guided to collect and name materials for water and bubbling activities. Learners with blindness are provided with one on one support while collecting the materials. In groups, learners are guided to use the sponges to squeeze water to other containers. Learners are guided to use straws to make bubbles. Learner with blindness are 	How do you make bubbles?

			<p>provided with one on one support of the activities.</p> <ul style="list-style-type: none">• Learners with blindness sing a song as they colour drawings of materials used in squeezing and bubbling activities while learners with blindness are model materials used in squeezing water and bubbling activities.• Learners are guided to talk about their experiences when playing with water.	
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Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to carry out 4 squeezing water and bubbling activities for fun	Carries out 4 squeezing water and bubbling activities for fun	Carries out 3 squeezing water and bubbling activities for fun	Carries out 2 squeezing water and bubbling activities for fun	Carries out 1 or no squeezing water and bubbling 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.

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	Coloured pencils, crayons, charcoal sticks, sticks. Chalk powder, brushes, containers, charcoal dust, brick powder, ash, clay, plasticine, stylus, slate, assistive 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	Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old	<ul style="list-style-type: none"> ● Observation schedule, ● Oral 	<ul style="list-style-type: none"> ● Exhibit their work during

	2.2 SWINGING AND STRETCHING 2.3 BODY PERCUSSION	small pieces of clothes, assistive digital devices, coloured beads, adhesive, tyres, ropes, hula hoops, swings, crayons, coloured pencils, manilla papers, plain drawing books.	<ul style="list-style-type: none"> • questions, • Portfolio, • Checklist. 	<ul style="list-style-type: none"> • Academic/parents 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, clay, plasticine, stylus, slate, 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, clay, plasticine, stylus, slate, charcoal, manilla 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.

				<ul style="list-style-type: none"> • 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.