



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN

LANGUAGE ACTIVITIES

PRE PRIMARY 1

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, 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 to 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 present 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,
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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 Pre Primary 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 Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner’s potential**.

Therefore, the 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

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 one 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 panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary one 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 one and preparation of learners for transition to primary level.

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NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

4. **Promote sound moral and religious values**

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

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

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

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

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

8. Promote positive attitude towards good health and environmental protection

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

LESSON ALLOCATION FOR PRE PRIMARY

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

Note:

The time allocated for each activity area is **30 minutes**.

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

- a) demonstrate basic pre literacy and pre 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 the society.

ESSENCE STATEMENT

Language Activities for learners with visual impairment is a learning area that provides learners with visual impairment with opportunities to build on communicative skills acquired at home as they transit to formal learning. Introduction to pre literacy activities facilitate the young learner's ability to build a firm foundation for oral and written communication skills. The aim of the learning area is to develop the learner's pre literacy and literacy skills which include listening and speaking, pre reading and reading, pre writing and writing. The skills include aspects such as telling and retelling stories, listening for comprehension, book care and handling, scribbling, colouring, articulation of letter sounds, letter names, syllables and three letter words.

Language activities are predominantly learned through the communicative language learning approach. Learners with visual impairment will also be given opportunities to develop pre literacy skills through play-based learning, task-based learning and project-based learning. Learning will take place through interesting, engaging and age appropriate experiences such as playing, singing, chanting rhymes, reciting poems and modelling. The skills in language acquired at the end of Pre Primary level prepare the learner with visual impairment to seamlessly transit to Primary education.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) develop appropriate listening skills from varied experiences to enrich their ability to communicate,
- b) express own opinions, ideas and feelings creatively, freely and confidently using basic vocabulary in varied situations as they appreciate others,
- c) participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- d) articulate letter sounds correctly in preparation for reading,
- e) articulate syllables correctly in preparation for reading,
- f) articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- g) develop appropriate reading readiness skills in varied learning experiences,
- h) apply appropriate writing readiness skills in varied learning experiences.

THEMES

In the PPI Language Activities Curriculum, the four language skills (two in one making the three skills) are presented through themes. The following themes will facilitate the learning of Language Activities in context:

1. Greetings and Farewell

- Commonly used greetings
- Time related greetings

2. Myself

- My body
- My clothes
- My friends

3. My family

- Family members
- Clothes worn by family members
- Foods eaten

4. My home

- Our house
- Buildings at our home
- Utensils
- Animals
- Furniture
- Work done at home
- Plants found at home

5. My neighbourhood

- Our neighbours
- Families in the neighbourhood
- Importance of neighbours

6. My school

- Our teacher
- Our class
- Things in our class
- Buildings and structures at school
- People at school
- Things at school
- Work done in school

STRANDS

1. Listening and Speaking
2. Reading
3. Writing

SUMMARY OF STRANDS AND SUB STRANDS

Themes	Strands	Sub Strands	Suggested Number of Lessons
1. Greetings and Farewell	1.0 Listening and Speaking	1.1 Greetings and farewell	3
		1.2 Time related greetings and farewell	3
	2.0 Reading	2.1 Reading readiness	4
	3.0 Writing	3.1 Print awareness	2
2.0 Myself	1.0 Listening and Speaking	1.1 Self awareness	2
		1.2 Listening for enjoyment	3
	2.0 Reading	2.1 Book handling	2
		2.2 Reading posture	2
	3.0 Writing	3.1 Writing posture	2
		3.2 Pre writing skills	5
3.0 My Family	1.0 Listening and Speaking	1.1 Active Listening	3
		1.2 Self-expression	4
	2.0 Reading	2.1 Print awareness	3
		2.2 Phonic awareness	5

		(a-e)	
	3.0 Writing	3.1 Eye-hand coordination	2
		3.2 Writing readiness (a-e)	5
4.0 My Home	1.0 Listening and Speaking	1.1 Naming	3
		1.2 Passing information	3
	2.0 Reading	2.1 Visual discrimination	5
		2.2 Phonic awareness (f-j)	6
	3.0 Writing	3.1 Writing letter sounds	6
5.0 My Neighbourhood	1.0 Listening and Speaking	1.1 Environmental awareness	4
		1.2 Auditory discrimination	5
		1.3 Audience awareness	3
	2.0 Reading	2.1 Visual memory	3
		2.2 Phonic awareness (k-r)	8
	3.0 Writing	3.1 Pattern writing	2
		3.2 Writing letter sounds (k-r)	8
	6. My School	1.0 Listening and Speaking	1.1 Auditory memory
2.0 Reading awareness		2.1 Phonic awareness (s-z)	8
		2.2 Articulation of letter sounds (vowel sounds a,e,i,o,u)	3
		2.3 Letter recognition	8

		2.4 Picture reading	1
	3.0 Writing	3.1 Writing letter sounds (s-z)	8
		3.2 Letter formation	8
		3.3 Writing practice	5
Total number of Lessons			150

NOTE: The suggested number of lessons per sub strand may be less or more depending on the context.

1.0 GREETINGS AND FAREWELL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Greetings and Farewell	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) give reasons for greeting each other in our day -to-day life,</p> <p>b) use greetings in social interactions,</p> <p>c) use farewell words and gestures in social interactions,</p> <p>d) appreciate the use of greetings and bidding farewell in daily interactions.</p>	<ul style="list-style-type: none"> • Learner is guided to say importance of greeting each other. • Learner is guided to say people who have greeted them and those they have greeted. • Learner is guided to tell words for common greetings like hello, good morning, good afternoon, how are you. • Learner is guided to say common words for farewell: good bye, see you later and good night. • Learner is guided to collaboratively imitate greetings. • Learner is guided to imitate bidding of farewell. • Learner with low vision is guided to watch a video clip or listen to an audio recording on people greeting and bidding 	<ol style="list-style-type: none"> 1. Why do we greet people? 2. How do people greet each other?

			<p>farewell while learner with blindness is guided to listen to a video clip or an audio recording on people greeting and bidding farewell (provide verbal description on aspects that require use of sight.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to role play people initiating and responding to greetings while learners with blindness use hands on demonstration when role playing. • Learner with low vision is guided to role play people bidding farewell using words and gestures while learner with blindness is given hands on demonstration on the use of gestures. • Learner to sing songs related to greetings and bidding of farewell. 	
Core competencies:				

- Communication and collaboration: The learner enhances listening and speaking skills while discussing pictures on people greeting and bidding farewell.
- Self-efficacy: The learner assertively role plays initiating and responding to greetings and bidding farewell while using words and gestures.

Values:

- Integrity: The learner role plays greetings and bidding farewell with humility.
- Unity: The learner imitates greetings together with others amicably and in unison.

Pertinent and Contemporary Issue(s):

Interpersonal relationship: The learners learn to show concern for others by engaging in greetings and bidding each other farewell which creates healthy relationships.

Link to other Activity Areas:

Greetings and bidding of farewell are done to show love and concern and ensure interpersonal relationship with others. This can be linked to Religious Education, (CRE) where the need to love and care for one another is emphasised.

Suggested Learning Resources:

- Video clip
- Recorded audio
- Course books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Time related greetings and farewell	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the words used to greet at different times of the day, b) use time related greetings correctly, c) express farewell words and gestures in relation to time, d) acknowledge use of greetings and bidding of farewell in social interactions. 	<ul style="list-style-type: none"> • Learner is guided to mention different words used in greetings at different times of the day (good morning, good afternoon, good evening). • Learner is guided to greet and bid farewell to each other using the right words. • Learner is guided to say words used in bidding farewell at different times of the day (good bye, good night, see you later). • Learner is guided to role play greeting and bidding farewell to one another using words relating to different times of the day. • Learner is guided to sing songs on time related greetings using words and gestures. • Learner with low vision is guided to sing songs on 	<ol style="list-style-type: none"> 1. Why do we bid people farewell at different times? 2. How do people greet each other?

			bidding farewell at different times of the day using words and gestures while learner with low vision is guided using hands on demonstration to sing songs on bidding farewell at different times of the day using words and gestures.	
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner together with others listen to and articulate words while role playing greeting and bidding one another farewell using words relating to different times of the day. • Self-efficacy: The learner confidently greets and bids others farewell using correct words. 				
Values: <ul style="list-style-type: none"> • Unity: The learner together with others role-play time related greetings and bidding each other farewell. • Love: The learner greets and responds to each other in role-playing time related greetings and bidding of farewell as a way of showing concern. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works collaboratively in the greeting and bidding of farewell experiences. The concept of greetings too help develop concern for one another's welfare and thus social cohesion.				
Link to other Activity Areas: Greetings and bidding of farewell are done to show love and concern and ensure interpersonal relationship with others. This can be linked to Religious Education, (CRE) where the need to love and care for one another is emphasised. The choice of greeting and farewell words in respect to time relate to the concept of time in Mathematics.				
Suggested Learning Resources: Course books.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading readiness	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) show how we move eyes when reading - for learners with low vision,</p> <p>b) show how we move fingers when reading - for learners with blindness,</p> <p>c) demonstrate top - down orientation in reading - for learners with low vision,</p> <p>d) demonstrate left to right and back to left finger</p>	<ul style="list-style-type: none"> • In pairs or groups, learner with low vision is guided to explain how we move eyes when reading while learner with blindness is guided to explain how we move fingers when reading. • Learner with low vision is guided to read pictures arranged from the top to the bottom of a page or chart while learner with blindness is guided to move fingers from left to right and back to left while tracking and tracing tactile lines or patterns. • Learner with low vision is guided to view a video clip or observe pictures of sequenced activities arranged from left to right in the correct order while learner with blindness is guided to listen to a video clip or listen to description of pictures of sequenced activities arranged from left to right in the correct order. • Learner with low vision is guided to read given series of pictures arranged from left 	How can we take care of our books?

		<p>movement while reading for learners with blindness,</p> <p>e) turn pages from right to left when opening a book,</p> <p>f) embrace caring for books in preparation for reading.</p>	<p>to right as they narrate the happenings while learner with blindness is guided to listen to picture descriptions of a given series of pictures arranged from left to right as they narrate the happenings.</p> <ul style="list-style-type: none"> • Learner with low vision is guided to turn pages of a picture book from right to left. Learner with blindness is guided to turn pages of a braille book from right to left. • Learner with low vision play a game on turning picture book pages where they tap in advance all pages with a picture responsibly to avoid tearing. Learner with blindness is guided to play using tactile diagram. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner persists in viewing pictures on the video clip to the end and tries to interpret their meaning. • Self-efficacy: The learner independently turns pages of a book appropriately and carefully while reading pictures. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner learns to carefully turn pages of a book from left to right without tearing as one of the book handling skills. • Integrity: The learner with resilience reads pictures arranged from left to right and narrates the happenings. 				
<p>Pertinent and Contemporary Issue(s): Social economic awareness: the learner learns to take good care of books while reading or handling to avoid unnecessary cost in replacing them.</p>				
<p>Link to other Activity Areas:</p>				

Reading readiness is a skill needed in all Learning Activities. This means that up-bottom and left-right book reading skills as well as turning pages from right to left are skills used across the Learning areas in preparation for learning.

Suggested Learning Resources: books, braille books, pictures, tactiles materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p>3.1 Print awareness – for learners with low vision</p> <p>3.2 tactile awareness – for learners with blindness</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify pictures of familiar things within the environment – for learners with low vision</p> <p>b) identify different patterns formed using braille dots or other tactile materials for learners with blindness</p> <p>c) scribble freely on different surfaces in preparation for writing,</p> <p>d) make dots randomly on braille paper using slate and stylus/ braille machine - for learners with blindness</p>	<ul style="list-style-type: none"> ● Learner with low vision is guided to recognize pictures of familiar things within their environment (on charts, books with appropriate font and colours, digital devices with assistive technology) while learner with blindness is guided to recognize different patterns formed using braille dots or other tactile materials. ● Learner with low vision is guided to talk about the pictures while learner with blindness is guided to talk about the different patterns of braille dots such as number of dots, how they are arranged (top- bottom, right-left). ● Learner with low vision is guided to hold pencils, pens, sticks crayons or colouring pencils correctly and scribble freely on surfaces while learner with blindness is 	<p>1. How can we make pictures?</p> <p>2. How can you make tactile patterns?</p>

		<p>e) enjoy scribbling and making marks on writing surfaces in preparation for writing.</p> <p>f) Enjoy making dots randomly on braille paper using slate and stylus/ braille machine in preparation for writing for learners with blindness</p>	<p>guided to hold slate and stylus correctly and scribble dots randomly.</p> <ul style="list-style-type: none"> • Learners share their writing and colouring tools (pencils, colour pencils, crayons, erasers). • Learners display the scribbled work for self and peer assessment. • Learner with low vision freely colour pictures of familiar things in their environment and display for others to see while learner with blindness freely create braille dots patterns using slate and stylus. • Learners model images of familiar things in the environment and clear the working space after modelling. • Learners wash hands with clean water after the modelling experience. • Learner with low vision sing songs while colouring pictures in the environment for motivation. Learner with blindness sing songs while modeling familiar objects in their environment. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner scribbles freely on surfaces with diligence. • Imagination and creativity: The learner interacts with the pictures or objects and acquires new ideas on how to handle books and digital devices with assistive technology. 				

- **Self-efficacy:** The learner scribbles and freely colours persistently and displays own work proudly for others to see with a belief that it is excellently done.

Values:

- **Responsibility:** The learner clears the working space and washes hands with clean water after the modelling experience.
- **Peace:** The learner shares scribbling and colouring materials such as pencils, crayons, colour pencils and erasers without conflict.

Pertinent and Contemporary Issue(s):

Personal hygiene awareness: The learner clears working area and washes hands with soap and clean water after the modelling experience in the environment to enhance cleanliness.

Link to other Activity Areas:

The modelling of familiar things in the environment relate to modeling experiences in Creative Arts.

Suggested Learning Resources: books,

- Braille books
- Digital devices with assistive technology,
- Pencils,
- Pens,
- Sticks crayons
- Colouring pencils

2.0 MYSELF				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Self awareness	By the end of the sub strand, the learner should be able to: a) identify self by name, b) distinguish self as girl or boy, c) recite a poem mentioning their age, d) acknowledge the importance of personal identity.	<ul style="list-style-type: none"> • In pairs or groups, learner take turns to say own name in full. • In pairs or groups learners discuss reasons children should have names. • Learner is guided to share what they know about being a girl or being a boy. • Learners participate in poems on self-awareness saying their name, gender and age (teacher-made, pre-recorded). • Learners play games on self-awareness. 	Why is it important to know yourself?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self –efficacy: The learner participates in poems on self-awareness saying their name, gender and age independently. • Citizenship: Children rights, the learner gets to learn what the constitution says about a right to name in the discussion of why we should have names. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner takes turn to say own name in full and patiently listens to names of others. • Responsibility: The learner responsibly participates in reciting poems on self-awareness. 				

Pertinent and contemporary issue(s):

Citizenship Education: The learner learns about the entitlement to a name as a human right in the constitution of Kenya.

Link to other Activity Areas:

Self-awareness is critical to the learner in order to build confidence and believe in self. The concept of self-awareness is also taught in CRE as a sub strand under the strand of Creation.

Suggested Learning Resources: Course books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Listening for enjoyment	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name different songs children sing, b) sing different children's songs, c) demonstrate ways of dancing to children's songs using different parts of the body, d) value listening to music for enjoyment. 	<ul style="list-style-type: none"> • In pairs or groups, learners talk about the songs they know. • Learners are guided to sing children songs one by one while others listen. • Learner with low vision is guided to imitate songs with actions and movements collaboratively and individually while learner with blindness is given hands on demonstration to imitate songs with actions and movements collaboratively and individually. • Learners listen to audio or video recordings of children's music. Learners with blindness be provided verbal explanation of aspects that require use of sight. • Learners with low vision show various body movements using (fingers, head, waist, feet, shoulders) in response to 	<ol style="list-style-type: none"> 1. How do people respond to songs? 2. Why do people sing?

			<p>music/dancing both collaboratively and individually while learners with blindness show various body movements using (fingers, head, waist, feet, shoulders) in response to music/dancing both collaboratively and individually.</p> <ul style="list-style-type: none"> • Learners respond to music in various ways by tapping fingers, nodding head or shaking different body parts. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner creatively moves various body parts such as fingers, head, waist, feet, shoulders in response to music/dancing with originality. • Self-efficacy: The learners sing songs one by one as others listen. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner co-operates with others to dance as a group. • Love: The learner works together with others to imitate songs. 				
<p>Pertinent and Contemporary Issue(s): Health related issues: The learner dances and exercises body muscles while appreciating what music can do to our health.</p>				
<p>Link to other Activity Areas: The sub strand ‘Myself’ brings about awareness of God’s creation and how we appreciate our bodies as it is mentioned in Religious Education.</p>				
<p>Suggested Learning Resources:</p>				

- Video clip
- Audio recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Book handling	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify ways of taking care of books, organise books in a bag in an orderly manner, arrange books for safe keeping, turn over pages of a book from right to left, advocate for appropriate handling of books for sustainability. 	<ul style="list-style-type: none"> • In pairs or groups, learner is guided to share experiences on how books should be taken care of to avoid destruction. • Learner with low vision is guided to observe teacher’s demonstration on how to arrange books in bags, on shelves, cupboards and tables while learner with blindness is given hands on demonstration on how to arrange braille books in bags, on shelves, cupboards and tables. • Learners work together to arrange books appropriately in bags, on shelves, cupboards and/or tables. • Learners display arranged books for others to see and assess. • Learners take turns in checking the handling of books by peers. 	How do you take care of books?

			<ul style="list-style-type: none"> • Learner is guided to turn over pages from right to left. • Learner is guided to turn each page gently. • Learner is guided to play games on book care and book handling. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learners share experiences on how books should be taken care of to avoid destruction. • Self-efficacy: The learner turns pages of a book appropriately and cares for books by arranging them well in own bag and on school shelves/tables. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes good care of the resources entrusted to them by arranging books appropriately in bags, on shelves, cupboards or tables persistently. • Unity: The learner works together with others to arrange books appropriately in bags, on shelves, cupboards and/or tables. 				
<p>Pertinent and contemporary issue(s): Social cohesion: The learner collaborates with others to arrange books.</p>				
<p>Link to other Activity Areas: Proper book handling and care is necessary across all other learning areas as they handle their books daily.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Print books with appropriate • Braille Books • Bags • Desks • Shelves 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading posture	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify correct reading posture in given pictures – for learners with low vision, b) identify correct reading posture by exploring a person seated appropriately, c) use an appropriate posture when reading, d) acknowledge the importance of correct posture when reading. 	<ul style="list-style-type: none"> • Learner is guided to tell reasons for using the correct reading posture i.e why sit upright when reading. • Learners with low vision is guided to view pictures of correct reading posture from video clips, charts or books while learner with blindness is guided to listen to a video clip or picture description of correct reading posture. • Learner with low vision is guided to observe correct reading posture demonstrated by the teacher while learner with blindness is guided to manipulate the correct reading posture demonstrated by the teacher. • Learner is guided to practice correct reading posture. • Learner with low vision is guided to distinguish correct reading posture from the incorrect one every time they are reading pictures and any other 	<p>Why do we need to sit upright as we read?</p>

			<p>thing in class while learner with blindness when modeling real objects.</p> <ul style="list-style-type: none"> • Learners sing songs on correct reading posture as they practice the correct posture. Learner with blindness be given one on one demonstration. • Learner with low vision observe peers and assess each other on correct reading posture while learner with blindness observe by touching their peers and assess each other on correct reading posture. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner distinguishes correct reading posture from the incorrect one when practising picture reading in class. • Learning to learn: The learner persists in sitting upright every time when reading so as to master the correct reading posture. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: The learner observes peers and assesses the correct reading posture with love. • Unity: The learners work together in fairness giving one another feedback on how to use right reading posture. 				
<p>Pertinent and contemporary issue(s): Health education: The learner learns proper sitting posture while reading that helps avoid unnecessary straining of body parts that could bring about health issues.</p>				
<p>Link to other Activity Areas: Creative Activities as the learner practices both gross and fine motor muscles in and outside class.</p>				

Suggested Learning Resources: video clip,

- Recorded audio
- Print books with appropriate font size and colour contrast
- Braille books
- Pictures
- Tactile charts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing posture	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the appropriate sitting posture when scribbling, drawing and writing – for learners with low vision, b) identify the appropriate sitting posture when randomly making dots, modeling and writing – for learners with blindness, c) sit appropriately (upright) when scribbling, colouring and writing - for learners with low vision, d) sit appropriately (upright) when randomly making dots and writing -for learners with blindness, e) desire to sit appropriately during pre-writing and writing activities. 	<ul style="list-style-type: none"> • Learner with low vision is guided to select the correct sitting posture from a variety of demonstrated pictures as they point issues with the rest of the pictures while learners with blindness is guided to identify appropriate sitting posture by being given one on one demonstration on the appropriate and inappropriate sitting posture as they point out issues with inappropriate siting postures. • Learner with low vision is guided to observe demonstration of appropriate sitting posture when writing either from the teacher, pictures or a video clip while learner with blindness is guided to observe demonstration of appropriate sitting posture when writing either from the teacher, peers, or listening to the description of pictures or a video clip. 	<ol style="list-style-type: none"> 1. How do we sit appropriately when writing? 2. Why sit upright when writing?

			<ul style="list-style-type: none"> • Learner with low vision practise the correct writing posture following demonstration from the teacher, pictures or a video clip while learner with blindness practise the correct writing posture following demonstration from the teacher, peers or listening to description pictures or a video clip. • Learners model objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing. • Learners recite a simple poem on appropriate sitting posture while using actions. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner utilises while writing the information observed from the demonstration of appropriate sitting posture from the teacher or a video clip. • Critical thinking and problem solving: The learner sits upright when modelling and writing to ensure that the modelling and writing results are good. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner is able to sit appropriately when writing and with diligence avoids mistakes associated with inappropriate sitting posture. • Peace: The leaner works with love when practising with others the appropriate sitting posture. 				

Pertinent and Contemporary Issue(s):

Life skill: Self-awareness is developed as the learner realises that one can write properly by sitting appropriately (upright).

Link to other Activity Areas:

The learner models objects which is related to modeling in Creative Activities.

Suggested Learning Resources: video clip,

- Pictures
- Clay
- Dough
- Plasticine

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Pre writing skills	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify different materials used in writing and colouring – for learners with low vision,</p> <p>b) identify different materials used in writing and making braille dots patterns – for learners with blindness,</p> <p>c) demonstrate the ability to scribble from up to bottom of the page - for learners with low vision,</p> <p>d) demonstrate the ability to randomly make dots from up to bottom of the page for learners with blindness,</p> <p>e) demonstrate the ability to scribble from left to right – for learners with low vision,</p> <p>f) demonstrate the ability to randomly make dots from</p>	<ul style="list-style-type: none"> • Learner with low vision is guided to name different writing materials and tools (books, pencils, color pencils, sticks while learner with blindness is guided to name braille writing materials (writing frames and stylus, braille papers, braille machine, orbit reader, pins, pegs and pegboards). • Learners with low vision is guided to scribble on books from up to bottom of the page while learner with blindness is guided to randomly make dots from up to bottom of the page. • Learners with low vision is guided to scribble from the left to the right side of the pages while learner with blindness is guided to randomly make dots from right to left using a slate and stylus. • Learner with low vision is guided to hold a book appropriately when 	How do you prepare for writing?

		<p>right to left using a slate and stylus – for learners with blindness,</p> <p>g) colour pictures within borders – for learners with low vision,</p> <p>h) make different patterns using braille dots keeping the braille paper firmly fixed on the slate - for learners with low vision,</p> <p>i) take pleasure in scribbling and colouring learning experiences for learners with low vision,</p> <p>j) take pleasure in randomly making dots learning experiences – for learners with blindness.</p>	<p>coloring while learner with blindness is guided to fix a braille paper firmly in the slate while writing or randomly making dots.</p> <ul style="list-style-type: none"> • Learner with low vision is guided to color appropriately pictures within borders and show peers while learner with blindness is guided to make dots without skipping a line and show peers. • Learner with low vision is guided to sit in the right posture while scribbling while learner with blindness is guided to sit in the right posture while making dots as earlier demonstrated. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner scribbles gently on book from up to bottom of a page and from left to right of same page. • Self-efficacy: The learner independently scribbles and colours within borders as expected. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner works with others in humility when colouring pictures within borders appropriately. 				

- Responsibility: Colouring within the borders help the learner to learn to limit colouring within given borders of a picture and even write within given lines and making braille dots without skipping a line.

Pertinent and Contemporary Issue(s):

Health Promotion Issues: The learn practices the right writing posture while scribbling and colouring for good health, making dots randomly (avoidance of straining) and for neat work.

Link to other Activity Areas:

Scribbling and colouring, making tactile patterns relate to pattern making and colouring in Creative Activities.

Suggested Learning Resources:

- Braille books and print book with appropriate font size and colour contrast
- Pencils
- Slate
- Color pencils
- Sticks
- Writing frames and stylus
- Braille papers
- Braille machine
- Orbit reader
- Pins
- Pegs and pegboards

3.0 MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Active listening	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name family members using appropriate titles as they refer to them, b) tell short stories about family members, c) retell stories about family members, d) respond to simple instructions regarding family members, e) enjoy participating with pleasure in reciting poems about family members. 	<ul style="list-style-type: none"> • Learner is guided to say names of members of the family. • Learner is guided to tell their relationship with the members of the family (father, mother, brother, sister). • Learner is guided to tell one another stories about family members. • Learner is guided to retell the stories about family members. • Learners sing songs about family members. • Learners answer questions on family members. • Learners are to role play family members. Learner with blindness is paired with the sighted peer in aspects that require use of sight. • Learners respond appropriately to instructions on family members' roles. 	<p>How do you appreciate family members? Do you like?</p>

			<ul style="list-style-type: none"> Learners recite poems on family members. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> Communication and collaboration: The learner interacts with others while talking about family members and listening to stories about family members. Creativity and imagination: The learner creatively tells stories about family members and recalls their roles while role playing family members. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: The learner with others take turn in telling stories about family members and quietly listening to one another. Responsibility: The learner learns own roles in the family while role playing family members and their tasks. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: The learner with others in class talk about family members and the strong relationships.</p>				
<p>Link to other Activity Areas: Learners are involved in active listening so as to follow instructions and receive information across Activity Areas. The content of Family members is also learned in Environmental Activities.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> Course books Poems 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Self-expression	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the appropriate titles of family members, b) mention work done by family members, c) tell stories of what they like and do not like about work done by family members, d) recommend family members for what they do. 	<ul style="list-style-type: none"> • Learner is guided to tell news about family members. • Learner is guided to distinguish a member of a family from a non-member. • Learner is guided to name work done by different members of the family. • Learner is guided to tell stories about members of the family, work done by each and what they like and dislike about the work (sister, brother, mother, self and father) - their names, what they do, where they live, what they like... • Learner is guided to sing songs about family members. • Learner is guided to role play work done by family members. Learner with blindness is paired with their sighted peers and given verbal description in aspects that require use of sight. 	<p>How is work allocated to family members?</p>

Core Competencies:				
<ul style="list-style-type: none"> • Self-efficacy: The learner assertively tells stories about members of the family, work done by each family member and what they like and dislike about the work. • Citizenship: The learner talks about and appreciates the roles and responsibilities of family members. 				
Values:				
<ul style="list-style-type: none"> • Unity: The learner appreciates the role played by each member of the family to keep them together. • Social justice: The learner learns the importance of fairness in sharing work and responsibilities among family members. 				
Pertinent and Contemporary Issue(s):				
Socio-economic issues: The learner becomes aware that family members can be involved in different economic activities to provide for the family.				
Link to other Activity Areas:				
Self-expression is a life skill necessary in all learning areas for learners to answer questions in class, for daily communications and for expression of needs. It therefore relates to all the other four.				
Suggested Learning Resources:				
Course books				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Polite language	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words that depict polite language in a conversations, b) use words that depict polite language in daily interactions, c) appreciate the use of polite language in day-to day interactions. 	<ul style="list-style-type: none"> • Learner is guided to name words used to request, apologize and appreciate. • Learner is guided to tell why we should use polite language in day-to-day our conversations. • Learner with low vision is guided to watch a video clip or listen to a recording on use of polite language while learner with blindness is guided to listen to a video clip or listen to a audio recording on use of polite language verbal description is given on aspects that require use of sight. • Learner with low vision is guided to talk about pictures showing gestures on use of polite language while learner with blindness is given verbal description of the pictures and guided to talk about pictures showing gestures on use of polite language. • Learners engage in dialogue using polite language in class (please, thank you, may I? excuse me), 	<ol style="list-style-type: none"> 1. Why do we use polite language? 2. How do you response politely?

			<ul style="list-style-type: none"> • Learners use appropriate polite language while role playing work done by family members. • Learners sing songs/recite poems that teach use of polite language. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner engages in dialogue using polite language in class and together with others role play work done by family members . • Creativity and imagination: The learner creatively role plays work done by family members by assuming them and ensuring use of polite language during the role play. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner uses polite language to interact, request, apologise and appreciate others in daily life. • Love: The learner purposes to maintain good relations with those around by using polite language. 				
<p>Pertinent and Contemporary Issue(s): Citizenship education: The learner will learn to avoid any family conflicts due to the awareness that we should use polite language to maintain good social relations.</p>				
<p>Link to other Activity Areas: Religious education where learners learn to apologise and use polite language in social interactions.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Video clip • Audio recording • Poems 				

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.1 Print awareness</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name pictures of clothes worn by family members – for learners with low vision, b) name picture descriptions of the clothes worn by family members, c) differentiate foods eaten by family members using pictures for learners with low vision, d) differentiate foods eaten by family members using picture description - for learners with blindness, e) actively participate in picture identification experiences. 	<ul style="list-style-type: none"> • Learner with low vision is guided to say aloud pictures on books, charts and boards on clothes worn by family members while learner with blindness is guided to listen to the description of pictures on books, charts and boards on clothes worn by family members. • Learner with low vision talk about pictures showing clothes worn by boys and those worn by girls while learner with blindness talk about picture description showing clothes worn by boys and those worn by girls. • Learners collaboratively role play washing clothes worn by family members. Learners with blindness are paired with their sighted peers during the activity. • Learner with low vision watch a video clip on different types of foods and/or read pictures on different types of food while learner with blindness listen to a video clip on different types 	<p>Why do family members wear different types of clothes?</p>

			<p>of foods and/or read pictures on different types of food. Provide verbal description of aspects of the video that require use of sight.</p> <ul style="list-style-type: none"> • Learner with low vision identify the types of food watched on the video or read on the pictures while learner with low vision identify the types of food mentioned on the video or mentioned in the picture description. • Learners talk about different foods eaten at home. • Learners are guided to learn that children have a right to food and clothing. • Learner with low vision play a look and say game using pictures of foods eaten and clothes worn by family members while learner with blindness play a listen and say game using realia such as foods eaten and clothes worn by family members. • Learners fix puzzles using broken pictures of clothes worn by family members (vest, shirt, dress). Learners 	
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			<p>with blindness are paired with their sighted peers during the activity.</p> <ul style="list-style-type: none"> • Learners bring picture cut outs on family members, clothes or food from old books, gazettes or magazines. • Learners sing songs related to family. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner correctly and confidently identifies pictures of different foods eaten and clothes worn by family members. • Critical thinking and problem solving: The learner correctly identifies where to fix the broken puzzles to make whole pictures. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner cooperates with others as they role play washing of clothes worn by different family members. • Responsibility: The learner after the role play on washing of clothes worn by family members may want to try washing own clothes at home. 				
<p>Pertinent and Contemporary Issue(s): Citizenship: The learner mentions distinct clothes worn by boys and girls (skirts, shirts, blouses, dresses) and learns that it is their right to access clothing and food as basic needs.</p>				
<p>Link to other Activity Areas: Foods eaten and clothes worn by family members are concepts also learned in the Environmental Activities under members of the family.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Charts • Boards • Pictures on books with appropriate colour contrast 				

- Clothes
- Video Clip,
- Audio Recordings

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Phonic awareness (a-e)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the first five letter sounds of the alphabet (a, b, c, d, e),</p> <p>b) do letter sound correspondence by matching the letter sounds with corresponding objects whose name begin with the sound for mastery (a, b, c, d, e),</p> <p>c) enjoy chanting rhymes on the letter sounds.</p>	<ul style="list-style-type: none"> • Learner is guided to listen to the first five letter sounds of the alphabet (from the teacher or an audio recording) then repeat. • Learner is guided to read out the letter sounds collaboratively and as individuals. • Learner is guided to recognise the letter sounds from charts, books, cards or any other written material within the class. • Learner is guided to match the letter sounds with corresponding objects whose name begin with the letter sound (a for apple, b for boy, c for cat). • Learner is guided to play letter sound recognition games like a fishing game (picking randomly learnt letter sounds from a box or basket and reading it out). • Learners chant rhymes related to the learned letter sounds for mastery. 	How do you learner different letter sounds?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner reads out the first 5 letter sounds correctly and confidently. 				

- Learning to learn: The learner discovers that letter sounds can be associated with pictures or picture descriptions of objects whose names have the letter sounds for a quick memory.

Values:

- Respect: The learners calmly read out the letter sounds collaboratively and appreciate how each one reads.
- Responsibility: The learner reads out the letter sounds independently without repeating after the teacher.

Pertinent and Contemporary Issue(s):

Citizenship, social cohesion: The learners read out the letter sounds and chant them together learning to appreciate one another and living in harmony.

Link to other Activity Areas:

Learners chant rhymes to promote phonic awareness which relates to singing in Creative Activities.

Suggested Learning Resources:

- Tactile charts
- Braille charts
- Print books with appropriate font size and colour contrast
- Braille books
- Cards
- Braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p data-bbox="392 307 573 371">3.1 Eye-hand coordination</p> <p data-bbox="392 417 573 518">3.2 Slate and stylus activities</p>	<p data-bbox="620 307 993 371">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="620 381 1012 1108">a) explain what to look at when writing – learners with low vision, b) coordinate the eyes and hand when writing – for learners with low vision, c) hold the stylus and the frame correctly to make dots on the correct line learners with blindness, d) open pages of a book from left to right to continue writing – for learners with low vision, e) use the index finger of the dominant hand to guide the point of the stylus to the correct line of the slate when writing – for learners with blindness,</p>	<ul data-bbox="1039 307 1547 1148" style="list-style-type: none"> <li data-bbox="1039 307 1547 632">• Learner with low vision is guided to listen to the teacher’s explanation about looking keenly while handling the writing material while learner with blindness is guided to listen to the teacher’s explanation about holding the slate and the stylus appropriately while handling the writing material. <li data-bbox="1039 642 1547 930">• Learners with low vision is guided to observe the teacher’s demonstration of how to have the eyes focused on the writing material while learner with blindness is guided on how to coordinate the index finger and the stylus on braille lines when writing. <li data-bbox="1039 939 1547 1004">• Learners talk about what to do and what to look at when writing. <li data-bbox="1039 1013 1547 1148">• Learner with low vision practice focusing their eyes on the writing material as they write individually and collaboratively while learner 	<p data-bbox="1574 307 1792 444">How do we hold our books and pencils when writing?</p>

		<p>f) value the using materials appropriately used for writing.</p>	<p>with blindness practice focusing their index finger and stylus on the writing material as they write individually and collaboratively.</p> <ul style="list-style-type: none"> ● Learner with low vision turn pages from right to left gently to continue writing without skipping pages while learner with blindness is guided to fix a braille paper into the writing frame and clip it to write from right to left on the writing frame and finger track lines of the writing frame to avoid overwriting. ● Learners fix puzzles collaboratively using cut pieces of learned letter sounds to make them whole. Learner with blindness is paired with sighted peers during the activity. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner makes connections between different parts of the puzzles while fixing letter sound puzzles correctly and make them complete. ● Learning to learn: The learner persists to learn how to move eyes and coordinate with hand in preparation for pre writing and writing experiences. 				
<p>Values:</p>				

- Unity: The learner works harmoniously with others to practice focusing their eyes on the writing material.
- Respect: The learner works together with others in humility and respect while moving eyes from left to right to write collaboratively.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner learns to work with others collaboratively to fix puzzles using cut pieces of learnt letter sounds to make them whole.

Link to other Activity Areas:

Pre-writing skills such as eye-hand co-ordination and opening of the books from right to left are necessary across Activity Areas and so link to all.

Suggested Learning Resources: books,

- Braille books
- Puzzles
- Slate and stylus
- Braille papers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Writing	3.2 Writing readiness (a-e)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials that are required for writing, b) hold a writing tool in readiness for writing, c) join dots correctly to complete letter sounds a, b, c, d, e – for learners with low vision. d) place pegs correctly on peg boards to form letters sounds a, b, c, d, e – for learners with blindness. e) practice holding a writing tool and try to write independently letter sounds whose dots were joined, f) embrace the use of writing materials to improve writing. 	<ul style="list-style-type: none"> • Learner with low vision is guided to mention writing materials like pencils, colour pencils and books while learner with blindness is guided to mention writing materials like slate, stylus and braille paper. • Learner with low vision is guided to hold a pencil or color pencil correctly between the index finger and the thumb while resting on the middle finger while learner with blindness is guided to place firmly the slate and hold the stylus appropriately in readiness to press dots. • Learners write the learned letter sounds in the air while facing same direction with teacher (a, b, c, d, e), while learners with blindness place pegs on pegboards to form letter sounds (a, b, c, d, e). • Learner with low vision is guided to place a book correctly ready for 	<p>How do we hold our pencils or pens when writing?</p>

			<p>writing while learner with blindness is guided to place the braille paper and clip it firmly in the slate.</p> <ul style="list-style-type: none"> • Learner with low vision join dots of letter sounds from left to right on their books filling each page from top to bottom while learners with blindness press dots appropriately to write letter sounds from top to bottom. • Learner with low vision write letter sounds whose dots were joined without assistance while learners with blindness write letter sounds whose dots were joined without assistance. • Learners display written letter sounds. • Learner with low vision model letter sounds for mastery using clay, plasticine, dough while learners with blindness place pegs on pegboards to form letter sounds for mastery. • Learners chant rhymes on letter sounds with peers as they join the dots. 	
Core competencies:				

- Learning to learn: The learner pursues to learn about writing and identifies new ways of writing letter sounds such as writing in the air.
- Self-efficacy: The learner independently writes letter sounds and displays for others to see.

Values:

- Unity: The learner appreciates efforts of others as they cooperate when modelling letter sounds in groups using clay, plasticine or dough.
- Peace: The learner displays tolerance while working with others and modelling.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner engages in chanting letter sound rhymes with peers as they join the dots.

Link to other Activity Areas:

Writing skill is necessary and important in all other Activity Areas to put down on books what has been learned. This links to all other Activity Areas.

Suggested Learning Resources: pencils,

- Colour pencils
- Braille books
- Print books with appropriate font size and colour contrast
- Braille paper
- Slate and stylus

4.0 MY HOME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming	<p>By the end of the sub strand the learner should be able to:</p> <p>a) name things found at home, b) name people found at home, c) construct simple sentences using vocabulary related to things found at home, d) use vocabulary related to people found at home, e) enjoy learning experiences that involve naming of things within the environment.</p>	<ul style="list-style-type: none"> • Learner is guided to assign correct names to objects and items found at home. • Learner is guided to mention names of members of the family and other people found in the home. • Learners engage in simple conversations using sentences and talking about objects and items found at home in relation to colour, shape, size and use. • Learners talk about members of the family and other people in relation to their different roles. • Learners listen to an audio clip with a story on things found at home. • Learners answer oral questions from the audio clip on things found at home. 	<p>How do people use different things found at home?</p>

			<ul style="list-style-type: none"> • Learners collaboratively engage in vocabulary games about things and people found at home. • Learner with low vision view and discuss video clip on things and people found at home while learner with blindness listen and discuss video clip on things and people found at home. Provide verbal description on aspects of the video that require use of sight. • Learners discuss use of different objects found at home. • Learners recite poems and rhymes about things and people found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner confidently recites poems and rhymes about things and people found at home. • Creativity and imagination: The learner engages in vocabulary games about things and people found at home and tries all means to win. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner while playing vocabulary games with others exercises compassion, generosity and empathy so as to cope with one another during the game. • Unity: The learner cooperates with others and practices fairness during the vocabulary games to maintain a good relationship. 				

Pertinent and Contemporary Issue(s):

Social cohesion: The learner embraces living and working together with others as they engage into conversations and play vocabulary games together.

Link to other Activity Areas:

The concept of home, (people found at home, work done by family members and food eaten at home) is also learned in Environmental Activities.

Suggested Learning Resources:

- Video clip
- Audio recording

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify similarities of things found at home, b) name the differences in things found at home (people, furniture, structures, animals), c) use relevant vocabulary to pass verbal information about the home environment, d) desire to participate in a conversation about the home environment. 	<ul style="list-style-type: none"> • Learner is guided to say things that look alike at home. • Learner is guided to say things that look very different at home (houses and trees, chicken and cows). • In pairs or groups learners in turns talk about different people found at home. • Learner is guided to name different buildings found at home like cowshed, latrine/toilet, houses, and kitchen. • Learner with low vision is guided to is guided to read aloud pictures of things found at home such as furniture (tables, stools, coaches), utensils (spoons, cups, kettles, knives, pot), animals and people, while learner with blindness is guided to listen to picture description of things found at home such as furniture (tables, stools, coaches), utensils (spoons, cups, 	<ol style="list-style-type: none"> 1. Why do we have different things and people at home? 2. How can some of the items and objects found at home injure us?

			<p>kettles, knives, pot...), animals and people.</p> <ul style="list-style-type: none"> • Learner is guided to tell the differences in people found at home. • Learners collaboratively mention things found within the home environment using relevant vocabulary. • Learners collaboratively talk about things found at home that can be harmful and how they can avoid them (guide well, not instilling fear learners). • Learner is guided to talk about differences in animals found at home. • Learners sing songs about things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner with others in turn talk about different things found at home, their similarities and differences. • Self- efficacy: The learner assertively mentions things found within the home environment using relevant vocabulary. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner respects others’ opinions as they talk about things found at home in turns. 				

- Responsibility: The learner demonstrates awareness of things found at their home by talking about people found at home, things found at home and their similarities and differences.

Pertinent and Contemporary Issue(s):

Disaster risk reduction: The learner is cautioned against some harmful things found at home as they discuss this together with avoidance of the same.

Link to other Activity Areas:

Home and things found at home link to Environmental Activities where people and animals are learned.

Suggested Learning Resources:

- Stools
- Coaches
- Spoons
- Tables
- Cups
- Kettles
- Knives
- Pot

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.1 Visual discrimination</p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise pictures of things found at home, b) point out similarities in pictures of objects found at home, c) point out differences in pictures of objects found at home, d) enjoy observing things in the environment for details. 	<ul style="list-style-type: none"> • Learner with low vision is guided to read pictures of things found at home such as people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants either from a video clip, books, cards, charts or board while learner with blindness is guided to listen to description of pictures of things found at home such as people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants either from a video clip, books, cards, charts or board and model. • Learner with low vision is guided to identify similarities in the pictures on their use where they are found, colour, and size while learner with blindness is guided to listen to the description of pictures and identify similarities 	<ol style="list-style-type: none"> 1. How do we use different items and objects found at home? 2. How do we take care of the things found at home?

			<p>in the pictures on their use, where they are found, colour, size.</p> <ul style="list-style-type: none"> • Learner with low vision is guided to identify the differences in the pictures of objects found at home and their uses while learner with blindness is guided to manipulate the objects and identify the differences in the pictures of objects found at home and their uses. • In groups or pairs, learners collaboratively look at the things found in the class and relate them to some things found at home for example, tables, desks and furniture at home, buildings, plants, toilets. Learners with blindness manipulate objects found in the class and relate them to some things found at home for example, tables, desks and furniture at home, buildings, plants, toilets. • Learners talk about things in school that are not found at home, 	
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			<p>as well as things at home that are not in school.</p> <ul style="list-style-type: none"> • Learners talk about how to care for things found at home. • Learners sing songs related to things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner objectively identifies similarities and differences in things found at home. • Digital literacy: The learner uses technology to identify differences in digital pictures or picture description of objects found at home and their uses. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: The learner together with others exercise discipline while singing songs related to things found at home. • Love: The learner works with others at peace and with concern as they look at or manipulate the things found in the class and relate them to some things found at home. 				
<p>Pertinent and Contemporary Issue(s): Environmental Awareness: The learner exhibits awareness of the environment by identifying similarities of objects in pictures or picture description on their use, where they are found, colour and size.</p>				
<p>Link to other Activity Areas: Environmental Activities. Things found at home relate to things found in the environment learned in Environmental activities.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Books with appropriate font size and colour contrast • Cards • Video clip • Tactile charts • Braille books 				

- Farm tools
- Furniture
- Utensils
- Digital devices with assistive technology
- Clothes
- Plants

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Phonic awareness (f-j)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> read letter sounds of the alphabet (<u>f g h i j</u>), articulate correctly all the learned 10 letter sounds (a-j), match learned letter sounds with corresponding objects whose names begin with the sound, enjoy participating with pleasure in reading experiences. 	<ul style="list-style-type: none"> • Learner is guided to name the second set of 5 letter sounds in the alphabet. • Learner is guided to pick letter cards randomly and read out the sounds while learner with blindness pick braille cards randomly and read out the sounds. • Learner is guided to match letter sounds with corresponding object names whose names begin with the learned sound. • Learner is guided to chant rhymes on letter sounds collaboratively and as individuals. 	Why are there different sounds in the environment?

			<ul style="list-style-type: none"> • Learner is guided to play letter sound fishing game by picking a letter sound from a box, bag or basket, reading it out and displaying as other learners confirm if read out correctly. Learner with blindness be provided with braille cards with words to pick from a box, bag or basket, reading it out and display in class. • Learners sing songs related to letter sounds. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner thinks critically to correctly match letter sounds with the corresponding objects. • Creativity and imagination: The learner devices creative ways of playing a fishing game on letter sounds in order to win. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner independently matches letter sounds with corresponding objects. • Unity: The learner cooperates with others as they play the letter sound fishing game. 				
<p>Pertinent and Contemporary Issue(s): Effective communication: The learner chants rhymes on different letter sounds articulating them correctly.</p>				
<p>Link to other Activity Areas: Linked to Creative activities where singing of songs and chanting rhymes relate to chanting rhymes on letter sounds.</p>				
<p>Suggested Learning Resources: Letter cards Braille cards</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing letter sounds (f-j)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the second set of five letter sounds (f-j), b) write independently the first set of 5 letter sounds (a-e) c) join dots to complete writing the second set of five letter sounds (f, g, h, i, j), d) write the second set of five letter sounds learned (f-j), e) enjoy participating in writing activities 	<ul style="list-style-type: none"> • Learner is guided to write the first 5 letter sounds in books (previously learned). • Learner with low vision is guided to read letter sounds f, g, h, i, j on books, charts, board, from a digital device with assistive technology or cards while learner with blindness is guided to read letter sounds f, g, h, i, j on braille books, braille charts, from a digital device with assistive technology or braille cards. • Learner with low vision is guided to observe the teacher write letter sounds f-j one by one while facing same direction, while learner with blindness is given hand on demonstration on how to write letter sounds f-j one by one in braille. • Learner with low vision write in the air letter sounds f-j while learner with blindness place pegs on pegboards to form letter sounds f-j 	How are we supposed to write on different surfaces?

			<ul style="list-style-type: none"> • Learner with low vision join dots for letter sounds f-j while learner with blindness practice forming placing pegs on pegboards to form letter sounds. • In pairs or in groups, learner with low vision collaboratively trace and shade outlines of letter sounds f-j while learner with blindness practice placing pegs on pegboards to form letter sounds. • Learner with low vision colour and paint all learned letter sounds a-j while singing related rhymes while learner with blindness practice forming all learned letter sounds a-j while singing related rhymes. • Learner model using any modelling material letter a-j while learners with blindness use pin to form letter sound on soft boards. • Learners wash hands after the modelling experience. • Learners write/form on different surfaces letters representing sounds a-j. • Learners display their modelled, painted and coloured or braille work. 	
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Core Competencies:

- Creativity and imagination: The learner exercises originality in colouring, modeling and writing letter sounds in the air.
- Learning to learn: The learner pursues and persists to learn that letter sounds can be created by writing, modelling and even painting.

Values:

- Responsibility: The learner independently practices creating and writing learned letter sounds.
- Peace: The learner interacts with others and works together to trace and shade outlines of letter sounds harmoniously.

Pertinent and Contemporary Issue(s):

Personal hygiene awareness: The learner becomes aware of the need to wash hands after a modelling activity and any other that make hands dirty.

Link to other Activity Areas:

Modelling of letter sounds links to modelling learning experiences in Creative Activities.

Suggested Learning Resources:

- Colour
- Pencils
- Pegs
- Peg Boards

5.0 MY NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Environmental awareness	<p>By the end of the sub strand the learner should be able to:</p> <p>a) name different things found in the neighbourhood,</p> <p>b) construct simple sentences about different things in the neighbourhood,</p> <p>c) enjoy observing the neighbouring environment for familiarisation.</p>	<ul style="list-style-type: none"> • In pairs, learners engage in naming different things in the neighbouring environment like pets, roads, cars, animals, play fields, people, and houses. • In pairs or groups, learners talk about use of those things in the neighbourhood. • Learners listen to peers sentences about uses of things in the environment. • Learners with low vision view a video clip / pictures that show common things found in different environments while learners with blindness listen to the video clip / pictures that show common things found in different environments. Provide verbal description on aspects that require use of sight. 	How do we use different things in our environment?

			<ul style="list-style-type: none"> • In pairs or groups, learners talk about similarities of things in the neighbourhood. • In pairs or groups, learners talk about differences of things in the neighbourhood. • Learners recite poems about things found in the environment and their care. 	
<p>Core competencies: Learning to learn: The learner gets new information and vocabulary by engaging in naming different things in the neighbouring environment like pets, roads, cars, animals, play fields, people, and houses.</p>				
<p>Values: Respect: The learner takes into consideration diverse opinions of peers as they construct sentences about uses of things in the environment.</p>				
<p>Pertinent and Contemporary Issue(s): Environmental awareness: The learner discovers use of different things in the environment and gets sensitised to participate actively in keeping the environment clean.</p>				
<p>Link to other Activity Areas: Environmental awareness is also learned in Environmental activities.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Video clip • Things within the environment , which may include: <ul style="list-style-type: none"> - pets, - roads, 				

- cars,
- animals,
- play fields,
- people,
- houses,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Auditory discrimination	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) recognize various sounds in the environment, b) respond appropriately to sounds that represent safety in the environment, c) respond appropriately to sounds that represent danger in the environment, d) appreciate different sounds in the environment. 	<ul style="list-style-type: none"> • Learner is guided to name different things that make sounds in the environment in and outside school such as bells, animals, alarms, vehicles, crying babies and phones. • Learner is guided to identify sounds in the environment that communicate safety like claps, cheers, laughter. • Learner is guided to identify sounds in the environment that communicate danger like sirens of ambulance, fire extinguisher, screams and barking dogs. • Learners role play both safe and dangerous situations that are represented by certain sounds in the environment. • Learners listen to different sounds during a nature walk within school compound and identify sounds heard. 	<p>How do you respond to different sounds in the environment?</p>

			<ul style="list-style-type: none"> Learners identify different sounds in a sound recognition game, blind folded. 	
<p>Core competencies: Creativity and imagination: The learner will select the right and effective course of action from alternatives during the role play about safe and dangerous situations that are represented by certain sounds in the environment.</p>				
<p>Values: Responsibility: The learner learns to observe safety precautions by identifying sounds in the environment that communicate safety or danger.</p>				
<p>Pertinent and Contemporary Issue(s): Disaster Risk Reduction: The learner is able to keep safe in relation to sounds that communicate danger in the environment since learning about safe and dangerous sounds in the environment will help to be more alert.</p>				
<p>Link to other Activity Areas: Sounds in the environment is a concept that is also learned in Environmental Activities where the learner imitates such sounds like of animals, objects among others.</p>				
<p>Suggested Learning Resources: Course book</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.3 Audience awareness	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) mention ways of ensuring that one is audible when addressing audience, b) speak clearly and loudly when talking to others in and out of class, c) exhibit audience awareness while speaking to a group of people, d) appreciate talking clearly to be heard by other people 	<ul style="list-style-type: none"> • In pairs or groups, learners interact with each other to discuss how to be audible when speaking. • Learners listen to a recording or the teacher reading a short story clearly and audibly. • Learners listen to news or presentation from radio. • Learners imitate brief statements from the recording, teacher and radio. • In pairs or groups, learners talk loudly and clearly about things found in the neighbourhood while projecting voice as others listen. • Learners present songs, poems and rhymes in class, during parade and get feedback from friends and teacher on clarity and audibility. 	<p>Why do people sometimes talk loudly and other times softly?</p>
Core competencies:				

Communication and collaboration: The learner projects own voice to speak clearly and effectively about things found in the neighbourhood.

Values:

Unity: The learner displays team spirit during presentation of songs, poems and rhymes in class and even during parade.

Pertinent and Contemporary Issue(s):

Peer Education and mentorship: The learners interact with each other to discuss how to be audible when speaking.

Link to other Activity Areas:

Audience awareness links to creative activities where learners present songs and ensure that they are audible to the audience.

Suggested Learning Resources:

- Course book
- Print reference books
- Braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual memory	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise pictures of things found in the neighbourhood, b) demonstrate awareness of use of objects in the neighbourhood with pictures presented, c) enjoy reading of pictures when interacting with print materials. 	<ul style="list-style-type: none"> • Learner with low vision is guided to respond to questions about pictures of things found in the neighbourhood either from charts, digital devices with assistive technology, books or board. Learner with blindness is guided to respond to questions about things found in the neighbourhood either using real objects, picture descriptions, a digital device with assistive technology, braille books or braille cards. • In pairs or groups, learners take turns to discuss with peers on the use of different things found in the neighbourhood while observing their pictures, or listening to picture description. • In pairs or groups, learners collaboratively, role play use of different things found in the neighbourhood. Learners with blindness be paired with sighted peers during the activity. 	How can you model things around us?

			<ul style="list-style-type: none"> • Learner with low vision is guided to look at pictures on a page within given time, put the book away and recall the pictures seen earlier while learner with blindness is guided to listen to picture description and recall the description after a while. • Learner with low vision be guided to match pictures in books with appropriate print and colour contrast, cards or charts with people and items they use (for example, a police man and a gun, a farmer and a jembe, a nurse and a syringe a cook/chef and a sufuri). Learner with blindness is guided to match real objects, description of pictures in books, cards or charts with people and items they use, for example, a police man and a gun, a farmer and a jembe, a nurse and a syringe a cook/chef and a sufuria. • Learner with low vision is guided to view items in a learning corner in the class-room and answer questions to recall what they saw, learners with blindness be given verbal description of 	
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			<p>the items found in the learning area or be paired with their sighted peers.</p> <ul style="list-style-type: none"> • Learners recite poems on things found in the neighbourhood. 	
<p>Core Competencies: Learning to learn: The learner works independently and connects ideas by matching pictures in books, cards or charts with people and items they use.</p>				
<p>Values: Social justice: The learners turn take to discuss the use of different things found in the neighbourhood using pictures.</p>				
<p>Pertinent and Contemporary Issue(s): Environmental awareness: The learner’s environmental awareness is promoted through matching pictures in books, cards or charts with people and items they use.</p>				
<p>Link to other Activity Areas: Visual memory links to Creative Activities where the learner creates images of different objects within the neighbourhood by recalling their features or from memory.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Print books with appropriate font size and colour contrast • Braille books • Slate and stylus • Braille paper 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	1.2 Phonic awareness (k-r)	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) identify letter sounds k-r from a variety of given letter sounds,</p> <p>b) read sounds representing letters of the alphabet in a sequence (k-r),</p> <p>c) match letter sounds k-r correctly with objects whose name begin with similar sounds for mastery,</p> <p>d) enjoy participating in sound recognition activities.</p>	<ul style="list-style-type: none"> • Learner is guided to identify sounds k-r correctly. • Learner is guided to identify the sounds in a sequence (k, l, m, n, o, p, q, r). • In pairs or groups, learners collaboratively identify the learned sounds from charts/braille charts, board, books/braille books cards/braille cards and labels/braille labels to enhance sound recognition. • Learner is guided to select objects and pictures whose names begin with the learned sound for memorization (k for kite, l for ladder...). • Learners sing songs, recite poems and chant rhymes related to sounds corresponding to letters displayed letters. • Learners play letter sound recognition games like fishing letter sound games and letter sound sorting so as to reinforce understanding of sounds and 	<p>Why do you learn different sounds?</p>

			practice fairness in winning and losing in the game.	
Core Competencies:				
Learning to learn: The learner develops self-discipline as they persist and pursue in playing letter sound recognition games like fishing letter sounds and letter sorting letter sounds to reinforce understanding of the same.				
Values:				
Unity: The learners collaboratively and in harmony identify sounds from charts, board, books, cards and labels to enhance sound recognition.				
Pertinent and Contemporary Issue(s):				
Learner support is enhanced as the learner develops inter-personal relationships during sound recognition games.				
Link to other Activity Areas:				
Phonic awareness is a skill necessary in all Activity Areas in preparation for reading, it is therefore linked to all.				
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Charts • Braille charts, • Braille books • Print book with appropriate font size and colour contrast 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Writing	3.1 Pattern writing	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify patterns written using letter sounds (letters of the alphabet), b) make patterns by appropriately using writing tools, c) enjoy activities related to pattern writing. 	<ul style="list-style-type: none"> • Learner is guided to recall learned letter sounds using a chart/ braille chart, book/braille book, digital devices with assistive technology. • Learners with low vision observe a pattern of repeated arrangement of physical objects in the class such as sticks, letter cards, and books. Learners with blindness manipulate pattern of repeated arrangement of physical objects in the class such as sticks, braille letter cards, and braille books. • Learner with low vision is guided to write learned letter sounds repeatedly in the air facing same direction as the teacher while learner with blindness is guided to recite repeatedly dots forming the learned letter sound. 	<p>Why do we at times write things repeatedly?</p>

			<ul style="list-style-type: none"> • Learner with low vision observe the teacher writing letter sound patterns while learner with blindness is given hands demonstration on how to write letter sound patterns. • In pairs or groups, learners complete writing a letter sound pattern collaboratively and then individually. • Learners display completed letter sound patterns to others in class for peer assessment. • Learners chant letter sound rhymes collaboratively. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner employs creativity while writing the letter sound patterns in the air. • Self-efficacy: The learner completes the patterns and displays for other learners and teacher for feedback. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner shows resilience by following instructions to complete letter sound patterns to the end. • Responsibility: The learner strives to independently complete patterns on letter sounds using a writing tool. 				
<p>Pertinent and Contemporary Issue(s): Social-cohesion: The learners chant rhymes on letter sounds collaboratively and without conflicts.</p>				
<p>Link to other Activity Areas:</p>				

Making patterns is also learned in Creative activities and Mathematics where learners creatively draw pictures and geometrical shapes repeatedly.

Suggested Learning Resources: course book letter cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0.Writing	3.2 Writing letter sounds (k-r)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify correctly letter sounds k-r from a variety of sounds, b) write letters of the alphabet correctly in and out of class (k-r), c) match in writing letter sounds with corresponding objects whose name begin with same sound for mastery, d) enjoy writing patterns using letter sounds. 	<ul style="list-style-type: none"> • Learners write letters representing sounds a-j. • Learners write learned letters of the alphabet in the air (k-r). • Learner is guided to join dots to complete letters of the alphabet k-r. • Learner with low vision is guided to trace and copy letters of the alphabet that represent the sounds learned while learner with blindness is guided to say the dots that form letters of the alphabet and write the letters. • Learner with low vision is guided to model letters of the alphabet using clay, dough or plasticine, while learner with blindness is 	<ol style="list-style-type: none"> 1. Why do we need to use to write letters of the alphabet? 2. How do you read letters of the alphabet?

			<p>guided to place pegs on pegboard to form letters of the alphabet.</p> <ul style="list-style-type: none"> • Learner with low vision practise writing letters of the alphabet using digital devices with assistive technology, books, chalkboard, ground and other materials while learner with blindness practise writing letters of the alphabet using digital devices with assistive technology, braille papers, slate and stylus, braille machine, pegs and pegboards. • Learners with low vision model letters of the alphabet and wash hands after while learners with blindness place pegs on pegboards to form letters of the alphabet. • In pairs or in groups, learners collaboratively make patterns using letters of the alphabet. • Learners display work done for peer assessment and feedback. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner works with others in groups as they make patterns using letter sounds/letters of the alphabet. 				

- Creativity and imagination: The learner creatively writes patterns and displays for peer assessment.

Values:

- Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet.
- Social justice: Gender equality awareness as boys and girls take equal opportunities in the group activities.

Pertinent and Contemporary Issue(s):

- Health education awareness: The learner washes hands after modelling letters of the alphabet.
- Social cohesion: The learner works with others in harmony when making patterns.

Link to other Activity Areas:

Creative Activities: The learner chants rhymes to promote phonetic awareness which is linked to singing in Music -

Suggested Learning Resources:

- Digital devices with assistive technology.
- Books
- Chalkboard
- Clay
- Dough
- Plasticine
- Pegboards

6.0 MY SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory memory	By the end of the sub strand the learner should be able to: a) recall a variety of familiar sounds within the school environment, b) imitate familiar sounds within and out of school, c) enjoy listening to and imitating familiar sounds.	<ul style="list-style-type: none"> • In pairs or groups, learners are guided to mention different sounds heard while in school. • Learner is guided to listen to a variety of sounds from the school environment. • Learner is guided to identify and imitate sounds during a nature walk within the school (ringing bells, sound from animals and birds, moving vehicles). • Learner is guided to listen to a recorded audio clip on sounds made by familiar things in the environment as they identify them. • Learner is guided to tell a variety of sounds heard while on way to school in turns. 	Why do some sounds within the school environment make you happy?

			<ul style="list-style-type: none"> Learners imitate sounds made by different things in and out of school. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> Critical thinking and problem solving: The learner recalls and imitates familiar sounds within the school environment. Self-efficacy: The learner confidently identifies and imitates sounds during a nature walk within the school. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: The learner works well in humility with others and gives each other time/takes turn to tell a variety of sounds heard while on the way to school. Unity: The learner cooperates with others in listening to a recorded audio clip on sounds made by familiar things in the environment. 				
<p>Pertinent and Contemporary issue(s): Environmental awareness: The learner exhibits environmental awareness by recalling and imitating familiar sounds within the school environment.</p>				
<p>Link to other Activity Areas: Auditory memory involves recalling and imitation of sounds of which some may sound musical and therefore can be linked to Musical experiences in Creative Activities.</p>				
<p>Suggested Learning Resources: audio clip,</p> <ul style="list-style-type: none"> Video clip Things found in the environment: <ul style="list-style-type: none"> bell, vehicle, animals birds 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Phonic awareness (s-z)	By the end of the sub strand the learner should be able to: a) identify sounds representing letters of the alphabet in a sequence (s-z), b) match letter sounds s-z correctly with objects whose name begin with similar sound for mastery, c) enjoy participating in letter sounds recognition activities.	<ul style="list-style-type: none"> • Learner is guided to identify sounds s-z from a variety of sounds. • Learner is guided to read letter sounds s-z in a sequence. • In groups or pairs, learner to read all the learned letter sounds collaboratively from charts/braille charts, board, books/ braille books, cards/braille cards and labels/braille labels to enhance sound recognition. • Learner with low vision is guided to select objects and pictures whose names begin with the learned sounds for memorization while learner with blindness is guided to listen to description and select objects and pictures whose names begin with the learned sounds for memorization 	How do different sounds in school help us?

			<ul style="list-style-type: none"> • Learners sing songs, recite poems and chant rhymes related to sounds corresponding to letters displayed. • Learners play letter sounds recognition games like fishing letter games and letter sorting to reinforce understanding of sounds where competing (winning and losing) is involved. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learners collaboratively articulate all letter sounds in preparation for reading. • Self-efficacy: The learner confidently and correctly chants, sings and recites letter sounds. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: The learner together with others work co-operatively to compete in letter sounds recognition games. • Love: The learner exercises self-sacrifice when engaging in singing songs, reciting poems and chanting rhymes related to sounds so as to perform well. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: The learners identify and read aloud the learned letter sounds collaboratively.</p>				
<p>Link to other Activity Areas: Links to musical experiences in Creative Activities as learners sing songs, chant rhymes and recite poems on sounds.</p>				
<p>Suggested Learning Resources: charts</p> <ul style="list-style-type: none"> • Braille charts, board, • Print books with appropriate font size and type • Braille books • Cards 				

- Braille cards
- Labels
- Braille labels

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Articulation of letter sounds vowel sounds a, e, i, o, u	By the end of the sub strand the learner should be able to: a) identify vowel sounds from a list of letters of the alphabet, b) articulate correctly vowels as letter sounds from the alphabet, c) take pleasure in articulating vowels and other letter sounds.	<ul style="list-style-type: none"> • Learner with low vision is guided to read letter sounds from charts, board, digital device with assistive technology, books with appropriate print while learner with blindness is guided to read letter sounds from braille charts, digital device with assistive technology, braille books. • Learner is guided to identify vowels from the letter sounds. • Learner is guided to listen to articulation of the vowels from the teacher or a digital device with assistive and imitate. • Learner is guided to read out loudly and in turns vowel sounds written on the boards and charts ((a e i o u). • Learners chant rhymes on vowel sounds. • Learners collaboratively engage in sound articulation games like fishing game. 	How do different sounds in school help us?

<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner with others collaboratively articulate vowel sounds during a fishing game in preparation for reading. • Self-efficacy: The learner confidently and correctly chants rhymes on vowel sounds. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: The learner together with others take turns to read out loudly vowel sounds from boards, cards, books. • Love: The learner exercises self-sacrifice when engaging in loud chanting of rhymes on letters of the alphabet and vowel sounds. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion is enhanced as learners engage in sound articulation games.</p>				
<p>Link to other Activity Areas: Articulation of letter sounds and vowel sounds link to Creative Activities where learners engage in musical experiences that sound similar to rhymes.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Braille charts • Digital device with assistive technology • Braille books 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Letter recognition	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify correctly letters of the alphabet from appropriate print using their names for learners with low vision, b) identify correctly letters of alphabet from braille cards using their names for learners with blindness, c) distinguish between the lower case and upper case letters of the alphabet for low vision, d) identify the dot formation for letters of the alphabet, e) enjoy participating in letter recognition activities. 	<ul style="list-style-type: none"> • Learner with low vision is guided to identify all letters of the alphabet from appropriate print in and out of school while learner with blindness is guided to identify all letters of the alphabet from braille cards in and out of school. • Learner with low vision is guided to recognize letters of the alphabet in lower case. Learner with blindness be given one on one support to identify dots formation for letters of the alphabet. • Learner with blindness sing song about dot formation while forming letters of alphabet. • Learner with low vision is guided to recognize letters of the alphabet in upper case. • Learner is guided to listen to names of the letters of the alphabet being read from a digital device with 	<ol style="list-style-type: none"> 1. How do you differentiate lower case and upper case letter? 2. How do you form braille letters of alphabet?

			<p>assistive technology or by the teacher.</p> <ul style="list-style-type: none"> • Learner is guided to imitate reading letters of the alphabet in bits. • Learner is guided to individually or collaboratively engage in letter recognition games involving competition, e.g., letter fishing games, letter sorting, letter hunting. Learner with blindness be given one on one support to fish out the letters. • Learners chant rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/). • Learners sing songs or recite poems related to letter recognition while displaying letters. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner pursues and persists to learn more about letter sounds and letter names. • Communication and collaboration: The learner interacts with others in groups to read and chant letter sounds and letter names. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner works hard to become more aware of letters and sounds and can read and recognise them in and out of class. • Unity: The learner together with others chant letter sounds and rhymes to achieve a common goal with fairness where competition is involved. 				

<p>Pertinent and Contemporary Issue(s): Self-awareness: The learner becomes more aware of own abilities in relation to reading and recognising letter names and letter sounds.</p>
<p>Link to other Activity Areas: As learners chant rhymes for letter recognition they link to singing and chanting rhymes in musical experiences (Creative Activities).</p>
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology, • Braille card • Pegboard • Print books with appropriate font size and colour contrast • Braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Picture reading	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise pictures of things found at school – for learners with low vision, b) recognise things found at school by listening to picture description for learners with blindness, 	<ul style="list-style-type: none"> • Learner with low vision is guided to view pictures of things found in school either on appropriate print, charts or from a digital device with assistive technology while learner with blindness is guided to listen to picture description of things found in school, braille books, braille card or tactile charts. 	<p>Why do you go to school?</p>

		<p>c) demonstrates print awareness by matching pictures with others based on use, colour, size – for learners with low vision,</p> <p>d) demonstrates braille awareness by matching tactile objects for learners with blindness ,</p> <p>e) enjoy participating in activities related to picture reading.</p>	<ul style="list-style-type: none"> • Learner with low vision is guided to match pictures based on the use, colour and size. Learner with blindness is guided to identify tactile objects based shape, size and uses. • In pairs or groups, learners with low vision talk about the pictures by identifying them and stating use of the objects while learner with blindness talk about the objects by stating the use of the objects, identifying their shapes and sizes. • Learners take a nature walk within the classroom and outside the classroom, identifying objects and with guidance on how to keep safe. Learners with blindness be given one on one support during the activity. • Learners sing songs related to things found in school. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner relates pictures read with the corresponding actual objects seen during the nature walk within the school. • Digital literacy: The learner manipulates, with the help of the teacher, a digital device with assistive technology to find pictures or picture descriptions of things found in school. 				

<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner works patiently with others as they interact with technology. • Unity: The learners co-operate when chanting rhymes on letter sounds.
<p>Pertinent and Contemporary Issue(s): Child Safety and Security in the school is enhanced as the learner is guided on how to ensure safety during the nature walk within the school.</p>
<p>Link to other Activity Areas: Picture reading is a prerequisite for reading and a necessary skill across Activity areas, it links to all.</p>
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Pictures • Picture descriptions • Print books with appropriate font size and colour contrast • Braille books • Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0.Writing	3.1 Writing letter sounds (s-z)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify letter sounds of the alphabet correctly in and out of class (s-z),</p> <p>b) match in writing letter sounds with corresponding objects whose name begin</p>	<ul style="list-style-type: none"> • Learner is guided to write letters representing sounds a-r. • Learner is guided to write learned letters of the alphabet in the air (s-z). • Learner with low vision is guided to join dots to complete letters of the alphabet s-z while learner with blindness is guided to place pegs on 	How do you write letters of the alphabet?

		<p>with same sound for mastery - for learners with low vision,</p> <p>c) match in writing letter sounds with corresponding description of the objects whose name begin with same sound for mastery – for learners with blindness,</p> <p>d) embrace using basic tools for writing in class.</p>	<p>pegboard to form complete letters of the alphabet s-z.</p> <ul style="list-style-type: none"> • Learner with low vision trace and copy letters of the alphabet while learners with blindness recite dots forming letters of the alphabet and write them. • Learner with low vision model letters of the alphabet using clay, dough or plasticine while learner with blindness use pin to form letters of the alphabet on soft board. • Learners practice writing letters of the alphabet using ICT letter writing games using digital devices with assistive technology. • Learner with low vision write letters of the alphabet in writing books, chalkboard, on the ground or other materials while learner with blindness write letters of the alphabet on braille paper, braille card or on digital device with refreshable braille. • Learners make patterns using letters of the alphabet. Learners with 	
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			<p>blindness to make patterns using the dots.</p> <ul style="list-style-type: none"> • Learners model letters of the alphabet and washes hands after. • In pairs and groups, learners make patterns using letters of the alphabet. • Learners display work done by groups for peer assessment and feedback. 	
<p>Core competencies;</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner works with others in groups as they make patterns using letters of the alphabet. • Creativity and imagination: The learner while in groups writes patterns and display creatively for peer assessment. 				
<p>Values;</p> <ul style="list-style-type: none"> • Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet. • Social justice: Gender equality awareness as boys and girls take equal opportunities in the group activities. 				
<p>Pertinent and Contemporary Issue(s)</p> <ul style="list-style-type: none"> • Health education awareness: The learner washes hands after modelling letters of the alphabet. • Social cohesion: The learner works with others in harmony and co-operation when making patterns. 				
<p>Link to other Activity Areas: The learner chants rhymes to promote phonetic awareness which is linked to singing in Music.</p>				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Braille paper • Cards with appropriate font size and colour contrast • Braille card 				

- Digital device with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Letter formation	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify letter names correctly, b) write the letters of the alphabet in lower case and upper case for learners with low vision, f) make dot for letters of the alphabet for learners with blindness, c) match letters in lower case and upper case correctly, d) enjoy participating in activities related to writing of letters. 	<ul style="list-style-type: none"> • Learner with low vision is guided to observe the teacher demonstrate letter formation in the air, writing boards and imitate while learner with blindness is guided to say the dots forming letters and make dots on braille papers. • Learner with low vision is guided to write the letters of the alphabet in upper and lower case. Learner with blindness is guided to make dot for letters of the alphabet. • In pairs and group, learner with low vision to trace and join dots to form letters while learner with blindness is say the dots forming letters and writes them. • Learners match letters in upper case and lower case appropriately. • Learner with low vision colour and paint letters of the alphabet 	<ol style="list-style-type: none"> 1. How do you play games using the letters of the alphabet?

			<p>while singing while learner with blindness say the dots and write the letters while singing.</p> <ul style="list-style-type: none"> • Learners use digital devices with assistive technology to play letter formation games where applicable. • Learners chant rhymes on letters of the alphabet. • Learners collaboratively model letters of the alphabet in upper case and lower case. Learner with blindness be guided to make dots. • Learners clear working area and wash hands with clean water and soap. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works well with others in modeling letters of the alphabet in upper and lower case. • Self-efficacy: The learner feels confident when writing and matching correctly letter sounds in upper and lower case. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: The learner works honestly with others when modelling the letters of the alphabet. • Social justice: The learner embraces fairness as they learn to share resources equitably while modelling and using paints and crayons to paint and colour letters of the alphabet. 				
<p>Pertinent and Contemporary Issue(s):</p>				

Personal hygiene: The learner embraces washing hands with soap and clean water after tidying up their colouring, painting and modelling items.

Link to other activity areas:

Letter formation is artistic in nature as learners design the letters. This relates to design making in creative activities.

Suggested Learning Resources:

- Books with appropriate print
- Braille books

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Writing practice	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify letters of the alphabet correctly, b) write letters of the alphabet correctly, c) write patterns using letters of the alphabet, d) enjoy doing writing activities in and out of school. 	<ul style="list-style-type: none"> • Learner with low vision is guided to join dots to make letters of the alphabet while learner with blindness is guided to form letters of the alphabet using pegs and pegboards. • Learner with low vision is guided to trace and copy letters of the alphabet correctly while learner with blindness is guided to say the dots forming letters of the alphabet and write them. • Learners collaboratively make patterns using letters of the alphabet. • Learners practice writing letters of the alphabet using digital devices with assistive technology. • Learners with low vision write letters of the alphabet in slate boards, books and any other writing surface. Learners with 	<p>Why do we learn letters of the alphabet?</p>

			blindness write letters of the alphabet on braille paper, braille card or digital devices with refreshable braille.	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner comes up with unique and new ideas of making patterns using letters of the alphabet. • Digital literacy: The learner engages in familiarising with digital devices with assistive technology when writing letters of the alphabet using ICT letter writing games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner writes letters of the alphabet independently in sand traces, slate boards, books and any other writing tools/devices. • Unity: The learner inculcates a sense of fairness when collaborating with others in making patterns using letters of the alphabet. 				
<p>Pertinent and Contemporary Issue(s): Life skill: Self-discipline: The learner learns to work collaboratively with others without unnecessary conflicts when writing letters of the alphabet on slates, boards and other writing materials.</p>				
<p>Link to other Activity Areas: Writing practice is necessary in all Pre-Primary activity areas. Therefore, it is linked to all as the learners involve themselves in joining dots, tracing, writing and colouring.</p>				
<p>Suggested Learning Resources: books</p> <ul style="list-style-type: none"> • Braille books • Braille cards • Braille paper • Slate and stylus • Digital devices with assistive technology. 				

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Greetings and farewell	Ability to use five appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses all the five appropriate vocabulary and even gestures when greeting and bidding farewell in social interactions.	Uses four appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses three appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses one or two appropriate vocabulary when greeting and bidding farewell in social interactions.
Self-awareness	Ability to identify self correctly by name and gender.	Identifies self correctly by name and gender and including home location.	Identifies self correctly by name and gender.	Identifies self correctly by name.	Identifies self by gender.
Listening for enjoyment	Ability to listen and respond to different sounds for enjoyment.	Listens and responds to all different sounds for enjoyment.	Listens and responds to different sounds for enjoyment.	Listens and responds to some different sounds for enjoyment.	Listens and responds to few different sounds for enjoyment.

Active listening	Ability to listen actively and respond correctly to simple instructions using the right vocabulary in different conversations.	Listens very actively and responds correctly to simple instructions using the right vocabulary in different conversations	Listens actively and responds correctly to simple instructions using the right vocabulary in different conversations.	Listens actively but has a challenge in responding correctly to simple instructions using the right vocabulary in different conversations	Exhibits a challenge in both listening actively and responding correctly to simple instructions using the right vocabulary in different conversations
Self-expression	Ability to tell and retell stories correctly and fluently to report happenings.	Consistently tells and retells stories correctly and fluently to report happenings.	Tells and retells stories correctly and fluently to report happenings.	Occasionally tells and retells stories correctly and fluently to report happenings.	Rarely tells and retells stories correctly and fluently to report happenings.
Polite language	Ability to identify and use right vocabulary depicting polite language.	Identifies and uses right vocabulary depicting polite language accompanied by gestures.	Identifies and uses right vocabulary depicting polite language.	Identifies but does not always use right vocabulary depicting polite language.	With assistance, identifies right vocabulary depicting polite language but has a great challenge in the use of the right vocabulary depicting polite language.

Naming	Ability to name 9-12 familiar things found at home and construct simple sentences using the right vocabulary.	Names 9-12 familiar things found at home and constructs simple sentences using the right vocabulary.	Names 7-10 familiar things found at home and constructs simple sentences using the right vocabulary.	Names 4-6 familiar things found at home and constructs simple sentences using the right vocabulary.	Names 1-3 familiar things found at home and constructs simple sentences using the right vocabulary.
Passing information	Ability to pass information and communicate the intended message accurately.	Passes information and communicates the all the intended message accurately.	Passes information and communicates the intended message accurately.	Passes information and communicates the intended message with little distortion.	Passes information and communicates the intended message with a lot of distortion.
Environmental awareness	Ability to demonstrate environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates excellent environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates good environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.	Demonstrates poor environmental awareness through naming different things in the neighbourhood and making sentences using the right vocabulary.
Auditory discrimination	Ability to recognise, recall and respond to	Recognises, recalls and responds appropriately to	Recognises, recalls and responds to safe and dangerous	Recognises and recalls safe and dangerous sounds	Experiences challenges in recognising,

	safe and dangerous sounds within the environment.	safe and dangerous sounds within the environment.	sounds within the environment.	within the environment but does not respond appropriately.	recalling and responding to safe and dangerous sounds within the environment.
Audience awareness	Ability to exhibit audience awareness by varying intonation when addressing audience.	Consistently exhibits audience awareness by varying intonation when addressing audience.	Exhibits audience awareness by varying intonation when addressing audience.	Occasionally exhibits audience awareness by varying intonation when addressing audience.	Rarely exhibits audience awareness by varying intonation when addressing audience.
Auditory memory	Ability to recall, recognise and imitate familiar sounds in the environment.	Clearly recalls, recognises and imitates very well familiar sounds in the environment	Recalls, recognises and imitates familiar sounds in the environment.	Recalls, recognises but does not imitate familiar sounds in the environment.	With difficulties recall, recognise and imitate familiar sounds in the environment.

STRAND: READING

	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	Indicator				
Reading readiness	Ability to move eyes from left to right while holding a book in preparation for reading and read text or pictures from top to the bottom of a page.	Consistently moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Occasionally moves eyes from left to right while holding a book in preparation for reading and reads text or pictures from top to the bottom of a page.	Rarely moves eyes from left to right while holding a book in preparation for reading and neither reads text or pictures from top to the bottom of a page.
Book handling	Ability to turn pages from right to left and take care of books through different ways (arranging the books on shelves/cupboards, bags,	Turns pages from right to left and takes care of books through different ways with an ease in	Turns pages from right to left and takes care of books through different ways in preparation for reading.	Turns pages from right to left and takes care of books through different ways though with	Turns pages from right to left and takes care of books through different ways with great challenges in

	covering) in preparation for reading.	preparation for reading.		difficulty in preparation for reading.	preparation for reading.
Reading posture	Ability to identify and use correct reading posture.	Identifies and always uses correct reading posture.	Identifies and uses correct reading posture.	Identifies although rarely uses correct reading posture.	With guidance identifies but rarely uses correct reading posture.
Print awareness	Ability to interpret drawn pictures correctly.	Consistently interprets drawn pictures correctly.	Interprets drawn pictures correctly.	Occasionally interprets drawn pictures correctly.	Rarely interprets drawn pictures correctly.
Phonic awareness	Ability to identify letter sounds, recall the letter sounds and demonstrate letter sound correspondence.	Identifies letter sounds in the right sequence, recalls the letter sounds and demonstrates correct letter sound correspondence.	Identifies letter sounds, recalls the letter sounds and demonstrates letter sound correspondence.	Identifies letter sounds and recalls the letter sounds but experiences challenges in demonstrating letter sound correspondence.	Experiences challenges in identifying letter sounds, recalling letter sounds and demonstrating letter sound correspondence.
Visual discrimination	Ability to recall and distinguish different objects in the environment using observable features.	Recalls and correctly distinguishes different objects in the environment	Recalls and distinguishes different objects in the environment using observable features.	Recalls but experiences a challenge in distinguishing different objects in the	Experience challenges in both recalling and distinguishing different objects in the environment

		using observable features.		environment using observable features.	using observable features.
Visual memory	Ability to recognise and recall pictures of familiar things in the environment and demonstrate awareness of their use.	Correctly recognises and recalls pictures of familiar things in the environment and demonstrates excellent awareness of their use.	Recognises and recalls pictures of familiar things in the environment and demonstrates awareness of their use.	Recognises and recalls pictures of familiar things in the environment but demonstrates poor awareness of their use.	Experiences a great challenge in recognising and recalling pictures of familiar things in the environment and demonstrating awareness of their use.
Articulation of letter sounds (vowels)	Ability to identify and articulate vowel sounds correctly.	Consistently identifies and articulates vowel sounds correctly.	Identifies and articulates vowel sounds correctly.	Occasionally identifies and articulates vowel sounds correctly.	Rarely identifies and articulates vowel sounds correctly.
Letter recognition (Letter names)	Ability to identify letters of the alphabet by names and distinguish between the upper case and the lower case.	Identifies all letters of the alphabet by names and distinguishes between the	Identifies letters of the alphabet by names and distinguishes between the upper case and the lower case.	Identifies letters of the alphabet by names but experiences a challenge in distinguishing between the	Experiences challenges in identifying letters of the alphabet by names and distinguishing between the upper

		upper case and the lower case.		upper case and the lower case.	case and the lower case.
Picture reading	Ability to recognise and match related pictures in accordance to use, size, colour.	Recognises and correctly matches related pictures in accordance to use, size, colour.	Recognises and matches related pictures in accordance to use, size, colour.	Recognises but does not match related pictures in accordance to use, size, colour.	Experiences challenges in both recognising and matching related pictures in accordance to use, size, colour.

STRAND: WRITING

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Print awareness	Ability to interpret illustrated pictures appropriately and scribble freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately and creatively scribbles freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately and scribbles freely on different surfaces in preparation for writing.	Interprets illustrated pictures appropriately but does not scribble freely on different surfaces in preparation for writing.	Experiences challenges in both interpretation of the illustrated pictures and scribbling freely on different surfaces in preparation for writing.
Writing posture	Ability to identify and use appropriate sitting posture (sitting upright) in preparation for writing.	Identifies and always uses appropriate sitting posture in preparation for writing.	Identifies and uses appropriate sitting posture in preparation for writing.	Identifies but rarely uses appropriate sitting posture in preparation for writing.	Identifies appropriate sitting posture only when guided and with difficulty uses the sitting posture in preparation for writing even when assisted.

Pre writing skills	Ability to identify writing materials and use them appropriately in preparation for writing.	Consistently identifies writing materials and uses them appropriately in preparation for writing.	Identifies writing materials and uses them appropriately in preparation for writing.	Occasionally identifies writing materials and uses them appropriately in preparation for writing.	Rarely identifies writing materials and uses them appropriately in preparation for writing.
Eye-hand coordination	Ability to demonstrate eye-hand coordination and turn pages from right to left in preparation for writing.	Demonstrates perfect eye-hand coordination and turns pages carefully from right to left in preparation for writing.	Demonstrates eye-hand coordination and turns pages from right to left in preparation for writing.	Makes attempts to demonstrate eye-hand coordination and turn pages from right to left in preparation for writing.	With difficulty coordinates eyes and hands and turns pages from right to left in preparation for writing thus always need assistance.
Index finger and stylus coordination	Ability to demonstrate index finger and stylus coordination and fixing braille papers firmly in preparation for writing.	Demonstrates perfect index finger and stylus coordination and fixing braille paper firmly in a slate in preparation for writing.	Demonstrates index finger and stylus coordination and fixes braille papers in preparation for writing.	Demonstrate index finger and stylus coordination and fixes braille paper loosely in preparation for writing.	Demonstrates index finger coordination and struggles fix paper in the slate in preparation for writing
Writing readiness	Ability to join dots correctly to complete	Carefully and correctly joins dots	Joins dots correctly to	Joins dots correctly to	With assistance joins dots

	writing of letter sounds and write the same letter sounds independently.	to complete writing of letter sounds and neatly writes the same letter sounds independently.	complete writing of letter sounds and writes the same letter sounds independently.	complete writing of letter sounds but finds it difficult to write the letter sounds independently.	correctly to complete writing of letter sounds but experiences challenges in writing the same letter sounds independently.
Writing letter sounds	Ability to identify and independently write letter sounds.	Correctly identifies and independently writes letter sounds neatly.	Identifies and independently writes letter sounds.	Identifies and attempts to independently write letter sounds.	Identifies and independently writes letter sounds only when assisted.
Pattern writing	Ability to write patterns using letters of the alphabet.	Creatively writes patterns using letters of the alphabet.	Writes patterns using letters of the alphabet.	Attempts to write patterns using letters of the alphabet.	Needs assistance to write patterns using letters of the alphabet.
Letter formation	Ability to form and write letters of the alphabet in lower case and upper case and match the different cases of the letters.	Forms and neatly writes letters of the alphabet in lower case and upper case and correctly matches the different cases of the letters.	Forms and writes letters of the alphabet in lower case and upper case and matches the different cases of the letters.	Forms and writes letters of the alphabet in lower case and upper case but experiences a challenge in matching the	Forms and writes letters of the alphabet in lower case and upper case and matches the different cases of the letters only when assisted.

				different cases of the letters.	
Writing practice	Ability to write letters of the alphabet correctly and make letter patterns.	Writes letters of the alphabet correctly and neatly and creatively makes letter patterns.	Writes letters of the alphabet correctly and makes letter patterns.	Writes letters of the alphabet correctly but makes letter patterns with challenges.	Writes letters of the alphabet correctly and makes letter patterns only when assisted.

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

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 ASSESSMENT METHODS FOR THE DIFFERENT LANGUAGE SKILLS

Listening and Speaking Skills	Reading Skills	Writing Skills
• Chanting rhymes	• Oral interviews	• Teacher-made tests
• Singing songs	• Reading aloud	• Peer assessment
• Reciting poems	• Question and answer	• Self-assessment
• Playing conversational games	• Teacher-made tests	• Portfolio
• Role play	• Learner portfolios	• Assessment rubric
• Oral interviews	• Peer assessment	• Checklists
• Dialogues	• Self-assessment	• Rating scales
• Teacher-made tests	• Rating scales	
• Peer Assessment	• Checklists	
• Self-assessment	• Assessment rubric	
• Fluency tests		
• Articulation tests		
• Assessment rubric		
• Checklists		
• Rating scales		

APPENDIX 3: SUGGESTED LEARNING RESOURCES

Non-Digital	Digital
Course books	Pictures and photographs
Pictures and photographs	Electronic and digital devices (mobile phone, laptops, tablets, computers, projectors, radios, televisions)
Flash cards	Flashcards
Charts	Charts
Realia	Video clips (Animated and non-animated)
Letter jigsaw puzzles	Audio-visual resources
Picture puzzles	Radio programmes
Recorded poems and rhymes	Web resources (example, kec- kenya education cloud)
Recorded songs	
Learning corners	
Letter cut-outs	
Book covers, shelves, boxes, bags	
Puppets	
Clay/plasticine/dough for modelling	
Crayons	
Colour pencils	
Colouring books	
Costumes	
Masks	
Letter boards	
Pocket charts	
Paint and brushes	