



REPUBLIC OF KENYA

PRE PRIMARY ONE

CURRICULUM DESIGNS



KENYA INSTITUTE OF CURRICULUM EDUCATION

2017

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FOREWARD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission of Kenya's curriculum reforms. The vision of the curriculum reforms is to develop an engaged, empowered and ethical citizen. The mission is to nature the potential of every learner.

The framework adopts a Competency-based Curriculum and has identified seven core competencies, namely; communication and collaboration, critical thinking and problem solving, creative and imagination, citizenship, digital literacy, learning to learn and self-efficacy. It provides a variety of opportunities for identification and nurturing of a learner's potentials and talents in preparation for life and the world of work. The framework is geared towards making learning enjoyable.

Suitable curriculum designs have been developed to facilitate the implementation of the Basic Education Curriculum Framework. The designs contain the National Goals of Education, outline of the Early Years Education (EYE) and general and specific learning outcomes of each subject. They also suggest a variety of learning experiences, assessment and resources. The designs also link the topics to values, and Pertinent and Contemporary Issues (PCI).

It is my hope that all educators in Early Years Education Level will anchor their delivery of Basic and Teacher education on the curriculum designs.



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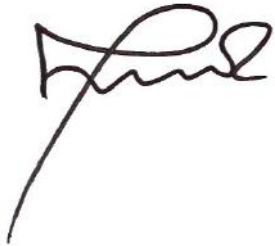
PREFACE

Kenya values the education of its citizen. At the heart of this education is the school curriculum. The constitution and the Kenya Vision 2030 clearly outline the role of education in the country. The dictates of the Constitution and the national aspirations of Vision 2030 triggered the curriculum reforms process. The process began with a needs assessment that was meant to identify and address the development agenda of the country.

The Basic Education Curriculum Framework (BECF) is a first for this country. The Curriculum Reform Technical Team at the Kenya Institute of Curriculum Development developed the framework. The team, led by experienced curriculum developers, benchmarked with various countries and developed a framework that aptly resonates with national needs.

The BECF is the guide to all education stakeholders on the national curriculum. It outlines the vision and mission of the curriculum, the structure of education, the levels of education, the learning areas for each level and the learning outcomes. It also stipulates the pillars that guide the reform process.

The learning areas are supported with curriculum designs that cover the educational content and guide the development of teachers' guides and various formats of curriculum support materials. The competency based curriculum in Kenya targets to develop globally competitive citizens who embrace 21st Century Skills.



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ACKNOWLEDGMENT

This curriculum design has been developed to facilitate the implementation of the Competence Based Curriculum for Pre Primary 1. The curriculum designs contains Language, Mathematics, Psychomotor and Creative Arts, Environmental, Christian Religious Education, Islamic Religious Education and Hindu Religious Education Activities.

The Curriculum designs for the Competence Based Curriculum for Early Years Education have been developed through a participatory approach embracing the various stakeholders at different levels of development. My sincere gratitude goes to all officers of Kenya Institute of Curriculum Development who ably guided the various panels. I am also grateful to all the panel members in the various learning areas for Early Years Education for their commitment, dedication and diligence in accomplishing this task. I also wish to thank all the Development Partners who provided financial and technical support throughout the process. My sincere thanks to the colleagues at the Ministry of Education for all their support.

It is my conviction that these designs will lay the foundation of the Competence Based Curriculum geared towards ensuring all our learners achieve their full potential through the learning experiences and activities they will be engaged in.

A handwritten signature in black ink, appearing to read 'Julius O. Jwan', is written diagonally across the page.

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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 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 instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare the 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfillment

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

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya 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 community service learning.

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

Education should instill 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable 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 attitudes 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.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

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

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever-changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cut across all the activity areas. Learning at the pre- primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

1. MYSELF

- Parts of the body
- My clothes
- My friends

2. FAMILY

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

3. OUR HOME

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

5. OUR SHOOOL

- Our class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Environmental Activities	5
4.	Psychomotor and Creative Activities	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	25

Note:

1. The time allocated for each activity area is 30 minutes.
2. There should be 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

LANGUAGE ACTIVITIES

Essence Statement

Language is a medium of communication. At the pre-primary level, children will be involved in activities that enhance the ability to become active listeners and speakers in diverse situations as well as express their feelings, ideas and opinions clearly and with confidence. In addition, learners will be involved in reading readiness and writing readiness activities in order to lay a good foundation for formal reading and writing instruction in grade one.

Subject General Learning Outcomes

By the end of Early Years Education, the learner 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 in varied situations as they appreciate others.
- c) Participate in conversation using appropriate verbal and non-verbal language in their everyday experiences.
- d) Articulate letter sounds correctly in preparation for reading.
- e) Develop appropriate reading readiness skills in varied learning experiences.
- f) Apply appropriate writing readiness skills in varied learning experiences.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 LISTENING	1.1 Common greetings and farewell. (2HRS)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to general greetings at home and at school.</p> <p>b) Respond appropriately to time related greetings at home and at school.</p> <p>c) Respond appropriately to farewell at home and at school.</p> <p>d) Respond appropriately to farewell with reference to time at home and at school.</p> <p>e) Enjoy responding appropriately to greetings and farewell at home and at school.</p>	<ul style="list-style-type: none"> • Learners could observe and imitate greetings and farewell. • In pairs learners could be asked to practise greeting and bidding farewell. • Learners could listen to songs, poems and rhymes on general and time related greetings and farewell. • Learners could be encouraged to respond to greetings every morning and respond to farewell whenever need arises. • Learners could be encouraged to respond to each other’s greetings and farewell and respond to visitors’ ‘greetings and farewell whenever an opportunity arises’. • Learners could observe pictures and charts of people greeting that are displayed on walls. • Learners could listen to and watch clips of people greeting and bidding farewell recorded in devices and practise responding to greetings and bidding farewell. • Learners could be encouraged to pay attention to other greeting and farewell opportunities that arise at home and at school. 	<ol style="list-style-type: none"> 1. Who do you meet every day? 2. What time is it likely to happen? 3. How do you greet them at that time?
Core-competence developed: Communication and collaboration, digital literacy , learning to learn				
Link to PCI: Citizenship: social cohesion Life skills: Interpersonal relationships, effective communication			Link to Values: Respect, unity, love	

Citizenship: Peace	
Link to other Activity Areas: Environmental and Social Activities, Psychomotor and Creative Activities.	Suggested Community Service Learning Arrange for the learners to listen and respond to parents greetings during the school open day. The learners will also greet and respond to parents greetings and bid parents farewell after the function
Non- Formal Activity to support learning through application In groups learners role play greeting and bidding farewell. Learners should be encouraged to pay attention to each other and respond appropriately.	Suggested Assessment Oral questions, observations, portfolio
Teaching/Learning Resources: Pictures, realia, charts, ICT devices	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
The learner always listens efficiently and consistently responds to greetings and farewell using a variety of relevant responses e.g. Hello Teacher, Good Morning teacher, Good bye Teacher.	The learner consistently listens carefully and is able to respond to greetings and farewell appropriately both verbally and non-verbally. E.g. Hello, Good Morning, Good bye.	Appears to listen carefully but is not able to respond appropriately to greetings and farewell.	The learner consistently has difficulty listening and responding to greetings and bidding farewell both verbally and non-verbally.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 LISTENING	1.2 Listening for enjoyment (2HRS)	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to a variety of listening experiences in and out of class. b) Demonstrate enjoyment in a variety of listening experiences.	<ul style="list-style-type: none"> Learners could be involved in listening to recorded songs, poems and rhymes and be guided to imitate. Learners could be asked to record clips of their own activities and view them in class. The activities may include learners singing, telling stories, reciting poems and rhymes. 	<ol style="list-style-type: none"> What do children enjoy listening to? What makes listening interesting/enjoyable?

			<ul style="list-style-type: none"> • Learners could listen to short and interesting stories while mimicking some characters in the story. • Learners could be encouraged to sing or dance in response to instrumental music. • Learners could be encouraged to enjoy the listening experiences by using tone variation, puppets, pictures, costumes, animated stories, musical instruments among others. • Learners could be asked to listen to short stories from a selected resource person, about things in the immediate environment e.g trees, animals and people and be encouraged to ask, answer questions or retell parts of the story. 	
Core-competence developed: Digital literacy, communication and collaboration				
Link to PCI: Citizenship: Social cohesion Life skills: Effective communication, self esteem			Link to values: Respect, love, unity, patriotism	
Link to other Activity Areas: Environmental and Social Activities, Psychomotor and Creative Activities			Suggested Community Service Learning Organise for a school music day where parents are invited. Learners could dance and listen to a variety of songs and instrumental music. They could also listen to stories told by parents for enjoyment.	
Suggested Non- Formal Activity to support learning through application Organise for a class fun-day for learners to dance as they listen to recorded songs and instrumental music for fun. Learners could dress in singing costumes and play simple musical instruments.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: ICT devices, costumes, pictures, musical instruments, puppets, animated stories, realia, resource person, radio programmes				

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaches expectation	Below Expectation
Consistently pays attention, responds with a variety of actions, dances to rhythm and asks questions about the story.	Responds by dancing to rhythm, and sustains attention when listening to the stories.	Responds to dance and rhythm but does not sustain attention.	Appears to listen but makes inaccurate responses.

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
1.0 LISTENING	1.3 Active Listening (2HRS)	By the end of the sub-strand, the learner should be able to: a) Respond to simple instructions in and out of class. b) Take turns during conversations in and out of school. c) Take pleasure in responding to simple instructions in and out of class. d) Enjoy taking turns in a conversation in and out of school.	<ul style="list-style-type: none"> • In pairs or small groups, learners could tell news in turns while others are listening. • Learners could view recorded content using ICT devices and be guided to mimic/imitate. • Learners could be given simple instructions and encouraged to respond. • In pairs or small groups, learners could be guided to take turns in conversations. • Learners should be encouraged to answer simple questions during conversations. • Learners could be guided to ask questions during conversations. • Learners could record clips of their own conversations and be encouraged to view them while receiving positive feedback. • Learners could be asked to retell what others have said in a conversation. • Learners could be guided to appreciate the contribution of others during conversations. 	<ol style="list-style-type: none"> 1. How do you show interest in a conversation? 2. When should you speak during a conversation? 3. How do you seek clarification in a conversation? 4. How can learners be guided to take turns in a conversation? 5. What activities are fun for learners to listen to?

			<ul style="list-style-type: none"> • In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking. • Learners could be asked to observe and imitate demonstrations of turn taking in conversations. • Learners could be guided on how to take turns during conversations. 	
Core-competence developed: Communication and collaboration, digital literacy, learning to learn				
Link to PCI: Citizenship: Social cohesion Life skills: Effective communication			Link to values: respect, peace, love, unity	
Link to other Activity Areas: Environmental and Social Activities, Creative Activities, Religious Activities			Suggested Community Service Learning/ Learners to have their parents or other family members tell them a story with repeated scenes. The person telling the story involves the learners in mimicking, singing and acting out interesting episodes.	
Suggested Non- Formal Activity to support learning through application Organise for a story telling session by a resource person. Learners could be encouraged to participate as the story is narrated. Selected learners could also wear appropriate attire /costumes for the story being narrated.			Suggested Assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded audio and video clips, ICT devices, realia, musical instruments, costumes				

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Responds to simple instructions and consistently takes turns in a conversation with variations.	Responds to most simple instructions and most of the times takes turns in a conversation.	Responds to some simple instructions and takes turns in a conversation sometimes.	With guidance responds to a few simple instructions but does not take turns in conversations.

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
1.0 LISTENING	1.4 Passing information (1HR)	By the end of the sub-strand, the learner should be able to: a) Convey verbal messages effectively in and out of class. b) Listen to information attentively for effective communication in and out of class. c) Experience pleasure in passing verbal messages in and out of class.	<ul style="list-style-type: none"> • Learners could participate in activities that involve conveying messages to other learners or to teachers e.g. telephone games. • In pairs and small groups, learners could practise conveying messages to each other. • Learners could be guided to pay attention when listening to other children, teachers and parents and be appreciated for passing messages effectively. • Learners could be engaged in dialogue with each other. • Learners could be involved in conveying messages whenever an opportunity arises. 	<ol style="list-style-type: none"> 1. What opportunities arise for children to pass verbal information? 2. How can children be involved in passing verbal messages? 3. What activities prepare learners to listen attentively?
Core-competence developed Communication and collaboration, learning to learn, digital literacy				
Link to PCI: Citizen: Social integration Life skills: Effective communication.			Link to Values: Respect, responsibility, integrity	
Link to other Activity Areas Environmental and Social Activities			Suggested Community Service Learning Organise for a message delivery activity where the teacher sends a learner to take a verbal message home with instructions that s/he will be required to bring feedback.	
Non- Formal Activity to support learning through application Learners invite other learners from other classes within the school for a story telling session organized for their class			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Whisper games, ICT devices, locally made telephone, masks, puppets, costumes, realia				

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Listens effectively and consistently delivers a precise message.	Listens attentively most of the time and delivers slightly related but not fully accurate messages.	Listens attentively sometimes but delivers a distorted message.	Listens with guidance, but fails to deliver message.

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
1.0 LISTENING	1.5 Auditory discrimination (1HR)	By the end of the sub-strand, the learner should be able to: a) Recognize sounds in the environment. b) Respond appropriately to sounds in the environment. c) Enjoy listening to sounds in the environment.	<ul style="list-style-type: none"> • Learners could be engaged in activities involving responding to school bells, alarms, sirens, whistles, phone ringing, hooting among others. • Learners could be guided to go for nature walk within the school compound where they identify sounds they hear. • Learners could be involved in voice recognition activities. • Learners could be engaged in identifying various sounds in the environment. • Learners could imitate recorded audio clips. 	<ol style="list-style-type: none"> 1. What are the common sounds in the environment? 2. What sounds do different animals produce? 3. Which sounds in the school environment call for specific response? 4. How are children expected to respond to such sounds?
Core-competence developed: Learning to learn, digital literacy				
Link to PCI: Citizenship: Social integration ESD: Environmental education, Environmental awareness			Link to Values: Respect, Responsibility(e.g. responding to bells, alarms)	
Link to other subjects: Environmental and Social Activities. Psychomotor and Creative Activities.			Suggested Community Service Learning Arrange for learners to present a singing game incorporating auditory discrimination in a community function.	

<p>Suggested Non- Formal Activity to support learning through application Learners take a nature walk within the school environment. They identify and imitate various sounds in the environment.</p>	<p>Suggested assessment: Oral questions, portfolio, observation</p>
<p>Teaching/Learning Resources: ICT devices, bells, whistle, letter sound games, realia.</p>	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Consistently identifies, imitates and responds appropriately to sounds in the environment.	Recognizes , imitates and responds appropriately to sounds the environment.	Identifies, imitates and responds appropriately sometimes.	With guidance, identifies some sounds and responds to a few sounds in the environment.

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
<p>1.0 LISTENING</p>	<p>1.6 Auditory Memory (5HRS)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Recall a variety of sounds in the environment.</p> <p>b) Recall letter sounds in class.</p> <p>c) Take pleasure in listening to sounds in the environment.</p>	<ul style="list-style-type: none"> • Learners could be exposed to a variety of sounds in the environment and be encouraged to recall the sounds they heard. • Learners could listen to letter sound, audio clips and articulate the letter sounds. • In pairs and small groups, learners could be engaged in language games e.g. letter sounds, letter names and fishing games. • Learners could participate in conversations by exploring their prior experience. • Learners could be guided to say what they heard at home or on the way to school. 	<ol style="list-style-type: none"> 1. What are the common sounds in the environment? 2. What are the best ways of exposing learners to sounds? 3. How can opportunities be presented for children to listen to these sounds?
<p>Core-competence developed: Communication and collaboration, learning to learn, digital literacy.</p>				
<p>Link to PCI: Citizen: Social integration Life skills: Effective communication, critical thinking.</p>			<p>Link to Values: Unity, responsibility</p>	
<p>Links to other Activity Areas Environmental and Social Activities.</p>			<p>Suggested Community Service Learning Arrange for children to present a singing game incorporating auditory memory in a community function.</p>	

Suggested Non- Formal Activity to support learning through application: Learners visit an animal orphanage where the teacher encourages them to listen to sounds made by different animals. They are then guided to recall the sounds made by various animals.	Suggested assessment: oral questions, observations, portfolio
Teaching/Learning Resources: Electronic devices, flash cards, audio clips, realia	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Recalls all sounds in the environment, letters of the alphabet and letter sounds.	Recalls most sounds in the environment, letters of the alphabet and letter sounds.	Recalls some sounds in the environment, letters of the alphabet and letter sounds.	With guidance, can recall a few sounds in the environment but is not able to recall letters of the alphabet and letter sounds.

Strand	Sub-strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry questions
2.0 SPEAKING	2.1 Common general and time-related greetings and farewell (2HRS)	By the end of the sub-strand, the learner should be able to: a) Use a range of words for general greetings in school and at home. b) Greet people verbally with reference to time at home and at school. c) Bid people farewell using appropriate words at home and at school. d) Take pleasure in greeting and bidding farewell at home and at school.	<ul style="list-style-type: none"> Learners could listen to a radio program on general and time related greetings and farewell and be guided to imitate. In pairs or small groups, learners could practice using general and time related greetings and farewell. Learners could observe pictures or charts on greetings and farewell and practice greeting and bidding farewell. Learners could be encouraged to respond to greetings and farewell using verbal and non-verbal language at relevant times. 	<ol style="list-style-type: none"> What opportunities arise for greetings and bidding farewell at home and at school? Who do you greet at home and at school? How do you greet people at different times of the day? How do you bid people farewell?

			<ul style="list-style-type: none"> • Learners could be guided to greet and bid farewell to visitors who come to class. • Learners could be asked to greet and bid farewell to visitors and family members at home using appropriate words. • Learners could be encouraged to listen to and imitate general and time related greetings and farewell presented on video clips. • Learners could practise general and time related greetings and farewell through role playing communication with locally made phones. 	
Core-competence developed: Digital literacy, communication and collaboration, learning to learn				
Link to PCI: Citizenship: Social integration Life skills: Effective communication			Link to Values: Peace, unity, respect	
Link to other activity areas: Environmental and Social Activities,			Suggested community service learning Organise for a school music day where parents are invited. Learners welcome visitors by greeting them as they arrive for the day and bid them farewell after the event.	
Suggested Non-formal activity to support learning through application Arrange for a visit to another class and practice appropriate ways of greeting and bidding farewell.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Recorded clips, phones, pictures, realia, charts, radio programs				

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Consistently greets and bids farewell appropriately using a variety of general as well as time related greetings and farewell.	Appropriately greets and bids farewell using a range of words for greeting and bidding farewell at different times of the day.	Greets and bids farewell but with a limited range of words.	Attempts to greet and bid farewell with guidance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
SPEAKING	2.2 Self-expression (2HRS)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Express own needs at home and at school.</p> <p>b) Express emotions and feelings appropriately at home and at school.</p> <p>c) Use appropriate vocabulary to express feelings and emotions in school and at home.</p> <p>d) Use appropriate vocabulary to express own needs in school and at home.</p> <p>e) Enjoy expressing themselves verbally at home and in school.</p>	<ul style="list-style-type: none"> • Learners could be involved in activities for recognizing emotions. • Learners could name various emotions after observing a demonstration of variety of emotions. • Learners could be encouraged to talk about how they feel and be appreciated for expressing their feelings and emotions appropriately. • Learners could be guided to sing and act out different emotions. • Learners could be asked to look at pictures depicting different feelings and emotions and identify them. • Learners could sing songs and recite poems and rhymes on feelings and emotions • In pairs and small groups, learners could practice expressing needs, 	<ol style="list-style-type: none"> 1. How do we implore children to express themselves? 2. What is the appropriate way of expressing feelings and emotions?

			<p>feelings and emotions and respond to each other.</p> <ul style="list-style-type: none"> • Learners could observe or listen to the teacher expressing himself or herself. • Learners could be encouraged to express themselves in school and at home. • Learners could view video clips depicting various emotions and feelings and talk about them. • Learners could view clips showing words that are used to express feelings and emotions e.g happy, sad, tired and lonely, enjoy, on wall charts. • Learners could view video clips on inappropriate means of expressing emotions, feelings and needs such as grabbing, shouting, crying, fighting and be guided not to use such means. 	
Core-competence developed: Digital literacy, communication and collaboration, learning to learn				
Link to PCI: Citizenship: Social integration Life skills: Effective communication			Link to Values: Unity, peace, conflict resolution.	
Link to other activity areas: Environmental and Social Activities, Religious Activities			Suggested community service learning During a child’s birthday, learners could be encouraged to join in the celebrations and be asked to talk about how they feel and express themselves using various activities.	
Suggested Non-formal activity to support learning through application: Learners express themselves by presenting activities such as songs, poems, rhymes or narratives at the school assembly.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/learning resources: Costumes, realia, masks, charts, pictures, video clips, ICT devices				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently expresses her /his needs, feelings and emotions using a variety of appropriate vocabulary.	Uses appropriate vocabulary to express her/his needs, feelings and emotions most of the time.	Expresses needs and emotions using appropriate vocabulary sometimes.	With guidance can express her/his needs and emotions but has difficulty using appropriate vocabulary.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
SPEAKING	2.3 Polite language (2HRS)	By the end of the sub-strand, the learner should be able to: a) Use appropriate vocabulary when making requests at home and at school. b) Use appropriate vocabulary when appreciating others at home and at school. c) Experience pleasure in making requests at home and at school. d) Take pleasure in appreciating others when need arises.	<ul style="list-style-type: none"> • Learners could imitate making verbal requests (<i>e.g. please, thank you</i>) after watching a demonstration. • In pairs or small groups, learners could practice making requests and appreciating others. • Learners could listen to stories that incorporate making requests and appreciating others. • In pairs, learners could role play making requests and appreciating others. • Learners could be guided to deliberately model the habit of making requests and appreciating others as need arises. • Learners could be encouraged to make requests and appreciate others during 	<ol style="list-style-type: none"> 1. What do we say when requesting for something? 2. What do we say when we receive something from somebody? 3. What situations arise in and out of class to make requests and appreciate others?

			relevant situations in school and at home. <ul style="list-style-type: none"> Learners could view video clips on request and appreciation and be guided to imitate making requests and appreciation. 	
Core-competence developed: Digital literacy, communication and collaboration,				
Link to PCI: Citizen: Social integration Life skills: Effective communication, knowing and living with self			Link to Values: Peace, unity, respect.	
Link to other activity areas: Environmental and Social Activities, Religious Activities			Suggested community service learning A trip to the shops: Learners could be guided to practise making requests and appreciation when buying at the shop.	
Suggested Non-formal activity to support learning through application Organise for an inter-class outdoor activity where they share various playing materials. Encourage learners to request for materials appropriately and to make appreciation as need arises.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: ICT devices, video clips, realia, pictures, charts				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently makes request, uses courteous expressions and appreciates others using a variety of vocabulary.	Makes request, uses courteous expressions and appreciates others using a variety of vocabulary.	Makes requests and appreciates others but with limited vocabulary	With guidance, uses some vocabulary for making requests and appreciates others.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.4 Audience Awareness (2HRS)	By the end of the sub-strand, the learner should be able to:	<ul style="list-style-type: none"> Learners could record pieces of their own voices and be asked to listen and identify own voice, be guided to project and vary their voices appropriately. 	1. How should I speak to someone who is near?

		<p>a) Demonstrate awareness of own voice in and out of class.</p> <p>b) Speak clearly when talking to others in and out of class.</p> <p>c) Speak loudly enough for the audience to hear in school and at home</p> <p>d) Experience pleasure in varying own voice when communicating with others.</p>	<ul style="list-style-type: none"> • Learners could be encouraged to listen to recorded pieces of other children’s voices and comment on how they vary their voice when singing songs, telling stories and reciting poems or rhymes. • Learners could be encouraged to project their voice when reporting an offence e.g. when reporting an offence to the teacher. • In pairs, learners could practise speech activities whereby the distance between the speaker and the listener is varied. The speaker is encouraged to vary his or her own voice accordingly to meet the needs of the listener. • Learners could listen to a radio or other recorded audio clips. The volume could be deliberately raised or lowered and the learners encouraged to say how this affects their hearing. • Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade. 	<p>2. What should I do to my voice when the person I am speaking to moves away from me?</p> <p>3. What should I do to my voice for him/her to hear if he/she continues to move further away?</p>
Core competence developed: Digital literacy, communication and collaboration, learning to learn.				
Link to PCI: Citizenship: Social integration Life skills: Effective communication, self-awareness			Link to Values: Unity, Peace	
Link to other activity areas: Psychomotor and Creative Activities, Environmental and Social Activities.			Suggested community service learning Take the Learners to a function (such as a wedding or national celebration). Involve them in presenting songs, poems or rhymes to the gathering.	
Suggested Non-formal activity to support learning through application Learners make a variety of presentations such as songs, poems or rhymes or narratives at the school assembly.			Suggested assessment: oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded audio clips of children’s voices, radio, costumes, masks				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently projects and varies own voice efficiently.	Speaks with appropriate projection and variation.	Controls own voice and is able to project and vary own voice most of the time.	Attempts to control own voice but does not know how to project or vary own voice.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.5 Passing information (1HR)	By the end of the sub-strand, the learner should be able to: a) Convey verbal messages effectively to the teacher and to other learners. b) Use relevant vocabulary to pass verbal information to the teacher and other learners. c) Enjoy passing verbal messages to the teacher and other learners.	<ul style="list-style-type: none"> • Learners could be encouraged to talk to each other or to the teacher about themselves. • Learners could deliver verbal messages to other learners or to teachers in the school and be appreciated when they convey the messages effectively. • In pairs or small groups, learners could tell and retell news and short stories. • Learners could engage in dialogue with each other and among themselves. • Learners should be involved in passing verbal information whenever opportunities arise. • Learners could engage short discussions and be encouraged to answer questions. • Learners could talk about what they are doing during activities and be guided to ask and respond to questions. 	<ol style="list-style-type: none"> 1. What do learners talk about in class or in school? 2. What do learners like to tell the teacher about? 3. What opportunities arise for learners to talk to each other? 4. What do learners enjoy talking about? 5. What do learners like to talk to each other about?

			<ul style="list-style-type: none"> Learners could view a video clip and then talk about it in pairs or in small groups. Learners could be encouraged to talk about what they saw in a field trip or nature walk. 	
Core competence developed: Digital literacy, communication and collaboration.				
Link to PCI: Citizenship: Social integration Life skills: Effective communication, self-awareness, self-esteem.			Link to Values: Unity.	
Link to other activity areas: Environmental and Social Activities.			Suggested community service learning Take the learners for a visit to a neighboring school. After the visit, engage the learners in talking about who they met, what they saw, and what they heard.	
Suggested Non-formal activity to support learning through application Learners practise passing information through singing games during interclass competition.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning : Video clips, realia, posters, cards, phones(real or locally made), pictures, charts				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently passes information accurately and effectively.	Passes information accurately and effectively most of the time.	Passes information accurately and effectively sometimes.	With guidance, passes information but not accurately or effectively.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 SPEAKING	2.6 Naming (4HRS)	By the end of the sub-strand, the learner should be able to: a) Name objects, people, animals and colours in the immediate environment. b) Take pleasure in naming objects, people, animals and colours in the immediate environment.	<ul style="list-style-type: none"> Learners could be involved in naming objects, animals and people in class and within the school compound.. Learners could recite poems and rhymes about objects, people and colours. 	<ol style="list-style-type: none"> Which people are we likely to find at home, in school, at the market or in a hospital? What objects are we likely to find at home, in school, at the market or in a hospital?

			<ul style="list-style-type: none"> • Learners could name colours with reference to objects in the environment. • Learners could be engaged in identifying colours in the immediate environment. • Learners could be taken for a nature walk and encouraged to identify colours. • Learners could be engaged in vocabulary games and encouraged to use new words by integrating them their child play and daily experiences, and naturally weaving them in and out of conversations with learners. • Learners could be involved in viewing video clips or animation to help them connect words with meaning. 	
Core competence developed: Digital literacy, learning to learn, communication and collaboration				
Link to PCI: Citizenship: Social integration Life skills: Effective communication, Self-awareness			Link to Values: Unity	
Link to other activity areas: Psychomotor and Creative Activities, Environmental and Social Activities			Suggested community service learning Learners could bring assorted items from home to be donated to a needy family. Encourage learners to name these items.	
Suggested Non-formal activity to support learning through application Take learners for a walk around the school compound as they collect rubbish and put it in the dustbins. Guide them to name objects, people, animals and colours they come across.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resource: Objects, language games, pictures, charts, learning corners				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently names objects, people and colours with a variety of vocabulary.	Uses appropriate vocabulary to name objects, people and colours most of the time	Names some objects, people and colours appropriately.	Names some objects, people and colours with guidance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.7 Articulation of Letter Sounds (4HRS)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Articulate vowels correctly in and out of school.</p> <p>b) Articulate consonants correctly in and out of school.</p> <p>c) Demonstrate awareness of letter-sound correspondence in class.</p> <p>d) Take pleasure in articulating vowels and consonants in and out of school.</p>	<ul style="list-style-type: none"> Learners could observe charts with all the letters of the alphabet on the wall. Learners could be guided to recite letters of the alphabet. Learners could observe and imitate articulation of vowel sounds (a, e, i, o, u) after watching a demonstration. Learners could be encouraged to articulate letter sounds after the teacher. Learners could be encouraged to practise articulating vowel sounds. Learners could be engaged in singing songs, reciting poems and rhymes relating to vowel sounds Learners should be encouraged to practise articulating consonant sounds. Learners could be engaged in singing songs, reciting poems and rhymes relating to consonant sounds. In pairs or small groups, learners could be engaged in activities such as sound articulation games e.g. fishing games, skittle games, dice games among others to enhance sound articulation. 	<ol style="list-style-type: none"> How do different letters sound? What is the sound corresponding to each upper case (capital) letter and its equivalent lower case (small) letter? Which activities provide opportunities for learners to articulate specific letter sounds?

			<ul style="list-style-type: none"> • Learners could articulate through use of flash cards, charts, child’s play and daily experiences. • Learners could be engaged in viewing recorded clips of letter sounds and illustrations to help them connect letters with their respective sounds. • Learners could listen to sound clips and manipulate other interactive programmes that enhance letter sound articulation. • Learners could be guided to relate the upper case (capital) letters and the lower case (small) letters with corresponding sounds. 	
Core competence developed: Learning to learn, digital literacy, communication and collaboration				
Link to PCI: Citizenship: Social integration Life skills: Effective communication.			Link to values: Unity	
Link to other activity areas: Psychomotor and Creative Activities			Suggested community service learning With one or two other pre-primary schools, organise a joint fun learning day with an emphasis on letter sound articulation activities including songs, games, poems and rhymes.	
Suggested Non-formal activity to support learning through application Learners present an outdoor singing game for letter sound articulation during the school assembly.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Charts, flash cards, letter cut-outs, letter charts, video clips, ICT devices, radio programs				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Fluently articulates vowels and consonants, and corresponds letters to sounds appropriately.	Articulates most vowels and consonants correctly and corresponds most letters to sounds appropriately.	Articulates some vowels and consonants correctly and corresponds some letters to sounds appropriately	With guidance, articulates vowel and consonant sounds but has difficulty corresponding letters to sounds.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.1 Book handling skills (1HR)	By the end of the sub-strand, the learner should be able to: a) Hold a book top side up in and out of school. b) Demonstrate ability to turn pages from right to left when opening a page in and out of school. c) Take pleasure in book handling and storage activities in and out of school.	<ul style="list-style-type: none"> Learners could be engaged in a book handling activities and be guided to hold books top side up and turn pages from right to left. Learners could view a video clip depicting holding a book top side up and turning pages from right to left and be guided to imitate. Learners could sing rhymes related to holding books top side up and turning pages from right to left. In pairs or small groups, learners could practise dusting, covering and arranging books at appropriate places. 	<ol style="list-style-type: none"> How do we hold books when reading? How do you open pages of a book when reading?
Core-competence developed Communication and collaboration, digital literacy, learning to learn.				
Link to PCI: Citizenship: Social integration Life skills: Creative thinking, critical thinking			Link to Values: Responsibility	
Link to other Activity Areas Psychomotor and Creative Activities			Suggested Community Service Learning Learners could be taken to a library within the community where they practice dusting books and arranging them properly.	
Suggested Non- Formal Activity to support learning through application Organise an inter-group contest for book handling activities in class.			Suggested assessment: Oral questions, Observation	
Teaching/Learning Resources: Pictures, realia, recorded rhymes, books, video clips, bookshelves				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Consistently holds the book top side up and sustains orientation of turning pages from right to left.	Holds the book top side up and turns pages from right to left most of the time.	Holds the book top side up and is able to turn pages from right to left sometimes.	With guidance holds the book top side up but does not turn pages from right to left.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.2 Reading readiness skills (2HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate left-right eye orientation when reading. b) Demonstrate top-down orientation skills when reading. c) Turn pages from right to left when opening a page. d) Enjoy participating in pre-reading activities in and out of school.	<ul style="list-style-type: none"> In pairs or in groups, learners could arrange pictures from left to right. Learners could view animated pictures that drag and drop from left to right in a digital clip. Learners could be engaged in a picture walk activity and guided to turn pages from right to left. Learners could record themselves as they practice turning of pages from right to left and view the video for self-assessment. Learners could sing rhymes related to left-right and top to bottom eye orientation and turning pages from right to left as they simulate. In pairs or small groups learners could practise looking at pictures from left to right, moving the eye from top-to-bottom of the page and turning pages from right to left. 	<ol style="list-style-type: none"> How do you move your eyes when reading? How do you turn pages of a book when reading?
Core competence: Digital literacy, learning to learn, communication and collaboration.				
Link to PCI: Citizenship: Social integration Life skills: effective communication, self-awareness			Link to values Responsibility	
Link to other activity areas: Environmental and Social Activities			Suggested community learning activities: organise learners to show case their pre-reading skills to visiting parents during the school open day.	
Suggested non- formal activity to support learning: Organise for an inter-group language contest in class that incorporates pre-reading activities.			Suggested assessment Observation, oral questions	
Teaching / learning resources: Video clips, picture books, picture cut-outs, charts, letter cards, objects.				

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Consistently turns pages from right to left, and effectively sustains left to right and top to bottom eye orientation.	Turns pages from right to left and sustains left to right and top to bottom eye orientation most of the time.	Turns pages from right to left most of the time and sustains left to right and top to bottom eye orientation sometimes.	Turns the pages from right to left with guidance but does not demonstrate left to right and top- bottom eye orientation.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 READING	3.3 Print awareness (1HR)	By the end of the sub-strand, the learner should be able to: a) Talk about pictures in and out of school. b) Demonstrate awareness of print in and out of school. c) Show interest in reading in and out of school. d) Enjoy reading pictures in and out of school.	<ul style="list-style-type: none"> • Learners could be provided with relevant pictures and encouraged to talk about them. • Learners could answer questions about pictures. • Learners could be engaged in ‘read aloud’ activities. • Learners could view pictures depicting a story during a read aloud session. • Learners could be guided to view and talk about recorded picture clips and answer questions about them. • Learners could view picture cut outs depicting stories and be encouraged to answer questions on the story in pairs or in small groups. • Learners could be provided with pictures that capture their attention and be guided to ask and answer questions about them • Learners could bring pictures from home to share with others and be encouraged to ask or answer questions about them. • 	<ol style="list-style-type: none"> 1. What pictures do you enjoy looking at? 2. What pictures interest learners?

Core-competence developed Communication and collaboration, Critical thinking , Digital literacy	
Link to PCI: Citizenship: Social integration Life skills: Effective communication	Link to Value: Respect
Link to other Activity Areas: Psychomotor and Creative Activities	Suggested Community Service Learning Take learners on a walk to a nearby road and guide them to fix various road signs they have prepared in class.
Suggested Non- Formal Activity to support learning through application Learners to observe and interpret various road signs put around the playground at school.	Suggested assessment: Oral questions, observation, portfolio
Teaching/Learning Resources: Picture books, read aloud stories, recorded clips of pictures, video clips, charts, ICT devices	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Consistently demonstrates awareness, observes pictures with sustained attention and talks about them correctly and in detail.	Demonstrates print awareness, observes pictures with attention and talks about them correctly most of the time.	Recognizes print and observes and talks about pictures with attention sometimes.	Recognizes pictures with guidance but has difficulty talking about pictures correctly.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
READING	3.4 Visual discrimination (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Talk about similarities in objects and pictures in class. b) Talk about differences in objects and pictures in class.	<ul style="list-style-type: none"> Learners could be engaged in games that enhance visual discrimination e.g. fixing jigsaw puzzles. Learners could be engaged in identifying ‘odd-one out’ pictures, objects from a set of pictures or objects respectfully. Learners could match and pair objects and pictures. 	<ol style="list-style-type: none"> What are the fun activities that develop visual discrimination in children? What kind of visual discrimination

		c) Enjoy participating in visual discrimination activities in and out of class.	<ul style="list-style-type: none"> In pairs or small groups learners could play visual discrimination games, fix jigsaw puzzles among other visual discrimination activities. 	activities do children enjoy?
Core-competence: Communication and collaboration, Learning to learn, Critical and creative thinking				
Link to PCIs: Citizenship: Social integration Life Skills: Decision making, Critical thinking, Creative Thinking			Link to Values: Unity	
Link to other activity areas: Environmental and Social Activities			Suggested Community service learning Organise to take learners for a visit to a library in the neighbourhood and engage them in activities that incorporate visual discrimination.	
Suggested Non- Formal activity to support learning through application Organise an inter-class language contest that incorporates visual discrimination activities.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Pictures, animations, realia, video clips, audio clips of rhymes, radio programmes, jig-saw puzzles, charts, flash cards				

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Efficiently recognizes similarities and differences in objects and pictures.	Recognizes similarities and differences in objects and pictures most of the time.	Identifies differences and similarities in objects and pictures sometimes.	Observes without recognizing differences or similarities in objects and pictures.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 READING	3.5 Visual memory (5 HRS)	By the end of the sub-strand, the learner should be able to: a) Recall objects, colours and pictures in class. b) Recall letters of the alphabet in books and charts.	<ul style="list-style-type: none"> In pairs or small groups, learners could be engaged in visual memory games. In pairs, learners could be guided to play letter memory games. 	<ol style="list-style-type: none"> What do you see around class? What activities enhance visual discrimination in children?

		<p>c) Talk about what they have seen in class.</p> <p>d) Enjoy participating in visual memory activities in and out of class.</p>	<ul style="list-style-type: none"> • Learners could view items in a learning corner within the class and asked to recall they what they saw. • Learners could be guided to view a video clip showing sets of three to five objects, pictures or letters and be guided to recall the objects, pictures or letters. • Learners could look at pictures on a page for a while, then close the page and recall the pictures they have seen. • In pairs and small groups, learners could be engaged in interactive digital visual memory games. • Learners could be encouraged to recall what they saw e.g.at home or on the way to or from school. 	
<p>Core-competence: Communication and collaboration, learning to learn, digital literacy, critical thinking and problem solving.</p>				
<p>Link to PCI: Citizenship: Social Integration</p> <p>Life skills: Effective communication, Problem solving, Critical thinking.</p>			<p>Link to Values: Unity, Integrity , Responsibility</p>	
<p>Link to other activity areas: Psychomotor and Creative Activities, Environmental and Social Activities</p>			<p>Suggested Community Service Learning Organize for learners to visit a children’s home and play visual memory games with the children.</p>	
<p>Suggested Non- Formal Activity to support learning through application Learners could be guided to walk around the school compound and later recall what they have seen.</p>			<p>Suggested assessment: Oral questions, observation, portfolio</p>	
<p>Teaching /Learning Resources: Language games, pictures, objects, video clips, flashcards, radio programmes, ICT devices</p>				

Suggested Assessment Rubrics

Exceeds Expectation		Meets expectation	Approaches expectation	Below expectation
Consistently recalls colours, pictures and all letters of the alphabet in class.		Recalls colours, pictures and most letters of the alphabet in class.	Recalls colours, pictures and some letters of the alphabet in class.	Is able to recall colours and pictures but not letters of the alphabet in class.
Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 READING	3.6 Reading Posture (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate appropriate reading posture when reading in and out of class. b) Identify correct reading postures in pictures or in class. c) Identify incorrect reading postures in pictures or in class. d) Enjoy participating in reading posture activities in class.	<ul style="list-style-type: none"> Learners could be encouraged to practise the correct reading posture after observing a demonstration on sitting properly when picture reading. Learners could be guided to sing songs and recite poems and rhymes related to appropriate reading posture. Learners could be exposed to models of correct reading posture. Learners could record themselves as they practise correct reading posture and receive positive feedback. 	<ol style="list-style-type: none"> What is appropriate reading posture? What is inappropriate reading posture?
Core-competence developed: Learning to learn, Digital literacy, Communication and collaboration				
Link to PCI: Health education: Correct body posture Life skills Education: Self-awareness, Self esteem			Link to Values: Responsibility, Unity, Respect	
Link to other activity areas: Psychomotor and Creative Activities.			Suggested community service learning activities: Organise for learners to visit a place of worship in a neighbouring religious institution to recite poems, rhymes on correct reading posture.	
Non- Formal Activity to support learning through application During a reading session in class. Learners take turns to identify children who are sitting in the correct reading posture. Afterwards they sing for them a reading posture rhyme or song			Suggested Assessment Oral questions, observation, portfolio	
Teaching /Learning resources: Video clips, picture books, audio clips (for songs, poems, and rhymes), library, chair and table, ICT devices				

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Consistently sits in appropriate reading posture.	Sits and sustains appropriate reading posture.	Sits in appropriate reading posture sometimes.	With guidance, sits appropriately but does not sustain reading posture.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.7 READING	3.7 Letter Recognition (3 HRS)	By the end of the sub-strand, the learner should be able to: a) Recognize letters of the alphabet in upper case in and out of class. b) Recognize letters of the alphabet in lower case in and out of class. c) Match upper case letters with corresponding lower case letters in class. d) Enjoy participating in letter recognition activities in and out of class.	<ul style="list-style-type: none"> • Learners could be guided to identify letters on print in the immediate environment • Learners could be asked to match upper and lower case letters incorporated in children’s play to enhance letter recognition. • Learners could fix letter jigsaws. • Learners could be guided to recognize letters on walls, charts, cards and labels to enhance letter recognition. • Learners could sing songs or recite poems and rhymes related to letter recognition while displaying letters. • Individually or in small groups, learners could be engaged in letter recognition games e,g letter fishing games, letter sorting trays, letter basket balls, letter hunting games among others. • Learners could compete in letter recognition games and encouraged to show fairness in winning and acceptance in losing. 	1. Which play experiences enhance letter recognition?
Core-competence: Learning to learn, digital literacy				
Link to PCI: Citizenship: Social integration			Values: Unity, Peace	
Life skills: Effective communication, Self esteem				

Links to other activity areas: Psychomotor and Creative Activities	Suggested Community Service Learning With the help of parents, learners collect print materials that need to be disposed and take them to school for letter recognition activities.
Suggested Non- Formal Activity to support learning through application Organize an inter-group language contest in class, incorporating letter recognition activities.	Suggested assessment: Oral questions, observations, portfolio
Teaching/Learning Resources: Letter stickers, letter jig-saw, charts, flash cards, talking walls, recorded (poems and rhymes), letter recognition games, letter hunting games, letter sorting trays, ICT devices	

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Consistently recognizes letters in upper and lower case and matches all letters correctly.	Recognizes letters in upper and lower case and can match most of the letters correctly.	Recognizes letters in lower and upper case and can match some of them correctly.	With guidance, recognizes and matches some letters.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.1 Book handling Skills (1 1/2HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate how to handle books properly b) Enjoy participating in book handling activities. c) Participate in storing books properly in and out of school.	<ul style="list-style-type: none"> • Learners could observe as teacher demonstrates how to turn pages from right to left • Learners could be encouraged to practise turning pages from left to right as demonstrated. • Learners could be involved in a writing walk where they turn pages from right to left as they scribble on each page. • In groups, learners could be guided to arrange books on shelves. 	<ol style="list-style-type: none"> 1. How do we arrange books on shelves? 2. In what ways do learners mishandle books? 3. How do we take care of books?

			<ul style="list-style-type: none"> • Learners could observe a demonstration on how to cover books and imitate. • Learners should practise how to hold a book appropriately whenever opportunities arise. • In groups, learners could practise holding the book up-side-up, sing songs and recite poems and rhymes on how to hold books properly. • Learners could be guided to arrange objects from top to bottom on a page. 	
Core Competence: Communication and collaboration , Learning to learn				
Link to PCI: Citizenship: Social integration Life-skills: (Stewardship) taking care of resources, Effective communication, peaceful co-existence, Self-awareness			Link to Values: Unity, Responsibility	
Link to other activity areas: Environmental and Social Activities			Suggested community service learning Organise for a visit to a library in the neighbourhood where learners will help in dusting and arranging books.	
Suggested Non-formal activity to support learning through application Organize an inter-group language contest in class that incorporates book handling experiences.			Suggested assessment: Oral questions, observations	
Teaching/Learning Resources: Books, pictures, recorded songs and rhymes, video clips, radio programmes				

Suggested Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Consistently handles books appropriately and stores books properly.	Handles books appropriately and stores books properly most of the times.	Handles books appropriately and stores books properly sometimes.	Handles books appropriately with guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.2 Writing readiness skills. (2HRS)	By the end the sub-strand, learners should be able to: a) Demonstrate the ability to hold a writing tool properly in and out of class. b) Scribble from left to right and top to bottom on a page. c) Turn pages from right to left as they scribble. d) Take pleasure in pre-writing activities in and out of school.	<ul style="list-style-type: none"> Learners could observe a demonstration on how to turn pages and practise turning pages from right to left. Learners could practise turning pages from right to left as they scribble on each page. In groups, learners could be guided to scribble from left to right on a page. Learners could be encouraged to observe a demonstration on how to hold a writing tool and imitate. Learners should sing songs and recite poems and rhymes on how to hold writing tools properly as they scribble from top to bottom on a page. Learners could be engaged in activities where they write patterns freely from left to right across a line while filling each page from the top to the bottom. Learners could record themselves as they write from left to right and top to bottom on a page and view the video clips for self assessment. 	<ol style="list-style-type: none"> How do we hold a writing tool? How do we turn pages in a book? How do we scribble on a page?
Core competence: Learning to learn, digital literacy, communication and collaboration.				
Link to PCI: Citizenship: Social Integration Life skills: Effective Communication			Link to values: Unity, responsibility.	
Link to other activity areas: Environmental and Social Activities			Suggested community service learning activities Teacher should organise for learners to show case their pre writing skills to their parents during the school open days.	
Suggested non formal activity to support learning: Arrange for learners to practise pre-writing activities at the language corner in the class using a variety of materials.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Books, writing tools, songs, poems, video clips, ICT tools				

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently turns pages from right to left, writes from left to right across the line and effectively sustains eye hand coordination.	Turns pages from right to left, and writes from left to right across the line with sustained eye hand coordination most of the time.	Turns pages from right to left, writes from left to right across the line and coordinates the eye to the hand sometimes.	With guidance, turns pages from left to right but does not demonstrate eye hand coordination.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.3 Writing Posture (1HR)	By the end the sub strand, learners should be able to: a) Sit appropriately when scribbling, drawing or writing in class. b) Enjoy participating in activities for writing posture in and out of class.	<ul style="list-style-type: none"> Encourage learners to practise after demonstrating the appropriate writing posture. In pairs, learners practise the correct writing posture. Learners could recite rhymes on the appropriate writing posture as they write. Learners could view a video clip demonstrating the correct writing posture and practice it. In pairs and groups learners could practise the appropriate writing posture. One of the learners could recite a writing posture rhyme as others practise it. Learners could be involved in scribbling and drawing and be encouraged to use the appropriate writing posture. 	<ol style="list-style-type: none"> How do we sit when writing? How do we position a book when writing? Where do we place our left hand when writing? How do we position the right hand while writing? Where do you place your feet while writing?
Core Competence: Communication and collaboration, Learning to learn, Digital literacy.				
Link to PCI: Citizenship: Social Integration Life skills Education: Self-awareness, Self esteem			Link to Values: Responsibility	
Links to other activity areas: Psychomotor and Creative Activities			Suggested community service learning Organise learners to visit a library in the neighbourhood. Guide them to identify those sitting in the correct or incorrect writing posture. They sing the writing posture rhyme or song as they demonstrate.	

Suggested Non-formal activity to support learning through application Organise for learners to participate in an inter-class language contest that incorporates games and play relating to writing posture.	Suggested assessment: Oral questions, observation, portfolio
Teaching/Learning Resources: Books, video clips, recorded rhymes, poems.	

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently uses correct reading posture with right and left hands well set, legs firmly grounded and book correctly positioned.	Uses correct reading posture with right and left hands well set, legs firmly grounded and book correctly positioned most of the time.	Uses correct reading posture with right and left hands well set, legs firmly grounded and book correctly positioned sometimes	With guidance, positions right and left hands well and legs firmly grounded but does not sustain appropriate writing posture.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 WRITING	4.4 Eye-hand coordination skills (2HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate eye-hand coordination when writing. b) Take pleasure in participating in eye-hand coordination activities in class.	<ul style="list-style-type: none"> The learners could observe the teacher demonstrate folding and tearing or cutting paper along a marked line and practise folding and tearing along a line. Learners could thread beads and lace through holes on a card. Learners could practise shading within borders or within shapes. Learners could prick the edges of shape outlines and cut out the shapes, sort beads, small stones in a tray and practise picking beads from one tray to another. Learners could be involved in drag and drop activities using digital devices. 	<ol style="list-style-type: none"> What are the necessary skills for preparing a learner to write? What activities will promote eye hand co-ordination?

			<ul style="list-style-type: none"> • Learners could be involved in pegging puzzles and fitting templates. • Learners could be engaged in typing freely on a computer key board. • Learners could practise through free modeling using clay, dough or plasticine. • Learners could play digital games that enhance eye-hand coordination. • Learners could be involved in painting and printing activities, joining dots, and tracing. • Learners sing a song while passing small beads or small stones from one person to the other in a left to right direction. 	
Core Competence developed: Communication and collaboration, Digital literacy, Learning to learn				
Link to PCI: Citizenship: Social integration Life skills Education: Self esteem			Link to Values: Unity	
Links to other Activity Areas: Psychomotor and Creative Activities			Suggested community service learning Organise for learners to visit a children’s home in the neighbourhood and engage children in eye-hand coordination activities such as modeling, shading, and other singing games that enhance eye-hand coordination.	
Suggested Non-formal activity to support learning through application Organise for an inter-class language contest that incorporates eye-hand coordination activities including singing games			Suggested assessment: Oral questions, observation, portfolio	
Teaching/ Learning Resources: Bbooks, beads, flashcards, shape cut-outs, stones, stone trays, clay/dough/plasticine, eye hand cording digital games, ICT devices				

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently coordinates eye to hand	Coordinates eye to hand most of the time.	Coordinates eye to hand sometimes.	Coordinates eye to hand with guidance but does not sustain coordination.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0WRITING	4.5 Pattern Writing (2HRS)	By the end of the sub-strand, the learner should be able to: a) Write simple line patterns in class. b) Use ICT devices to make simple line patterns in class. c) Hold writing tools appropriately when writing patterns. d) Enjoy participating in pattern writing activities in class.	<ul style="list-style-type: none"> Learners could observe the teacher demonstrate writing line patterns in the air and imitate. Learners could be engaged in tracing simple line patterns. Learners could be guided to record themselves as they copy patterns and view the clips as they receive positive feedback. In pairs or small groups, learners could make print patterns using different objects Learners could make line patterns using ICT devices such as using the writing wizard and ZEBRA applications. Learners could copy line patterns on sand trays or slate boards as the teacher demonstrates. 	<ol style="list-style-type: none"> Which line patterns are easy for children to write? What materials can children use to form line patterns? What activities would enhance pattern writing skills in children?
Core competence developed: Learning to learn, Creativity and imagination, Digital literacy.				
Link to PCI: Citizenship: Social Integration Life Skills: Creative thinking			Links to Values: Unity, Responsibility	
Links to other activity areas: Psychomotor and Creative Activities			Suggested community service learning The teacher could organize for learners to make line patterns for display during the school's open day.	

Suggested Non-formal activity to support learning through application Organize an inter-class contest that incorporates pattern writing activities	Suggested assessment: Oral questions, observation, portfolio
Teaching/ Learning Resources: Tracing paper, tracing outline, computers, and objects for printing, ICT devices, flash cards, charts.	

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently arranges objects in a line, forms a variety of print and simple line patterns accurately and holds writing tool appropriately.	Arranges objects in a line, forms print and line patterns accurately and holds writing tool appropriately most of the time.	Arranges objects in line, forms print and simple line patterns accurately and holds writing tool appropriately sometimes.	With guidance, holds writing tools appropriately but does not arrange objects in a line and has difficulty making print and simple line patterns.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
WRITING	4.6 Letter formation (3HRS)	By the end of the sub-strand, the learner should be able to: a) Demonstrate ability to form letters correctly in and out of class. b) Experience pleasure participating in letter formation activities in and out of class.	<ul style="list-style-type: none"> • Learners could sing rhymes related to letter formation. • Learners could observe the teacher demonstrate letter formation in the air, on sand trays, slate boards and imitate. • Learners should sing rhymes related to letter formation as they form letters in the air, on the sand and slate boards. • Learners could be guided to model, colour and paint letters of the alphabet while singing related rhymes. • In pairs or small groups, learners could trace, shade letter outlines or join dots to form letters. • Learners could use ICT devices play letter formation games. 	<ol style="list-style-type: none"> 1. How do you shape letters of the alphabet? 2. What activities are required to develop letter formation skills?

			<ul style="list-style-type: none"> Learners could be guided to record themselves as they practise how to hold the pen and form letters and view the clips as they receive positive feedback. 	
Core Competence: Learning to learn, Communication and collaboration, creativity and imagination				
Link to PCI: Citizenship: Social integration Life Skills Education: Self-esteem, Creative thinking			Link to Value: Unity.	
Links to other Activity Areas: Psychomotor and Creative Activities			Suggested community service learning Involve the parents to help their children in collecting materials for making print patterns and letter formation activities.	
Suggested Non-formal activity to support learning through application Organise for an outdoor activity session where learners take part in letter formation activities such as arranging flash cards, arranging themselves to form letter outlines or shapes.			Suggested assessment: Oral questions, observation, portfolio, written assignment	
Teaching/Learning Resources: Realia, slates, boards, plasticine /clay, colours, paints, colouring books, ICT devices, letter cut outs, tracing paper.				

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently sustains proper writing-tool grip and forms all letters legibly	Has mastered proper writing tool grip and forms most letters of the alphabet legibly.	Has developed proper writing –tool grip and forms some letters of the alphabet correctly.	With guidance, holds writing tool with proper grip but forms letters of the alphabet with difficulty.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING PRACTICE (2 HRS)	4.7 Writing Practice (2 HRS)	By the end of the sub-strand, the learner should be able to: a) Write letters of the alphabet correctly in class. b) Take pleasure in using basic tools for writing in class. c) Enjoy participating in writing practice activities in class.	<ul style="list-style-type: none"> Learners could be encouraged to join dots to make letters of the alphabet Learners could be encouraged to trace and copy letters of the alphabet. Learners could practise writing letters of the alphabet using ICT letter writing games Learners could be guided to write letters of the alphabet in sand trays, slate boards and writing books. Learners could be involved in making patterns using letters of the alphabet. In pairs and in small groups, learners could make patterns using letters of the alphabet. 	<ol style="list-style-type: none"> What activities are required for writing practice? What resources would you use for writing practice?
Core Competences:				
<ul style="list-style-type: none"> Learning to learn, Digital literacy. 				
Link to PCI: Citizenship: Social integration Life-skills: Creative thinking			Link to Values: Unity, respect.	
Links to other Activity Areas: Psychomotor and Creative Activities			Suggested community service learning Organise for learners to write letters of the alphabet on worksheets and display for parents to view and appreciate during the school open day.	
Suggested Non-formal activity to support learning through application Invite an ICT person to guide learners on letter writing practise using ICT devices.			Suggested assessment: oral questions, observation, portfolio	
Teaching/ Learning Resources: Letter cut outs, pattern outlines, radio programmes, digital letter writing games, slate boards, worksheets, pencils, crayons, books, ICT devices				

Suggested Assessment Rubrics

Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Consistently writes letter patterns and letters of the alphabet correctly.	Writes letter patterns and most letters of the alphabet of correctly.	Writes letter patterns and some letters of the .alphabet correctly.	With guidance writes letter patterns but writes few letters correctly.

MATHEMATICS CURRICULUM DESIGN

CURRICULUM DESIGN FOR MATHEMATICAL ACTIVITIES

Essence Statement

Mathematical activities at the pre-primary level empower children to engage in basic analysis of problems and to develop appropriate solutions in day to day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for primary school readiness. They also enhance the learner's development and acquisition of basic classification, number and measurement skills during early years.

General Learning Outcomes

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

- a) use acquired classroom skills to solve problems in daily life
- b) demonstrate basic number concepts as a basis for future learning
- c) demonstrate interest in measurement and dispositions in physical and social world.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.1 Sorting & grouping 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) enjoy sorting and grouping objects in the environment d) group objects according to a specific attribute to create sets of similar objects e) appreciate the materials in the environment for their uniqueness and diversity.	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colours, sizes and shapes. • Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). • Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape). • Learners in groups, pairs or individually, sort and group objects according to one attribute. • Learners relate specific attributes to other objects in the environment. • Learners to sing songs related to sorting and grouping objects. • Learners to collect and store materials in their respective corners. • Learners to sort and group objects according to one attribute using ICT devices. 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?
Core Competencies: Critical Thinking, Problem Solving, Communication and Collaboration.				
Link to Pertinent and contemporary issues (PCIs). <ul style="list-style-type: none"> • <i>Citizenship:</i> collaboration and communication during the collection and use of materials. • <i>Life skills:</i> problem solving during the identification and grouping of objects. • <i>Values:</i> Sharing and taking turns. 				
Link to other activity areas:				

Language, Environmental, Psychomotor and Creative activities.
Suggested community service learning – non-formal activity to support learning through application: Go round the school compound picking the useful objects that can be recycled for sorting and grouping.
Suggested learning resources: Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers.

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Can identify similar and different objects using at least three attributes - colour, size, and shapes.	Can identify similar and different objects based on two attributes - size, colour and shape.	Can identify similar and different objects based on one attribute either colour, shape or size.	Unable to identify objects based on a given attribute either colour, shape or size.
Can sort and group objects in the environment using more than three attributes – colour, shape size, texture.	Can sort and group objects using three attributes – colour, shape and size.	Can sort and group objects using two attributes – colour and shape.	Can sort and group objects up to using only one attribute.
Group objects according to more than one attribute, colour shape, size and texture.	Group objects according to three attributes, colour shape, size.	Group objects according to two attributes colour and shape.	Can sort and group objects according to at least one attribute, colour, shape, Size and texture.
Collects materials of different attributes. Group objects according to more than one attribute; colour, shape, size and texture and store them in different learning corners.	Collects materials of three different attributes and store them in different learning corners.	Collects materials of two different attributes and store them in different learning corners.	Unable to collect materials according to given instructions on different attributes and store them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.2 Matching and Pairing 8 lessons	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment b) identify differences among objects in the environment c) match similar objects in the environment d) pair objects according to specific criteria e) appreciate the use of different objects in the environment	<ul style="list-style-type: none"> • Learners collect and talk about similar different objects from the environment • Teacher demonstrates matching and pairing objects according to one attribute (sameness, likeness or use) • Few learners demonstrate matching and pairing according to one attribute (sameness, likeness or use) • In groups or in pairs, individual learners match and pair objects according to likeness, sameness or use • Learners relate objects to their use in the environment. • Learners sing songs or recite poems on relationship or use of objects from the environment. • Learners to match and pair objects according to one attribute using ICT devices. 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. What makes them look alike? 3. How do we use these objects? 4. How can we care for these objects?
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)				
Link to other activity areas: Environmental Activities				
Link to PCIs <ul style="list-style-type: none"> • Citizenship: communication and collaboration as they collect materials • Life skills: critical thinking and problem solving as they match and pair similar objects • Values: sharing and turn taking during matching and pairing activities. 				

Suggested community service learning: – non-formal activity to support learning through application: Learners to collect and recycle waste materials helps to clean the environment and keep it safe.

Suggested Learning Resources: Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls)

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifies 1 to 5 similar objects and mentions other s which are out of sight	Identifies 1to 5 similar objects and not able to mention others out of sight.	Identifies up-to 2 similar objects	Identifies only 1 similar objects
Match objects up-to 5 pairs according to sameness, likeness and use and talk about more similar objects that match	Match objects up to 5 pairs according to two attributes.	Match objects up to 3 pairs according to one attribute.	Able to identify one attribute but cannot match
Pair objects according to either sameness, likeness or use and talk about more items found in pairs	Pair objects according to either sameness, likeness or use	Pair objects according to only one attribute ; sameness or likeness	Can only pair one or two objects correctly according to sameness or likeness

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.3 Ordering 8 lessons	By the end of the sub-strand, the learner should be able to: a) collect and identify different objects in their environment for exploration and enjoyment b) differentiate objects of different sizes in the environment c) use appropriate vocabulary related to ordering for effective communication d) arrange objects according to size in ascending order up to 3 objects for	<ul style="list-style-type: none"> Learners talk about different objects in the environment. Learners to demonstrate ordering objects according to size or height up to 3 objects. A few learners demonstrate ordering objects according to size or height. Learners in small groups/pairs, individually arrange objects according to size or height up to 3. 	<ol style="list-style-type: none"> Which objects are (shorter, taller, smaller, bigger)? Which among these two objects is longer? Which among these two objects is shorter?

		making comparison of objects of different sizes e) arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes f) organize different objects in the environment g) appreciate different objects or materials in the environment.	<ul style="list-style-type: none"> • In groups learners compare objects of different sizes up to three. • Learners to draw big and small objects using ICT devices. • Learners to arrange objects in ascending and descending order using ICT devices. 	
Core competence: Critical thinking and problem solving (shown when ordering different objects) Communication and collaboration (when ordering in groups and talking)				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: collaboration and communication during ordering of objects, • Life skills: problem solving and critical thinking during the ordering of objects • Values: sharing and turn taking during ordering of objects. 				
Link to other activity areas: Psychomotor and Creative Activities.				
Suggested Community service: – non-formal activity to support learning through application: Recycling of waste materials from community to be used for learning and Cleaning the environment after use of materials.				
Suggested Learning Resources: Sticks, blocks, bottles,				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Can identify and collect up to 9 different objects in the environment and talk about them	Can identify and collect up to 5 different objects in the environment and talk about them	Can identify and collect up to 3 different objects in the environment and talk about them	Unable to identify and collect up to 3 different objects in the environment but may not be able to talk about them.
Can order objects according to size up to more than 3	Can order objects according to size (up to 3 objects).	Can only order two objects	Unable to order objects.
Can tell differences in objects in the environment based on several attributes	Can tell differences in objects in the environment based on 3 attributes	Can tell differences in objects in the environment based on 2 attributes	Can tell differences in objects in the environment based on only one attribute.

Can demonstrate the use of more than 3 objects and care for them	Can demonstrate the use of more than 3 objects	Can demonstrate the use of 2 objects	Unable to demonstrate the use of one specific object.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 CLASSIFICATION	1.4 Patterns 8 lessons	By the end of the sub-strand, the learner should be able to: a) observe objects in the environment and identify existing patterns b) identify similarities in patterns in the environment c) identify different patterns in the environment d) identify the repeated shapes which form a pattern e) arrange similar objects to make a pattern f) arrange 2 different objects in an alternating manner to make patterns g) appreciate the different types of objects in the environment h) enjoy making different patterns with objects found in the environment.	<ul style="list-style-type: none"> • Learners collect and talk about different shapes in the environment. • Learners to demonstrate arranging objects to make a pattern. • A few learners demonstrate arranging objects to make a pattern • In small groups/pairs, individually, learners arrange objects to make a pattern • Learners arrange objects in an alternating manner to make a pattern • Learners fill in the missing objects in a series to make a pattern • Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc • Learners discuss patterns made of same shape with two different colours • In small groups or pairs make patterns with objects of same type with two different colours. • Learners to draw different shapes using ICT devices to make patterns • Learners to make patterns using ICT devices. 	<ol style="list-style-type: none"> 1. Which of these objects look alike? 2. Which objects comes next in the series? 3. How can you arrange these objects to form a pattern? 4. How else can you make a pattern? 5. Which part of the pattern repeats itself?

Core competence: Collaboration and communication (through group work and discussions); Critical thinking and problem solving as they make different patterns; Digital literacy as they make patterns using ICT.

Link to PCIs: <ul style="list-style-type: none"> • Citizenship: collaboration as they collect and use materials • Life skills: critical thinking and problem solving as they pattern • Values: sharing and turn taking.
Link to other activity areas: Psychomotor and Creative activities during construction.
Suggested community service learning: – non-formal activity to support learning through application: Learners to plant flowers in the school following different patterns.
Suggested Learning Resources: Flash cards, blocks, bottle tops, bottles, sticks, beads,

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below Expectation
Identify similarities and differences between various objects and talk about them	Identify objects of the same shape and talk about them	Identify patterns made of objects of the same shape	Identify patterns made of objects of the same shape with teacher's guidance
Make patterns with objects of the same type with more than two different colours	Make patterns with objects of the same type with two different colours	Make patterns with objects of the same type with two different colours with assistance	Can attempt to make a pattern of same objects
Arrange objects in an alternating manner to make patterns with more than 5 objects	Arrange objects in an alternating manner to make patterns with five objects	Arrange objects in an alternating manner to make patterns with teacher's guidance	Can attempt to arrange objects with teacher's guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.1 Rote counting 8 lessons	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-10 for developing numeracy skills b) rote count numbers 1-10 using actions for development of numeracy skills c) enjoy rote counting in daily life	<ul style="list-style-type: none"> • Guide learners to rote count numbers 1-10 • Listen to and recite different numbers • Learners sing songs as they rote count • In groups or pairs Learners perform singing games or rhymes related to rote counting. • Learners to listen to radio and television educational programmes on rote counting. • Learners to watch video clips on rote counting with actions - <i>walk, clap, nod, tap, hop or stamp.</i> 	1. How can you count as you jump, walk, clap, nod, tap, hop or stamp?
Core competencies: <ul style="list-style-type: none"> • Self efficacy as they sing and dance number songs • Communication and collaboration as they work in pairs or groups • Learning to learn as they identify numbers on objects found in the environment • Digital literacy as they identify numbers using ICT. 				
Links to PCIs: <ul style="list-style-type: none"> • <i>citizenship</i>: communication and collaboration as they use the materials together • <i>life skills</i>: critical thinking as they recognize numbers • <i>Values</i>: love, sharing and turn taking. 				
Link to other activity areas: Psychomotor and creative activities as they sing				

Suggested Assessment Rubric:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Can count objects up to 10 and beyond	Can count up to 10	Can count up to 6	Can count up to 4
Articulate numbers up to 10 and beyond	Can articulate numbers as they count up to 10	Can articulate numbers as they count up to 6	Can articulate numbers as they count up to 4
Can identify numbers 1-10 and beyond	Can identify numbers 1-10 and beyond	Can identify numbers up to 6	Can identify numbers up to 4
Can sing one complete number song with ease and many others	Can sing one complete number song	Can sing a number song half way	Can try to sing a number song

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.2 Number recognition 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) appreciate use of numbers in day to day life experiences	<ul style="list-style-type: none"> • Learners to talk about numbers on number flash cards or number charts • Guide learners to identify and talk about numbers found on objects in their environment • A few learners to identify numbers on flash cards or charts • Learners sing songs related to numbers 1- 9 • Learners model numbers 1- 9 • In pairs or small groups learners to play number recognition games (fishing game) • Learners to form numbers, type number symbols, identify 	<ol style="list-style-type: none"> 1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?

			number numerals using ICT devices	
Core competence: <ul style="list-style-type: none"> • Self efficacy as they sing and dance number songs, • Communication and collaboration as they work in pair/small groups, • Learning to learn as they identify numbers on objects found in their environment, • Digital literacy as they identify numbers using ICT. 				
Link to PCIs: <ul style="list-style-type: none"> • <i>Citizenship:</i> communication collaboration as they use materials together. • <i>Life skills:</i> critical thinking as they recognize numbers. • <i>Values:</i> Love, sharing and turn taking. 				
Link to other activity areas: <ul style="list-style-type: none"> • Psychomotor and creative as they sing and dance songs on numbers, • Language as they talk about number on flash cards/charts. 				
Suggested community service: – non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to Collect materials from the community to use them in making number flash cards hence making their environment clean. • Learners to visit local football netball, volleyball, rugby clubs and talk about the numbers of players as written on their T-shirts. 				
Suggested Learning Resources: Number flash cards, charts, calendar, clay, plasticine.				

Suggested Assessment Rubric:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Recognizing number numerals 1-9 and beyond	Recognizing number numerals 1-9	Recognizing number numerals 1-6	Recognizing number numerals below 6
Tell differences between number numerals 1-9 and beyond	Tell differences between number numerals 1-9	Tell differences between number numerals 1-6	Tell differences between number numerals 1-5
Able to appreciate numbers 1-9 and beyond	Able to appreciate numbers 1-9	Able to appreciate numbers 1-6	Able to appreciate numbers below 5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	2.3 Counting concrete objects 10 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol demonstrate one to one correspondence while counting concrete objects enjoy counting concrete objects within their environment appreciate the use of one to one correspondence in real life situations. 	<ul style="list-style-type: none"> Learners demonstrate counting objects 1-9 Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the class) Learners play counting games involving counting objects 1-9 Learners match numerals with concrete objects for numbers 1-9 In groups or pairs, individually, learners count people or objects in their class up to 9. Learners to count concrete objects from 1-20 using ICT devices. Learners to play video games on counting. 	<ol style="list-style-type: none"> How many objects are these? How many learners are in your group? How many boys or girls are in your group?
Core competence: <ul style="list-style-type: none"> Critical thinking and problem solving as they count specific number of objects Communication and collaboration as they count in groups				
Link to PCIs <ul style="list-style-type: none"> Citizenship: collaboration as they collect materials for use. Life skills : <ul style="list-style-type: none"> Critical thinking as they count objects. Self awareness as they count using body parts. Values: Love, sharing, turn taking and respect for others. 				
Link to other activity areas: Creative and psychomotor as they sing number songs.				
Suggested community service: – non-formal activity to support learning through application: Learners to count objects and animals at school or at home and take good care of them.				

Suggested Learning Resources:

Number flash cards/charts/calendar, clay, plasticine.

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Count concrete objects 1-9 and beyond.	Count concrete objects 1-9	Count concrete objects 1-6	Count concrete objects below 6
Demonstrate one to one correspondence while counting concrete objects 1-9 and beyond.	Demonstrate one to one correspondence while counting concrete objects 1-9.	Demonstrate one to one correspondence while counting concrete objects 1-6.	Demonstrate one to one correspondence while counting concrete objects below 6.
Match numerals with concrete objects for number symbols 1-9 and beyond.	Match numerals with concrete objects for number symbols 1-9.	Match numerals with concrete objects for number symbols 1-6.	Match numerals with concrete objects for number symbols below 6.
Enjoy counting objects within the environment even during other activities.	Enjoy counting objects within the environment in the classroom only.	Enjoy counting objects within the environment while guided by the teacher.	Enjoy counting objects within the environment up to 5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	3.4 Number sequencing 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1-9 as indicated on number cards or charts for development of numeracy skills and for ordering numbers b) arrange number cards in sequence 1-9 c) arrange number cards in sequence for completing sequence puzzles	<ul style="list-style-type: none"> • Learners randomly pick number cut outs/number cards from a pile and identify the number • Learners demonstrate arranging numbers in sequence 1-9 • A few learners demonstrate arranging numbers 1-9 in sequence • In pairs or groups, individually, learners complete missing numbers in sequence by placing the appropriate number cards or cut outs 	<ol style="list-style-type: none"> 1. Which number can you see on this card I am holding? 2. Which number comes before this number? 3. Which number comes after this number?

		d) enjoy arranging numbers in sequence in their day to day life.	<ul style="list-style-type: none"> • Learners sing songs on number sequence comprising numbers 1-9. • Learners to complete number puzzles using ICT devices • Learners to arrange numbers in sequence from 1-9 using ICT devices • Learners to find the missing number in given sets of numbers using ICT devices. 	
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving when identifying number and filling missing number in a sequence • Communication and collaboration when working in pairs or groups 				
Link to PCIs: <ul style="list-style-type: none"> • <i>Citizenship:</i> communication and collaboration as they work in groups. • <i>Life skills:</i> critical thinking and problem solving. • <i>Values:</i> Love, sharing and turn taking. 				
Link to other activity areas: Environmental				
Suggested community services: – non-formal activity to support learning through application: Learners to collect and re-use materials such as old cartons, empty plastic water bottles from the environment.				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify number symbols 1-9 and beyond as indicated on number cards	Identify number symbols 1-9 as indicated on number cards	Identify number symbols 1-6 as indicated on number cards	Identify number symbols below 6 as indicated on number cards
Arrange number cards for numbers 1-9 and beyond in a sequence	Arrange number cards for numbers 1-9 in a sequence	Arrange number cards for numbers 1-6 in a sequence	Arrange number cards for numbers below 6 in a sequence
Complete missing numbers 1-9 and beyond in sequence	Complete missing numbers 1-9 in sequence	Complete missing numbers 1-6 in sequence	Complete missing numbers below 6 in sequence
Enjoy arranging numbers in sequence 1-9 and beyond	Enjoy arranging numbers in sequence 1-9	Enjoy arranging numbers in sequence 1-6	Enjoy arranging numbers in sequence below 6

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	1.5 Symbolic representation of number (number writing) 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify number symbols 1- 9 for development of numeracy skills b) join dots to form number symbols 1-9 on a surface c) trace number symbol cut-outs 1-9 on a surface d) model number symbols 1-9 using materials in their environment e) write number symbols 1-9 on a surface f) enjoy forming number symbols 1-9 using ICT g) appreciate the use of numbers within their environment in	<ul style="list-style-type: none"> • Teacher demonstrates number formation from number cut outs • Learners observe number cut-outs and talk about number formation • In groups or pairs, individually, learners trace number cut-outs up to 9 • Learners Join dots to form number symbols up to 9 • In groups or pairs, individually, learners model number symbols to at least 9 • Learners write number symbols 1-9 on a surface 	<ol style="list-style-type: none"> 1. Which number symbol is this? 2. How do we write this number symbol (1, 2, 3, 4, 5, 6, 7, 8, 9) 3. How can we trace this number? 4. How do we model this number? 5. Which numbers can we form when joining these dots? 6. Which numbers can you see in this calendar?

		the day to day life experiences.	<ul style="list-style-type: none"> • Learners use number symbols in the materials in their environment (calendar, clock) • Learners use ICT to form number symbols 1-9. • Learners to type number symbols from 1-9 using ICT devices 	
Core competence: Imagination and creativity				
Link to PCIs:				
<ul style="list-style-type: none"> • Citizenship: communication as they conduct symbolic representation • Life skills: critical thinking and problem solving as they identify number symbols. • Values: Love, sharing and turn taking. 				
Link to other activity areas: Psychomotor and creative activity				
Suggested community service – non-formal activity to support learning through application: Learners to assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.				
Suggested learning resources: Calendar, plasticine, pebbles, clock face, number charts, number flashcards, dice				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify more than 5 number symbols on number cut outs and talk about them	Identify number symbols 1-5 on number cut outs and talk about them	Identify number symbols 1-5 on number cut outs and talk about them with teacher's guidance	Not able to identify number symbols.
Trace or model more than 5 numbers	Trace or model number symbols 1-5.	Trace or model number symbols 1-3 with teacher's guidance	Can trace or model at least one number symbol.
Write number symbols beyond number 5	Write number symbols 1-5	Write number symbols 1-3	Not able to Write number symbols.
Use ICT to write numbers 1-5 and beyond	Use ICT to write numbers	Use ICT to write numbers with teacher's guidance	Not able to use ICT to write numbers

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 NUMBERS	1.6 Number puzzle 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify different parts of numerals 1-9 for development of number concept b) join different parts of numbers to form complete number symbols 1-9 c) relate number symbols 1-9 with the objects in the environment d) enjoy completing number puzzles and relate number symbols with the objects in the environment for enjoyment e) use ICT to complete number puzzles 1-9	<ul style="list-style-type: none"> • Learners look at and talk about different parts of number symbols. • Demonstrate how to join different parts of numerals to form a complete numeral. • In pairs or groups learners join different parts of number symbols to form a complete numeral • Learner listen to and sing songs on number symbols as they complete the number numeral • Learners relate number symbols with the objects in the environment • Learners complete number puzzles using ICT 	<ol style="list-style-type: none"> 1. Which number can be formed using these pieces? 2. How many pieces are these? What number can they form?
Core competencies:				
<ul style="list-style-type: none"> • Critical thinking and problem solving as learners join parts to form a whole • Digital literacy as they complete number puzzles using ICT 				
Link to PCIs:				
<ul style="list-style-type: none"> • Citizenship: communication as they identify parts • Life skills: critical thinking and problem solving as they complete missing parts of the puzzle. • Values: sharing and turn taking. 				
Link to other activity areas:				
<ul style="list-style-type: none"> • Environmental activities • Psychomotor and creative activities 				
Suggested learning resources: Number cut outs, number charts, puzzle pieces.				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifies and recognize number parts for numerals 1-9 and beyond	Identifies and recognize number parts for numerals 1-9	Identifies and recognize number parts for numerals 1-5	Identifies and recognize number parts for a single numeral.
Join different parts of number to form complete number symbols and explain how it is done.	Join different parts of number to form complete number symbols 1-9.	Join different parts of number to form complete number symbols 1-6.	Join different parts of number to form complete number symbols 1-3.
Use ICT to complete number puzzles efficiently and show enthusiasm.	Use ICT to complete number puzzles efficiently.	Use ICT to complete number puzzles with difficult.	Cannot complete number puzzles using ICT.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.1 Sides of objects 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify different sides of objects in the environment b) differentiate sides of objects c) play with objects with different sides d) enjoy measuring sides of objects using arbitrary units such as hand, feet etc.	<ul style="list-style-type: none"> • Guide learners to talk about different sides of objects in the environment • Guide learners to compare objects with different sides • Few learners demonstrate comparison of objects with different sides • In groups or pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks). • Learners watch a video clip on measuring sides of objects using arbitrary units 	<ol style="list-style-type: none"> 1. Which of these sides is longer/ shorter? 2. What is the difference between this side and this one? 3. Why is this side different? 4. How will you tell which side is longer or shorter? 5. What can you say about this side?
Core competencies:				
<ul style="list-style-type: none"> • Learning to learn when measuring sides of objects 				

<ul style="list-style-type: none"> • Communication and collaboration.
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: collaboration as they collect and identify sides • Life skills: critical thinking as they differentiate sides of objects • Values: sharing and turn taking.
Link to other activity areas: <ul style="list-style-type: none"> • Language as they learn vocabularies such as long and short
Suggested learning resources: Sticks, strings, body parts, objects in the class

Suggested Assessment Rubric:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify 4 different sides of objects and talk about them	Able to identify 3 different sides of objects and talk about them	Able to identify 2 different sides of objects	Not able to identify sides of objects
Measure objects of different sizes using arbitrary units both in class and outside	Measure objects of different sizes using arbitrary units.	Measure objects of different sizes using arbitrary units with teacher's guidance	Not able to measure objects of different sizes using arbitrary units
Compare different objects with different sides in the classroom and outside	Compare different objects with different sides in the classroom	Compare different objects with different sides in the classroom with teacher's guidance	Not able to compare different objects with different sides in the classroom

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.2 Mass (heavy and light) <i>10 Lessons</i>	By the end of the sub-strand, the learner should be able to: a) lift different objects in their environment. b) compare heavy and light objects in the environment.	<ul style="list-style-type: none"> • Demonstrate lifting objects of different mass. • Few learners demonstrate lifting objects of different mass. • In groups or pairs, individually, learners compare mass of different objects in their environment. 	<ol style="list-style-type: none"> 1. What can you say about this object? 2. Which object is heavier or lighter? 3. How can you tell the object is heavier?

		c) appreciate objects of different mass in their environment	<ul style="list-style-type: none"> In groups or pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting). Learners to watch a video on measuring heavy and light objects 	
Core competence: <ul style="list-style-type: none"> Communication and collaboration when working in pairs/groups Learning to learn when comparing mass of different objects Digital literacy when playing games involving mass using ICT 				
Link to PCIs: <ul style="list-style-type: none"> Citizenship: communication and collaboration as they collect objects Life skills: Observation of safety as they lift objects. Values: sharing, turn taking. 				
Link to other activity areas: <ul style="list-style-type: none"> Psychomotor and creative as they play games and lift different objects Language as they talk about heaviness and lightness of objects 				
Suggested community service:– non-formal activity to support learning through application: Learners to Collect garbage in paper bags of different sizes and dispose in the compost pit				
Suggested learning resources: Sand, water, stones, blocks, leaves, chairs, tables				

Suggested Assessment Rubric:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Lifting and comparing different objects in the environment	Lift and compare different objects in the environment as the teacher instructs	Lift different objects in the environment but has difficulty in comparing	Lift different objects in the environment but cannot compare

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.3 Capacity (how much a container can hold) <i>10 lessons</i>	By the end of the sub-strand, the learner should be able to: a) fill and empty different containers with water, seeds or sand b) compare sizes of containers using water, sand or seeds	<ul style="list-style-type: none"> • Learners to demonstrate filling and emptying small and large containers using sand, water or seeds • Learners to demonstrate comparing big and small containers by telling how many small ones fill the big ones and vice versa • Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa • In groups or pairs, individually, learners tell how much a container can hold compared to another one of a different size. • Learners to watch a video on filling and emptying containers. • Learners to watch a video on comparing containers of different sizes. 	<ol style="list-style-type: none"> 1. How many of the small containers can fill the big container? 2. From the big container, how many small ones can be filled? 3. Which container holds more or less?
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving as they compare how much a container can hold. • Communication and collaboration as they work in groups. • Learning to learn. 				
Link to PCIs: <ul style="list-style-type: none"> • <i>Citizenship:</i> communication and collaboration as they collect materials. • <i>Life skills:</i> critical thinking and problem solving as they fill and empty. • <i>Values:</i> sharing, turn taking. 				
Link to other activity areas: <ul style="list-style-type: none"> • Environmental activities as they play filling and emptying. • Psychomotor and creative as they balance pouring content from one container to the other. 				
Suggested community services: – non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to collect containers from the environment for use when comparing sizes 				
Suggested learning resources: Containers of various sizes, water sand, seeds				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Fill and empty small and large containers with water, sand or seeds and count how many small containers fill the big one	Fill and empty small and large containers with water/sand/seeds	Fill and empty small and large containers with water, sand or seeds without counting	Fill and empty small containers with water, sand or seeds
Compare big and small containers by telling how many small ones can fill a big one and vice versa	Compare big and small containers by telling how many small ones can fill a big one but cannot do vice versa	Compare big and small containers by telling how many small ones can fill a big one	Cannot compare big and small containers

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.4 Time (Daily routines) 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify at least 3 daily routine activities they do before going to school b) identify vocabulary related to time (today, yesterday, tomorrow) c) demonstrate ability to manage their time well when doing activities d) appreciate what every person does on a daily basis	<ul style="list-style-type: none"> • Guide learners to Identify and talk about morning routine activities in appropriate order • Guide learners to talk about activities related to time (today, tomorrow, yesterday) • A few learners identify and talk about morning routine activities in an appropriate order • In groups or pairs, learners arrange pictures with various daily routine activities in a logical order. • Learners sing songs on daily routines. • Learners to watch a video on activities of the daily routine. 	<ol style="list-style-type: none"> 1. What do you do when you wake up in the morning before you come to school? 2. How the things you do are different from what your mother or father does in the morning? 3. What do you do when you arrive in school?

<p>Core competence:</p> <ul style="list-style-type: none"> • Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups • Self efficacy- learner develop self esteem, self confidence and will be capable performing tasks as expected
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • <i>Citizenship:</i> as they manage time. • <i>Life skills:</i> critical thinking as they talk about daily routine. • <i>Values:</i> sharing and turn taking.
<p>Link to other activity areas: Language, environmental activities.</p>
<p>Suggested community service – non-formal activity to support learning through application: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work</p>
<p>Suggested learning resources: Clock face, pictures and picture cut outs.</p>

Suggested Assessment Rubrics:

Achievement			
Meets expectation	Approaches expectation	Below expectation	Above expectation
Can identify and talk about morning activities in an appropriate order.	Can identify and talk about morning activities in an appropriate order	Can identify and talk about morning routines without any order	Can mention only one morning routine activity
Can arrange pictures with various daily routine activities in logical order	Can arrange pictures with various daily routine activities in logical order	Can arrange pictures with various daily routine activities in logical order with assistance	Cannot arrange pictures with various daily routines
Talk about what different people do on a daily basis and identify other routines	Talk about what different people do on a daily basis (father mother, brother, sister)	Can talk about daily activities done by other people with assistance	Cannot talk about daily routine activities
Use vocabulary related to time and talk about various activities (today, yesterday, tomorrow)	Use vocabulary related to time (today, yesterday, tomorrow)	Use vocabulary related to time today and yesterday)	Use vocabulary related to time (today)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.5 Money (Kenyan currency) Coins and notes 10 lessons	By the end of the sub-strand, the learner should be able to: a) identify Kenyan currency coins and notes b) buy items using Kenyan coins c) save money (coins and notes) d) make a simple budget basing on (coins and notes) e) appreciate the use of Kenyan currency (coins and notes) in their daily life	<ul style="list-style-type: none"> • Guide learners to look at and talk about different sample currencies and identify Kenyan coins/notes • A few learners identifies Kenyan coins and notes • Learners trace Kenyan coins • In groups or pairs, learners role play buying and selling from a shop corner. • Learners to match and pair Kenyan currency – coins and notes using ICT devices • Learners to watch a video on role playing buying and selling. 	<ol style="list-style-type: none"> 1. Which among these is a coin or note? 2. What can you see on the coin? 3. What can you see on the note? 4. What do we use money for? 5. What can we do with extra money (balance)?
Core competencies: citizenship, communication and collaboration.				
Link to PCIs: <ul style="list-style-type: none"> • <i>Citizenship:</i> as they use the Kenyan currency. • <i>Life skill:</i> critical thinking as they use and draw simple budgets. • <i>Values:</i> honesty as they use the currency. 				
Link to other activity areas: Psychomotor, language.				
Suggested community service: – non-formal activity to support learning through application: Children are send to buy items from the shop or market by the community members they become exposed to Kenya currency				
Suggested learning resources: Coins and notes, tins, boxes, papers pencils, shop corner				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Able to identify and talk about different coins and notes	Able to identify and talk about coins only	Can identify coins cannot talk about them	Can identify Kenyan coins
Can trace Kenyan coins freely and talk about them	Can trace Kenyan coins but unable to talk about them	Can trace Kenyan coins with assistance	Cannot trace Kenyan coin.

Can play the role of a shop keeper and a buyer and express self freely		Can play role of a buyer and express self freely	Can play role of a buyer but not express himself	Unable to role play a buyer.
Can allocate money for buying different items and saving the balance		Can allocate money for buying different items but not able to save	Can only buy one type of item and save balance	Unable to buy an item unless with assistance
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 MEASUREMENT	3.6 Area (surface of objects) 10 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> observe different surfaces of different objects in the environment identify surfaces of different objects in the environment cover the area of different surfaces of objects using smaller objects appreciate different surfaces in the environment 	<ul style="list-style-type: none"> Learners are guided to observe and identify different surfaces of objects in the environment Few learners identify different surfaces of objects in the environment In small groups or pairs, learners compare different surfaces of objects Demonstrate covering surfaces using small objects from the environment. Learners cover surfaces using small objects in the environment. Learners to shade or colour surfaces of different objects using ICT devices. 	<ol style="list-style-type: none"> How many small pieces can cover this surface? Which surface is smaller or bigger? What else can we use to cover these surfaces?
Core competencies: <ul style="list-style-type: none"> Communication and collaboration as they work in groups Critical thinking and problem solving as they cover and find out pieces that can cover a surface 				
Link to PCIs: <ul style="list-style-type: none"> Citizenship: communication and collaboration as they collect materials. Life skill: critical thinking and problem solving as they cover surfaces. Values: love as they share and take turns. 				
Link to other activity areas: <ul style="list-style-type: none"> Psychomotor and creative activities Language activities Environmental activities 				
Suggested community service: – non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to participate in cleaning their neighbourhood 				
Suggested learning resources: Tables, plates, books, pieces of paper, bottle tops, hands, feet, blocks.				

Suggested Assessment Rubrics:

Achievement			
Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying surfaces of 4 objects in the environment	Identifying surfaces of 3 objects in the environment	Identifying surfaces of 2 objects in the environment	Identifying surfaces of 1 objects in the environment
Group 4 different surfaces according to size	Group 3 different surfaces according to size	Group 2 different surfaces according to size	Group 1 different surfaces according to size
Be able to use over 4 small objects to cover a surface	Be able to use 3 small objects to cover a surface	Be able to use 2 small objects to cover a surface	Be able to use 1 small object to cover a surface

PSYCHOMOTOR AND CREATIVE ACTIVITIES

PSYCHOMOTOR AND CREATIVE ACTIVITIES

Essence Statement

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. These activities enhance exploration and development of personal talents as well as appreciation of cultural heritage.

General Outcomes

By the end of the Pre-Primary the learner should be able to;

1. Coordinate various body parts for movement, creativity and relaxation
2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, and play materials using locally available and recycled materials for creativity and self-reliance.
5. Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learners' wellbeing

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.1 Drawing 1.1.1 Scribbling and doodling 4 Lessons	By the end of the sub-strand the learner should be able to: a) develop simple pictures using scribbling techniques for fine muscle development , b) develop simple pictures using doodling techniques for eye hand co-ordination, c) appreciate own and others drawn work .	<ul style="list-style-type: none"> • Provide learner with drawing materials • Guide learners on how to hold drawing tools • Guide learners to develop simple pictures using scribbling technique • Guide learners to develop simple pictures using doodling technique • Display their work and comment on own and others work 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you see in the environment? 3. What material do you use for drawing?
Core Competences <ul style="list-style-type: none"> • Creativity and imagination • Self-efficacy • Communication and collaboration 				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety Education For Sustainable Development: Health Education			Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking 	
Links to other learning areas <ul style="list-style-type: none"> • Mathematics • Environmental 			Community service learning <ul style="list-style-type: none"> • Mentorship 	
Non-formal activity to support learning through application <ul style="list-style-type: none"> • Have painting activities 			Assessment: observation, question and answer,	
Resources: materials from local environment e.g. charcoal, papers, pencil, crayon N/B Learners can experiment with different colours and shapes				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to handle drawing tool correctly • Able to scribble with drawing tools • Able to doodle with tools • Able to comment on own and others work 	<ul style="list-style-type: none"> • Able to handle drawing tool correctly • Able to scribble with drawing tools • Able to doodle with tools • Not able to comment on work 	<ul style="list-style-type: none"> • attempts to handle drawing tool correctly • attempts to scribble with drawing tools • Attempts to doodle with tools • Not able to comment on work 	<ul style="list-style-type: none"> • does not handle drawing tool correctly • Does not scribble nor doodle • Not able to comment on work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.1 Drawing 1.1.2 Dot joining 3 Lessons	By the end of the sub-strand the learner should be able to: a) develop simple pictures by dot joining techniques for enjoyment, b) draw simple pictures using drawing materials for creativity , c) appreciate own and others drawn work .	<ul style="list-style-type: none"> • Provide learner with dotted online images • Guide learners on how to hold drawing tools • Guide to earners to develop simple pictures by joining dots • Display their work and discuss own and others work 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you see in the environment? 3. How do they look like? 4. What do you like about your drawn work?
Core Competences <ul style="list-style-type: none"> • Creativity and imagination • Self-efficacy • Communication and collaboration 				

Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety Education For Sustainable Development: Health Education Links to other learning areas <ul style="list-style-type: none"> • Mathematics • Environmental 	Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking
	Community service learning <ul style="list-style-type: none"> • Mentorship
Non-formal activity to support learning through application <ul style="list-style-type: none"> • Have drawing activities 	Assessment: observation, question and answer,
Resources: materials from local environment e.g. charcoal, papers, pencil, crayon N/B Learners can experiment with different colours and shapes	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to handle drawing tool correctly • Able to complete joining up dots to make a picture • Able to comment on own and others work 	<ul style="list-style-type: none"> • Able to handle drawing tool correctly • Able to complete joining up dots to make a picture • Not able to comment on work 	<ul style="list-style-type: none"> • Attempts to handle drawing tool correctly • Attempts to join some dots correctly • Not able to comment on work 	<ul style="list-style-type: none"> • Does not handle drawing tool correctly • Not able to join dot • Not able to comment on work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.2 Coloring 3 Lessons	By the end of the sub-strand the learner should be able to: a) identify common colours in the environment for colouring pictures b) learners apply colour on drawn plant pictures for aesthetic value	<ul style="list-style-type: none"> • Guide learners to identify colors in the environment • Guide learners to collect materials of different colour from the environment 	<ol style="list-style-type: none"> 1. Which colour do you like most? 2. What colour are found in the environment?

		c) appreciate own an others coloured work.	<ul style="list-style-type: none"> • Assist group leaders to distribute papers to learners in groups • Guide learners to color drawn items • Guide to display and discuss their colored 	
Core competence <ul style="list-style-type: none"> • Creativity and imagination • Critical thinking • Communication • Self efficacy 				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety			Link to Values <ul style="list-style-type: none"> • Sharing • Responsibility 	
Links to other learning areas <ul style="list-style-type: none"> • Environmental Activities • Language Activities 			Community service learning <ul style="list-style-type: none"> • Plant flowers 	
Non-formal activity to support learning through application Nature walk			Assessment: observation, question and answer	
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon N/B Learners can experiment with different colours and shapes				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Can successfully: <ul style="list-style-type: none"> recognize common colours from the environment colour drawn items describe his or her coloured work 	<ul style="list-style-type: none"> Recognize common colours from the environment Colour drawn items Somehow describes his/her coloured work 	<ul style="list-style-type: none"> Recognize some common colours Colour drawn item with assistance Has difficulty describing his/her coloured work 	<ul style="list-style-type: none"> Has difficulty in recognizing common colours Attempts to colour drawn item has difficulty describing his or her coloured work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.3 Coloring 3 Lessons	By the end of the sub-strand the learner should be able to: a) learners apply colour on drawn animal pictures for aesthetic value b) appreciate own and others coloured work	<ul style="list-style-type: none"> Guide learners to identify colors in the environment Guide learners to collect materials of different colour from the environment Assist group leaders to distribute papers to learners in groups Guide learners to color drawn items Guide to display and discuss their colored 	3. Which colour do you like most? 4. What colour are found in the environment?
Core competence <ul style="list-style-type: none"> Creativity and imagination Critical thinking Communication Self efficacy 				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety			Link to Values <ul style="list-style-type: none"> Sharing 	

	<ul style="list-style-type: none"> • Responsibility
Links to other learning areas <ul style="list-style-type: none"> • Environmental Activities • Language Activities 	Community service learning <ul style="list-style-type: none"> • Plant flowers
Non-formal activity to support learning through application Nature walk	Assessment: observation, question and answer
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon N/B Learners can experiment with different colours and shapes	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Can successfully: <ul style="list-style-type: none"> recognize common colours from the environment colour drawn items describe his or her coloured work 	<ul style="list-style-type: none"> Recognize common colours from the environment Colour drawn items Somehow describes his/her coloured work 	<ul style="list-style-type: none"> Recognize some common colours Colour drawn item with assistance Has difficulty describing his/her coloured work 	<ul style="list-style-type: none"> Has difficulty in recognizing common colours Attempts to colour drawn item has difficulty describing his or her coloured work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	2.2.1Painting 2 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> create images using finger painting techniques for enjoyment perform free choice painting on paper for enjoyment appreciate own and others painted work 	<ul style="list-style-type: none"> Guide learners to select painting materials Guide learners to use one colour Guide learners to create images using fingers Guide learners to paint according to their own interest Display own painted work Guide learner to share comments 	<ol style="list-style-type: none"> What do you use for painting? What do you do after painting?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination Self-efficacy Communication and Collaboration 				
Link to Pertinent and Contemporary Issues			Link to Core Values <ul style="list-style-type: none"> Co-operation 	

<ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Health Education 	<ul style="list-style-type: none"> • Turn taking
Link to other learning areas: Environmental and Language Activities	Suggested Community service learning <ul style="list-style-type: none"> • Mentorship
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have painting activities 	Suggested Assessment: Assessment: observation, question and answer
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon N/B Learners can experiment with different colours and shapes	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> • identify different painting tools • appreciate the use of painting tools • create images using finger technique • perform free choice successfully 	Able to: <ul style="list-style-type: none"> • identify some painting tools • create some patterns using finger painting technique fairly • perform free choice successfully 	<ul style="list-style-type: none"> • attempt identifying painting tools • fairly creates some patterns using finger painting technique • fairly perform free choice successfully 	<ul style="list-style-type: none"> • does not paint • no appreciation • no attempt of appreciation of work done

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.3.1 Painting 3 Lessons	By the end of the sub-strand the learner should be able to: a) apply paint on shapes for enjoyment b) perform free choice painting on paper for enjoyment c) appreciate own and others painted work	<ul style="list-style-type: none"> • Guide learners to select painting materials • Guide learners to use one colour • Guide learners to draw shape • Guide learners to apply paint on shapes using brushes • Display own painted work • Guide learner to share comments 	<p>3. What do you use for painting?</p> <p>4. What do you do after painting?</p>
Core Competence <ul style="list-style-type: none"> • Creativity and Imagination • Self-efficacy • Communication and Collaboration 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Health Education 			Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking 	
Link to other learning areas: <ul style="list-style-type: none"> • Environmental and Language Activities 			Suggested Community service learning <ul style="list-style-type: none"> • Mentorship 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have painting activities 			Suggested Assessment: Assessment: observation, question and answer	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<p>Able to:</p> <ul style="list-style-type: none"> • identify different painting tools • appreciate the use of painting tools • apply colour on shape using brush • perform free choice successfully 	<p>Able to:</p> <ul style="list-style-type: none"> • identify some painting tools • apply colour on shape using brush fairly • perform free choice successfully 	<ul style="list-style-type: none"> • attempt identifying painting tools • attempts to apply colour on shape using brush • fairly perform free choice successfully 	<ul style="list-style-type: none"> • does not paint • no attempt of appreciation of work done

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
2.0 PICTURE MAKING TECHNIQUES	2.1 Printing Pattern making 4 lessons	By the end of the sub-strand the learner should be able to: a) make patterns using objects for creativity b) appreciate own and others painted work	<ul style="list-style-type: none"> • Guide learners to select printing materials • Guide learners to use one colour • Guide learners to apply paint on objects using brushes/Sponge • Learners create patterns using different objects • Display own painted work • Guide learner to share comments 	<ol style="list-style-type: none"> 1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like?
Core Competence				
<ul style="list-style-type: none"> • Creativity and Imagination • Self-efficacy • Communication and Collaboration 				
Link to Pertinent and Contemporary Issues			Link to Core Values	
<ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Health Education 			<ul style="list-style-type: none"> • Co-operation • Turn taking 	
Link to other learning areas:			Suggested Community service learning	
Environmental and Language Activities			<ul style="list-style-type: none"> • Mentorship 	
Non-Formal Activity to support learning through application:			Suggested Assessment; Question and answer, Observation	
<ul style="list-style-type: none"> • Have painting activities 				
Resources: materials from local environment e.g. Leaves, flowers, soil, brush, sponge, papers, pencil, crayon				
N/B Learners can experiment with different colours and shapes				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<p>Able to;</p> <ul style="list-style-type: none"> • identify different printing tools • appreciate the use of printing tools • create patterns using finger and others objects technique • perform free choice successfully 	<p>Able to;</p> <ul style="list-style-type: none"> • identify some printing tools • create some patterns using finger printing technique fairly • perform free choice successfully 	<ul style="list-style-type: none"> • attempts identifying printing tools • fairly creates some patterns using finger and other objects printing technique • fairly performs free choice successfully 	<ul style="list-style-type: none"> • does not printing • no attempt of appreciation of work done

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 PICTURE MAKING TECHNIQUES	3.1 Mosaic 4 Lessons	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify locally available materials for making mosaic pictorials for fun. create a simple pictorial using paper cuts for enjoyment. appreciate the sue of locally available materials in creating pictorials 	<ul style="list-style-type: none"> • Guide learners to collect materials for making mosaic items • Guide group leaders to distribute materials to Learners to create simple mosaic items • Observe safety when using materials • Guided in appreciating own and others work as learners express their emotions. 	<ol style="list-style-type: none"> 1. What should we use to make mosaic items? 2. Which material do you like most?

Core Competence <ul style="list-style-type: none"> • Creativity and Imagination • Self-efficacy • Critical thinking and problem solving 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Financial literacy • Health Education; hygiene 	Link to Core Values <ul style="list-style-type: none"> • Responsibility
Link to other learning areas: <ul style="list-style-type: none"> • Language, Environment, Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> • Visit neighborhood and collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Fun day 	Suggested Assessment <ul style="list-style-type: none"> • Observation , self assessment, question and answers
Resources: materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue N/B Learners can experiment with different colours and shapes	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Can do all the following activities successfully: <ul style="list-style-type: none"> • identify locally materials for making mosaic • create simple picture using mosaic technique • observe safety when using material • give meaning to his/her mosaic work 	Can perform any of the three activities successfully: <ul style="list-style-type: none"> • identify local materials for making mosaic • create simple picture using mosaic technique • observe safety when using material • give meaning to his/her work 	Can perform two activities independently and be assisted to perform others: <ul style="list-style-type: none"> • identify local material for making mosaic • give meaning to his/her work • create simple mosaic item 	Can't perform a simple activity independently: <ul style="list-style-type: none"> • Identify material for making mosaic • Create simple mosaic items • Observe safety

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 PICTURE MAKING TECHNIQUES	3.2 Collage 5 Lessons	By the end of the sub-strand the learner should be able to: a) Identify materials used in creating collage pictures for fun b) Create a simple collage picture using a variety locally materials for enjoyment c) Appreciate their own and others work	<ul style="list-style-type: none"> • Guide learners to collect materials from their immediate environment • Guide learners into groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap • Insure learners observe safety when using collage materials • Guide learners to appreciate their own and others work • learners store finished items in the cupboard • learners clean up the working area 	<ol style="list-style-type: none"> 1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making?
Core Competence <ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; safety • Life skill; coping with emotion 			Link to Core Values <ul style="list-style-type: none"> • Sharing • Co-operation 	
Link to other learning areas: <ul style="list-style-type: none"> • Environmental, Mathematics, Language 			Suggested Community service learning <ul style="list-style-type: none"> • Visit neighborhood and collect materials 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 			Suggested Assessment <ul style="list-style-type: none"> • Observation • Question and answer • Self assessment 	
Resources: materials from local environment e.g. , soil, brush,sponge, papers, pencil, glue, sand, egg shells,seeds N/B Learners can experiment with different colours and shapes				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<p>Can perform all the following activities successfully</p> <ul style="list-style-type: none"> Identify materials used in making collage Select and stick different materials to make simple collage items Express feelings as his/her work and gallery walk 	<p>Can perform most the following;</p> <ul style="list-style-type: none"> Can collect materials from the immediate environment Can perform any of the activities successfully Create simple collage items using collage technique Observe safety when using materials Give meaning to his/her collage work 	<p>Can perform three activities independently assisted to perform others</p> <ul style="list-style-type: none"> Identify local materials for making mosaic Give meaning to his/her work Create simple mosaic items 	<ul style="list-style-type: none"> Cannot perform a single activity independently Identify materials for making collage Create simple collage Observe safety

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
4.0 MODELLING	<p>4.1 Modeling using ball technique</p> <p>2 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> Identify materials for modeling objects for familiarization Model simple objects using ball technique for fine motor development Model freely for fun Display finished objects for appreciating own and others work 	<ul style="list-style-type: none"> Guide learners identify materials for modeling Guide learners into working groups Guide learners to use clay, plasticine, dough, paper matchie, for modeling Learners display, appreciate own and others work 	<ol style="list-style-type: none"> What materials do you use for modeling? What do you like modeling?
<p>Core Competence</p> <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self-efficacy 				

Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development; Safety • Health Education: Hygiene 	Link to Core Values <ul style="list-style-type: none"> • Sharing • Co-operation • Responsibility
Link to other learning areas: <ul style="list-style-type: none"> • Language • Environmental • Mathematics • CRE, IRE, HRE 	Suggested Community service learning <ul style="list-style-type: none"> • Improve school ground
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have modeling activities 	Suggested Assessment Observation Question and answer Self assessment
Resources: materials from local environment e.g clay, Plastacine ,sponge, paper machier, pencil, glue,	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can successfully identify two modeling techniques • Model successfully using slab and ball • Model successfully at least a complete object 	<ul style="list-style-type: none"> • Can successfully identify one modeling technique • Can successfully model any one of the following modeling methods stab or ball • Can successfully model an average object 	<ul style="list-style-type: none"> • Fairly identify one modeling technique • Fair Model using one of the following slab or ball • Model unfinished object 	<ul style="list-style-type: none"> • Can't identify any modeling technique without assistance • Model any form of item which cannot be identified by the two methods • Model unfinished object

Strand	Sub-Strands	Specific Learning Outcomes Censure	Suggested Learning Experience	Key Inquiry Questions
4.0 Modelling	4.2 Modeling using slab technique 3 Lessons	By the end of the sub-strand the learner should be able to: a) Model simple objects using slab technique for fine motor development b) Model freely for fun c) Display finished objects for appreciation of own and others work	<ul style="list-style-type: none"> • Guide learners identify materials for modeling • Guide learners into working groups • Guide learners to use clay, plasticine/ paper machier, for modeling • Learners display, appreciate own and others work 	<ol style="list-style-type: none"> 1. What materials do you use for modeling 2. What shape do you like modeling 3. How do you model?
Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Self-efficacy 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Safety • Health Education: Hygiene 			Link to Core Values <ul style="list-style-type: none"> • Sharing • Co-operation • Respect 	
Link to other learning areas: <ul style="list-style-type: none"> • Language • Environmental • Mathematics • CRE, IRE, HRE 			Suggested Community service learning <ul style="list-style-type: none"> • Improve school ground 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have modeling activities 			Suggested Assessment Observation Question and answer Self assessment	
Resources: materials from local environment e.g clay, Plastasine ,sponge, paper machier,glue				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can successfully identify two modeling techniques • Model successfully using slab and ball • Able to appreciate own and others work 	<ul style="list-style-type: none"> • Can successfully identify one modeling technique • Can successfully model an average object • Cannot comment on the work 	<ul style="list-style-type: none"> • Fairly identify one modeling technique • Fair Model using one of the following slab • Model incomplete object 	<ul style="list-style-type: none"> • Can't identify any modeling technique without assistance • Model incomplete object

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
5.0 PAPER CRAFT	5.1 Weaving 6 lessons	By the end of the sub-strand the learner should be able to: a) Identify materials for weaving for familiarization b) Weave using papers for fun. c) Appreciate own and others work	<ul style="list-style-type: none"> • Guide learners to learners identify weaving materials. • Guidegroup leaders to distribute cut paper to learners • Guide learners on interlacing of paper strips • Learners work in pairs, small groups as they practice weaving. • Learners observe safety as they work in groups. • Learners display their work and gallery walk. 	<ol style="list-style-type: none"> 1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for?
Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Self-efficacy • Critical thinking and problem solving 				

Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Life skills; effective communication 	Link to Core Values <ul style="list-style-type: none"> • Responsibility • Cooperation • Sharing
Link to other learning areas: <ul style="list-style-type: none"> • Language, Environmental, Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> • Collecting litters
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 	Suggested Assessment Observation, question and answer, self assessment
Resources: Paper strips of different colours	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Can successfully; <ul style="list-style-type: none"> • Identify materials for weaving • Use paper strips to weave correctly • Appreciate own and others finished work 	<ul style="list-style-type: none"> • Identify materials for weaving • Weave correctly • Attempts to appreciate own and others finished work 	<ul style="list-style-type: none"> • Attempts to Identify materials for weaving • Attempts to weave • Enjoys own work 	<ul style="list-style-type: none"> • Has difficulty in identify materials for weaving • assisted to weave

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
5.0 PAPER CRAFT	5.2 Paper folding 3 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Identify materials for paper folding Make items using folding techniques for enjoyment Appreciate paper folding for fun 	<ul style="list-style-type: none"> • Guide learners Identify materials for paper folding • Guide learners on different ways of folding papers • Guide learners practice making items using paper folding technique in pairs and small groups • Express their emotions as they display their work 	<ol style="list-style-type: none"> 1. What items do you enjoy making? 2. Which ways do you fold the paper? 3. Which items do you make using paper folding?

Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Self-efficacy • Critical thinking and problem solving 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Life skills; effective communication 	Link to Core Values <ul style="list-style-type: none"> • Responsibility • Co-operation • Sharing
Link to other learning areas: <ul style="list-style-type: none"> • Language • Environmental • Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> • Collecting litters
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 	Suggested Assessment Observation Question and answer Self-assessment
Resources: Papers of different colours	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to Identify materials for paper craft • Make items using paper • Able to appreciate own and others work 	<ul style="list-style-type: none"> • Able to Identify materials for paper craft • Able to make items using paper with little assistance • Able to appreciate own and others work 	<ul style="list-style-type: none"> • Can fairly identify materials for paper craft • With assistance can make items using paper • Attempts to appreciate own and others work 	<ul style="list-style-type: none"> • Cannot identify techniques of folding papers • No attempt to make items using paper • Has difficulty in appreciating own and others work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
6.0 CREATING SHAPES AND FORMS USING ICT	6.1 Creating shapes and forms 5 lessons	By the end of the sub-strand the learner should be able to: a) Interact with the gadgets freely for familiarization b) Display the ability to operate the gadgets for creating shapes c) Create shapes using electronic gadgets for creativity d) Appreciate own created shapes for fun	<ul style="list-style-type: none"> • Guide learners to operate electronic gadgets • Guide learners to open relevant ICT application(Program) • Guide learners to create shapes using ICT application • Learners to observe safety on the use of ICT devices • Learners to store ICT devices 	<ol style="list-style-type: none"> 1. What electronic gadget did you use to create forms and shapes? 2. What shape can you create? 3. How did you operate electronic gadgets to create shapes and forms?
Core Competence Creativity and imagination Learning to learn Critical thinking and problem solving				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety 			Link to Core Values <ul style="list-style-type: none"> • Responsibility, Respect 	
Link to other learning areas: <ul style="list-style-type: none"> • Mathematics, Language 			Suggested Community service learning <ul style="list-style-type: none"> • Interact with parents and other siblings 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Visit a supermarket 			Suggested Assessment Observation, own assessment, question and answer	
Resources: ICT Devices (iPad, desktop computer. Laptop)				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can name electronic gadgets • Can open relevant ICT programm • Uses the gadgets confidently 	<ul style="list-style-type: none"> • Can name electronic gadgets • Can open relevant ICT programm • Attempts to use the gadgets 	<ul style="list-style-type: none"> • Attempts to name some electronic gadgets • uses the gadgets with assistance 	<ul style="list-style-type: none"> • cannot name electronic gadgets • cannot sue the gadgets

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
7.0 CONSTRUCTION	7.1 3D forms 4 Lessons	By the end of the sub-strand the leaner should be able to: <ol style="list-style-type: none"> Identify materials for construction Construct simple 3D objects for creativity Handling materials for interaction Display for appreciation 	<ol style="list-style-type: none"> Learners collect materials from the environment. Learners interact with materials as they make objects Learners construct 3D Objects and simple playing materials. Learners display work and talk about own and others Learners to be guided on safety precautions when collecting and -working with materials Express their emotions as they display work. Store and care for materials. 	<ol style="list-style-type: none"> How do you make 3d forms? What should you consider when collecting materials?
Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration 				

<ul style="list-style-type: none"> • Critical thinking • Self-efficacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Health Education: Hygiene • Financial Literacy 	Link to Core Values <ul style="list-style-type: none"> • Coping with emotions, co-operation, responsibility, sharing
Link to other learning areas: Mathematics, Language, Environmental	Suggested Community service learning <ul style="list-style-type: none"> • Observation, Question and answer
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Cooking (kalongo) 	Suggested Assessment Observation, question and answer
Resources: soft wire, carton boxes, banana stock	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can identify materials for construction • Can collect materials from the environment for creativity • Able to construct simple 3D's objects for creativity 	<ul style="list-style-type: none"> • Can identify materials for construction • Can collect materials from the environment in a relaxed way • Able to construct simple 3D's objects for enjoyment 	<ul style="list-style-type: none"> • Can identify some materials for construction • Collect materials with assistance • Can construct simple 3D's objects but with assistance 	<ul style="list-style-type: none"> • Needs assistance to identify materials for construction • Needs assistance to collect materials from the environment for familiarization • Needs assistance to construct simple 3D's objects

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
8.0 ORNAMENTS	8.1 Beading 4 Lessons	By the end of the sub-strand the learner should be able to: a) Identify materials used for beading b) Make beads using locally available materials for aesthetics c) Appreciate own and others finished beading work	<ul style="list-style-type: none"> • Guide Learners to identify and collect locally available materials • Learners to sort the materials to use • Guide learners to string beads. • Learners to work in pairs and small groups to make beads. • Observe safety as they bead • Learners to express their emotions as they display their work 	<ol style="list-style-type: none"> 1. What materials do you need for beading? 2. What item can you make from beads?
Core Competence Creativity and imagination Critical thinking Communication and collaboration Self-efficacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Financial Literacy • Health Education: Hygiene 			Link to Core Values <ul style="list-style-type: none"> • Sharing • Responsibility 	
Link to other learning areas: <ul style="list-style-type: none"> • Mathematics • Environmental • Language 			Suggested Community service learning <ul style="list-style-type: none"> • Collecting material at home and within the environment 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 			Suggested Assessment Observation, self assessment, question and answer	
Resources: Beads ,raw soft seed, thread				

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to Identify materials for beading from the environment • Can make beads freely • Appreciate the finished work 	<ul style="list-style-type: none"> • Can identify materials for beading from the environment • Make beads freely • Appreciates the finished work 	<ul style="list-style-type: none"> • Can identify materials for beading with assistance • Make beads with assistance • Attempts to appreciate the finished work 	<ul style="list-style-type: none"> • Needs assistance to be able to identify materials for beading • Cannot make beads • Cannot appreciate the finished work

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 ORNAMENTS	8.2 Bracelet making 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify different materials for making bracelets for enjoyment b) make simple bracelets using locally available materials for creativity c) appreciate own and others finished work.	Guide learners to; <ul style="list-style-type: none"> • identify materials from the environment • sort materials for bracelets making • Make bracelets of their choice in pairs or small groups. • Observe safety during materials collection and in making bracelets. • display the made bracelets, appreciate own and others work 	<ol style="list-style-type: none"> 1. What materials did you collect from the environment? 2. How did you make your bracelet?
Core Competence <ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Critical thinking and problem solving 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Environmental awareness 		Link to Core Values <ul style="list-style-type: none"> • Unity, love 		

Link to other learning areas: <ul style="list-style-type: none"> • Mathematics • Environmental • Language 	Suggested Community service learning <ul style="list-style-type: none"> • Nature walk to collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Role play 	Suggested Assessment Observation of children’s activities, Question and answer,
Resources: Soft wires, beads, thread, soft raw seeds	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can identify materials for making bracelets creatively • Can make simple bracelets from locally available materials • The learner has the ability to explain his/her finished work 	<ul style="list-style-type: none"> • Can identify materials for making bracelets creatively • Can make simple bracelets from locally available materials • The learner attempts to explain finished work 	<ul style="list-style-type: none"> • Can identify some materials for making bracelets for enjoyment • Can make simple bracelets with assistance • Can attempt to explain finished work with assistance 	<ul style="list-style-type: none"> • Attempts to identify materials with assistance • May not make simple bracelets • Cannot comment on finished work

Music Activity 2

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
9.0 PERFORMANCE	9.1 musical Rhymes 5 Lessons	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for enjoyment b) demonstrate the ability to recite simple rhymes for fun c) Appreciate different rhymes	<ul style="list-style-type: none"> • Guide learners in groups to listen to recorded rhymes • Guide learners to listen specialists demonstrate rhyming • Guide learners to rhyme in pairs or small groups • Guide learners to present own composed rhymes 	<ol style="list-style-type: none"> 1. Which rhyme do you recite? 2. Whose rhyme do you like most?
Core Competences				
<ul style="list-style-type: none"> • Digital literacy listening to recorded rhymes 				
Link to Pertinent and Contemporary Issues			Links to Core Value:	
<ul style="list-style-type: none"> • Mentorship and peer education 			<ul style="list-style-type: none"> • Collaboration 	
Link to other learning areas			Community service learning	
<ul style="list-style-type: none"> • Environmental, language, Mathematics 			Invite a specialist to demonstrate different rhymes	
Non-formal activity to support learning			Suggested Assessment	
<ul style="list-style-type: none"> • Invite peers from other classes levels to demonstrate rhyming during fun days 			<ul style="list-style-type: none"> • Observation, checklist, question and answer 	
			Suggested resources: Audio recordings, videos, resources persons	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to perform simple rhythms • Able to recite simple thymes at ease • Show interest in performing simple rhythms 	<ul style="list-style-type: none"> • Can perform simple rhythms with assistance • Recite simple rhythms with assistance • Shows less interest when reciting rhythms 	<ul style="list-style-type: none"> • Has difficulty in performing rhythms • Difficulty in reciting rhythms • No interest in reciting rhythms 	<ul style="list-style-type: none"> • Needs assistance as he or she can't attempt to recite or perform simple rhythms

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0 PERFORMANCE	9.2 Singing games 5 Lessons	By the end of the sub-strand the learner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun c) Perform simple singing games using props d) Appreciate their culture as they perform	<ul style="list-style-type: none"> • Guide learners to perform singing games freely. • Guide learners to identify props to accompany singing games. • Guide learners to perform singing games from different cultures in groups and in pairs. • Guide learners to watch a video on singing games from different cultures. • Guide learners to perform singing games from different culture in groups and in pairs. 	<ol style="list-style-type: none"> 1. Which singing games do you enjoy most? 2. Which costumes do you use?
Core Competence <ul style="list-style-type: none"> • Communication and collaboration – as they work in pairs and small groups • Self-efficacy – as learners perform singing games • Digital literacy – use of electronic gadgets • Citizenship – perform singing games from different cultures 				
Links to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Collaboration and unity 			Links to Core Values <ul style="list-style-type: none"> • Citizenship and diversity 	
Links to other learning areas <ul style="list-style-type: none"> • Language • Mathematics • Environmental • Religious activities 			Suggested Community Service Invite a resource person to enlighten them about the morals and values in the singing game	
Non-formal activity to support learning Music festivals and fun days			Suggested Assessment <ul style="list-style-type: none"> • Observation, observation checklist, walk and watch Suggested learning resources: videos, recorded music festival items, resource persons	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Identify by naming simple singing games in their environment Perform simple singing games from different culture with props Enjoy other culture as they perform different games 	<ul style="list-style-type: none"> Identify by naming some of the singing game in their country Attempt performing simple singing games from different culture with props Enjoy other culture as they perform different songs 	<ul style="list-style-type: none"> Attempt singing songs in their language Attempt simple singing games from different culture with props Enjoy others culture as they sing and perform different games 	<ul style="list-style-type: none"> Does not identify singing game No performance of singing game No enjoyment of singing games No attempt to sue props

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0 PERFORMANCE	9.3 Play simple musical Instrument 5 Lessons	By the end of the sub-strand the leaner should be able to: a) identify various ICT devices that produce music for fun b) listen and perform music for enjoyment c) appreciate self and other's performed music.	<ul style="list-style-type: none"> Learners to be guided to name various electronic gadgets Operate ICT devices to listen and respond to music Perform simple music from various ICT devices Coordinate parts of the body as they play music from various ICT devices Observe safety as they use, operate and store electronic gadgets 	<ol style="list-style-type: none"> Which game do you like playing? Whom do you enjoy playing with?
Core Competence <ul style="list-style-type: none"> Self- efficacy; As they perform simple music Critical thinking – identify various games Communication and collaboration – as they work with one another 				
Link to PCI Education For Sustainable Development; Safety			Link to Core Values <ul style="list-style-type: none"> Unity 	
Link to other activity areas			Suggested Community Service Learning	

<ul style="list-style-type: none"> Mathematics, Language, Religious activities and Environmental 	<ul style="list-style-type: none"> Invite a resource person to teach games
Non-formal activity to support learning Drama festival	Suggested Assessment <ul style="list-style-type: none"> Observation, question and answer, observation checklist, walk as you observe Suggested resources: Audio recorders, radios, televisions, mobile phones and resource persons.

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> Identify at least four ICT devices that produce music Operate ICT devices that produce music Listen to and perform music from an electronic media Co-ordinate parts of the body as they respond to music 	Able to: <ul style="list-style-type: none"> Identify at least three ICT devices that produce music Operate ICT devices that produce music fairly well Listen to and perform music from an electronic medias Attempt to co-ordinate parts of the body as they respond to music 	Able to: <ul style="list-style-type: none"> Identify at least two ICT devices that produce music Listen and perform music from an electronic media Attempt operating an electronic media Fairly attempt to respond by coordinating the body 	<ul style="list-style-type: none"> Does not identify at least one ICT device that produces music Does not respond to music from an ICT device No attempt to respond to music by the use of body

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
10.0 LISTENING AND RESPONDING	10.1Musical Sounds 5 Lessons	By the end of the sub-strand the leaner should be able to: <ol style="list-style-type: none"> Identify various sound made by various animals from the environment for familiarization Sing songs related to musical sounds made by animals in the environment for enjoyment. 	<ul style="list-style-type: none"> Guide learners for nature walk to listen to various sounds made by animals in their environment. Learners identify various sounds from the environment. Organize learners tossing various songs related to sound in the environment. Learners to imitate various sounds from the environment. 	<ol style="list-style-type: none"> Which sounds did you listen to? Which animal sound did you like most?

		c) Appreciate various musical sound made by animals	<ul style="list-style-type: none"> Learners to observe safety as they nature walk. 	
Core Competence				
<ul style="list-style-type: none"> Learning to learn critical thinking 				
Link to Pertinent and Contemporary Issues			Link to Core Values	
<ul style="list-style-type: none"> Self esteem, efficacy Education For Sustainable Development: Disaster Risk Reduction; Safety 			<ul style="list-style-type: none"> Unity 	
Link to other learning Activity areas:			Suggested Community service learning	
<ul style="list-style-type: none"> Environmental, CRE, IRE, HRE 			<ul style="list-style-type: none"> Take care of animals in their environment 	
Non-Formal Activity to support learning through application:			Suggested Assessment	
<ul style="list-style-type: none"> Music artifacts 			Observation, question and answer Observation checklist	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Enjoys listening to sounds in the environment Identifies most of the sound from the environment Produce musical sounds from sounds of animals in the environment in a creative way Identifies directions from which the sound come 	<ul style="list-style-type: none"> Enjoys listening to sounds in the environment Identifies most of the sounds from the environment Produce musical sounds from sounds of animals in the environment in a creative way Identifies directions from which the sounds come 	<ul style="list-style-type: none"> Enjoys listening to sounds from the environment Identifies some of the sounds from the environment Produces music from sounds of animals in the environment with assistance Identifies some directions from which the sounds come 	<ul style="list-style-type: none"> Enjoys listening to sounds from the environment with encouragement Identifies a few sounds from the environment with assistance Cannot produce music from sounds in the environment Does not identify direction from which the sounds come

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
10.0 LISTENING AND RESPONDING	10.2 Imitating sounds 5 lessons	By the end of the sub-strand the learner should be able to: a) Identify sources of sound in the environment for familiarization b) Imitate sounds made in the environment for enjoyment. c) Appreciate sounds produced in the environment	Guide learners; <ul style="list-style-type: none"> listen to different sounds in the environment to identify the sources of sound in the environment. to imitate sounds produced in the environment in groups and pairs. sing songs related to sources of sound in the environment to identify the direction from which the sounds are coming. 	<ol style="list-style-type: none"> What do you hear? What makes that sound? Which direction did the sound come from?
Core Competence Communication and collaboration Self-efficacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Education For Sustainable Development: Animal awareness Environmental awareness 			Link to Core Values <ul style="list-style-type: none"> Humility 	
Link to other learning areas: <ul style="list-style-type: none"> Environmental, Language, CRE/IRE/HRE 			Suggested Community service learning <ul style="list-style-type: none"> Nature walk in the neighbourhood – caring for animals 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Music festival 			Suggested Assessment <ul style="list-style-type: none"> Observation of children’s individual activity, question and answer through discussion 	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Can successfully; <ul style="list-style-type: none"> Listen to sounds Identify sources of sound Imitate sounds correctly Make sound they have listened Appreciate sound produced 	<ul style="list-style-type: none"> Listen to sound Identify sources of sounds Imitate sounds Express his feelings towards sound produced 	<ul style="list-style-type: none"> Listen fairly well Fairly identify sources of sound Tries to imitate sounds Enjoy sounds produced 	<ul style="list-style-type: none"> Cannot listen sounds without assistance Attempts to identify Attempts to imitate sounds Fair enjoyment of the sounds produced

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
11.0 MUSICAL RHYTHM	11.1 Creating and composing rhythmic patterns 5 Lessons	By the end of the sub-strand the learner should be able to: a) Produce rhythmic patterns using body for strength and body coordination b) Creating various rhythmic patterns for talent development c) Play simple percussion instruments for fun	<ul style="list-style-type: none"> • Guide learners to; • create free rhythmic pattern. • Could watch films on different rhythmic patterns from videos and films. • Identify percussion instruments • Practice playing simple percussion instruments in pairs and in small groups. • Observe safety as they play and store materials 	<ol style="list-style-type: none"> 1. What percussion instruments do we use to create rhythmic patterns? 2. Which percussion instruments did you use? 3. How do you play different percussion instruments?
<p>Core Competence</p> <ul style="list-style-type: none"> • Digital literacy – as they watch films and videos • Critical thinking and problem solving • Imagination and creativity • Communication and collaboration <p>Education For Sustainable Development – Disaster Risk Reduction; Safety</p>				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Patriotism 			<p>Link to Core Values</p> <ul style="list-style-type: none"> • Appreciation 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental and Language 			<p>Suggested Community service learning</p> <ul style="list-style-type: none"> • Playing percussion with their siblings 	
<p>Non-Formal Activity to support learning through application:</p> <ul style="list-style-type: none"> • Music Festival 			<p>Suggested Assessment</p> <p>Questions and answer Observation</p>	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none">• Can name electronic gadgets• Uses the gadgets confidently	<ul style="list-style-type: none">• can name electronic gadgets• can freely use the gadgets	<ul style="list-style-type: none">• may not name some electronic gadgets• uses the gadgets with assistance	<ul style="list-style-type: none">• cannot name electronic gadgets• cannot use the gadgets

Out Door Activity-3

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
12.0 BASIC MOTOR SKILLS	12.1 Locomotive 30 Lessons	By the end of the sub-strand the learner should be able to: a) Acquire the skills of crawling and swinging for feasibility and strength b) Demonstrate the ability to crawl and swing for enjoyment c) Have fun as they crawl and swing in turns	<ul style="list-style-type: none"> • Guide the learners to crawl and swing • Learners have opportunity for free performance. • Guide them to observe safety as they perform activities. • Guide them on how to deal with emotions. • Learners would perform the activities in groups and in pairs. 	<ol style="list-style-type: none"> 1. Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with?
Core Competence Critical thinking and problem solving – as learners perform the activities Learn to learn as they mentor each other				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Life skills – coping with emotions Education For Sustainable Development – Safety			Link to Core Values <ul style="list-style-type: none"> • Social justice 	
Link to other learning areas: <ul style="list-style-type: none"> • Language • Environmental • Religious Activities 			Suggested Community service learning <ul style="list-style-type: none"> • Visit community recreation places and enjoy swinging 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Fun day 			Suggested Assessment <ul style="list-style-type: none"> • Observation, question and answer, observation schedule Suggested resources: balls, bean bags	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to demonstrate crawling and swinging skills • Can swing perfectly and crawl independently • Shares play equipment's in groups 	<ul style="list-style-type: none"> • Can successfully identify any of the two skills of crawling and swinging • Can swing averagely and crawl with assistance • Can successfully play in groups of two pairs 	<ul style="list-style-type: none"> • Can successfully identify any of the two skills of crawling and swinging • Can successfully swing with assistance and crawl with assistance • Can successfully play alone 	<ul style="list-style-type: none"> • Can't identify any of the two skills of crawling and swinging • Can't swing and crawl without assistance • Can't play with others

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
12.0 BASIC MOTOR SKILLS	12.2 Non- locomotive 30 Lessons	By the end of the sub-strand the learner should be able to: a) acquire stretching and bending skills for muscle development. b) bending and stretching for body co-ordination c) have fun as they stretch and bend	<ul style="list-style-type: none"> • Learners to stretch and bend freely • Learners guided to perform stretching and bending activities • Organize learners to observe safety precautions as they stretch and bend • Learners appreciate own and others talents 	<ol style="list-style-type: none"> 1. Which activity did you perform? 2. Which activity did you enjoy? 3. How did you feel as your partner performed the activities?
Core Competence <ul style="list-style-type: none"> • Communication and collaboration – when working in groups • Self-efficacy – as they express their emotions during performance 				
Link to Pertinent and Contemporary Issues Education For Sustainable Development – Safety <ul style="list-style-type: none"> • Life Skills – assertiveness 			Link to Core Values <ul style="list-style-type: none"> • Responsibility 	
Link to other learning areas: <ul style="list-style-type: none"> • Language • Environmental • Religious Activities 			Suggested Community service learning <ul style="list-style-type: none"> • Learn from their siblings at school and at home 	

Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Gymnastics/fun games 	Suggested Assessment <ul style="list-style-type: none"> Observation, observation checklist, question and answers, peer assessment
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Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Can stretch and bend accurately Can show the effective development of fine and gross motor skills Can follow the styles/steps of doing activities well Has ability to change from one activity to the other i.e. bending, stretching and squatting 	<ul style="list-style-type: none"> Can fairly stretch and bend Fairly display effectively development of fine and gross motor skills in activities Can follow direction of doing activities fairly well i.e. bend, stretch etc. 	<ul style="list-style-type: none"> The motor skills fairly developed but cannot do activities accurately Follow directions for some activities Gets fatigued very past 	<ul style="list-style-type: none"> Has very little muscle control Gets fatigued fast Cannot follow the directions of doing activities well

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
12.0 BASIC MOTOR SKILLS	12.3 Manipulative Skills 30 Lessons	By the end of the sub-strand the leaner should be able to: <ol style="list-style-type: none"> Acquire a range of manipulative for talent development Perform various manipulative activities for enjoyment Have fun as they practice various manipulative skills Develop awareness of different strength required for kicking different objects 	<ul style="list-style-type: none"> collect items/materials from the immediate environment that they can use for manipulation. Learners practice throwing and catching objects freely. guide learner on the safety precautions to be followed during throwing and catching. 	<ol style="list-style-type: none"> What did you enjoy doing? Which materials did you use?

Core Competence Communication and collaboration – when collecting materials, when playing in groups in pairs and taking turns Critical thinking and problem solving – when throwing and catching and kicking different Self-efficacy – as they take turns and appreciate own and others	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Financial literacy Education For Sustainable Development; observation safety <ul style="list-style-type: none"> Life skills – coping with emotions 	Link to Core Values <ul style="list-style-type: none"> Responsibility and Sharing
Link to other activity areas: <ul style="list-style-type: none"> Religious Activities, Language and Environmental 	Suggested Community service learning <ul style="list-style-type: none"> Art display
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Observation 	Suggested Assessment Observation

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Perform various manipulative activities correctly Practice various manipulative skills confidently 	<ul style="list-style-type: none"> Performs various manipulative activities correctly Practice various manipulative skills confidently 	<ul style="list-style-type: none"> Attempts manipulative skills Attempt performing various manipulative activities With assistance practice various manipulative activities 	<ul style="list-style-type: none"> Can't attempt manipulative activities Has difficulty in manipulative activities Does not practice various manipulative activities

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
13.0 FUN GAMES	13.1 Traditional games 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify various traditional and modern games for performance b) perform different traditional games for enjoyment c) perform various game for fun	Guide learners to; <ul style="list-style-type: none"> • collect materials from home and neighborhood. • learners identify various traditional and modern games played in the environment. • perform traditional and modern games in pairs, small groups and whole class. • -observe safety when playing various traditional and modern games. • Practice proper storage of playing materials. 	<ol style="list-style-type: none"> 1. Where do we get the materials for traditional and modern games? 2. What types of games do you played? 3. How did you play the games? 4. Which games do you enjoy playing?
Core Competence Communication and collaboration Imagination and creativity Self-efficacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Financial literacy – proper storage of materials 			Link to Core Values <ul style="list-style-type: none"> • Respect 	
Link to other learning areas: <ul style="list-style-type: none"> • Environmental and Language 			Suggested Community service learning <ul style="list-style-type: none"> • Invite a resource person to teach modern and traditional games 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Visit old people 			Suggested Assessment Questions and answer, Observation	

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can successfully identify games within the environment • Can perform the games successfully • Can perform games with props correctly 	<ul style="list-style-type: none"> • Be able to identify games within the environment • Can perform the games successfully • Can perform games with props well 	<ul style="list-style-type: none"> • Can identify game within the environment with assistance • May perform the games with assistance • Can attempt to perform games with props well 	<ul style="list-style-type: none"> • Cannot identify games within the environment • Needs assistance to perform some games • Cannot perform games with props well

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
14.0 SWIMMING	14.1 Pool safety hygiene 15 lessons	By the end of the sub-strand the learner should be able to: a) identify basic water safety rules in the pool for mastery b) apply basic water safety rule in the pool for personal safety c) have fun as they role play basic water safety rules in the pool d) display ability to use safety materials in water for security	<ul style="list-style-type: none"> • Guide learners on the basic water safety rules to observe in the pool. • Learner could watch a film on swimming safety gears. • Guide learners to use improvised pools as they observe safety rules. • Take turns as they practicing safety rules in the pool. • Appreciate own and others efforts. 	<ol style="list-style-type: none"> 1. Which safety rules should you observe in the pool? 2. What should you do before getting into a swimming pool? 3. Which materials do you use in the pool for safety?
Core Competence Self-efficacy Communication and collaboration				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety			Link to Core Values <ul style="list-style-type: none"> • Responsibility 	

Link to other learning areas: <ul style="list-style-type: none"> • Environmental • Language Activities 	Suggested Community service learning <ul style="list-style-type: none"> • Share with peers basic safety rules
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Swimming competition 	Suggested Assessment Observation, question and answer, observation checklist

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Successfully identifies basic water safety rules • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials 	<ul style="list-style-type: none"> • Identify basic water safety rules • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials 	<ul style="list-style-type: none"> • With assistance can identify basic water safety • Attempts to apply basic water safety rules • Use safety materials • Enjoys basic water rules with assistance 	<ul style="list-style-type: none"> • Has difficulty identifying rules • No application of basic rules • May display ability to use safety rules • Fairly enjoys basic safety rules and materials

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
14.0 SWIMMING	14.2 Water orientation 15 lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Demonstrate ability to take care of themselves when playing with water for personal safety Demonstrate basic swimming skills for talent development Have fun when playing with in in water 	<ul style="list-style-type: none"> • Guide learners interact with water freely. • Guide them to practice basic safety precautions when playing with water. • Guide them to adjusting in water in the pool. • Sing routine songs as they enter and exit water. Walking in a baby pool • Guide learners to demonstrate basic swimming styles in turns 	<ol style="list-style-type: none"> 1. What are some of the improvised pools you used? 2. How do you feel while in water? 3. What do you do before entering the pool?
Core Competence				

<ul style="list-style-type: none"> • Critical thinking and problem solving 	
Link to Pertinent and Contemporary Issues Education For Sustainable Development – Safety <ul style="list-style-type: none"> • Life skills – making choices • LSP – Sports and Games • Health Education – personal hygiene 	Link to Core Values <ul style="list-style-type: none"> • Responsibility
Link to other learning areas: <ul style="list-style-type: none"> • Environmental, Language 	Suggested Community service learning <ul style="list-style-type: none"> • A nature walk to a river/poor
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Picnics 	Suggested Assessment Question and answer, observation, checklist

Suggested Assessment Rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Follows the rules for safety • Take care of him/herself when playing with water • Swim for talent development 	<ul style="list-style-type: none"> • Can take care of him/herself when playing with water • Swim without being guided for fun • Can follow some rules for safety 	<ul style="list-style-type: none"> • May not be able to take care of himself/herself when playing with water • Swim with assistance • May be able to follow some rules 	<ul style="list-style-type: none"> • Take care of him/herself when playing with water with assistance • Cannot swim • Cannot follow the rules correctly

ENVIRONMENTAL ACTIVITIES

Essence statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact with the immediate environment. This enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General learning outcomes

By the end of pre-primary education the learner should be able to;

- a) observe proper hygiene, sanitation, and nutrition to promote health,
- b) explore the immediate environment for learning, conservation and enjoyment,
- c) apply technological skills for learning and enjoyment within their local environment,
- d) demonstrate acquisition of social skills for interpersonal relationship,
- e) appreciate the rich and diverse cultural heritage in the local environment,
- f) make appropriate choices for safe interaction with the immediate environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.1 Myself (5 Lessons)	By the end of the sub-strand the learner should be able to; a) tell their names for identity b) identify their sex for self-awareness c) identify body parts (head, hands and legs) d) appreciate oneself for self-esteem	<ul style="list-style-type: none"> • Learners are guided to tell their names • Learners sing songs about their names and sex • Learners are guided to group themselves according to sex • Learners are guided on picture reading categorizing boys and girls • Learners are guided to identify body parts (head hands and legs) • Learners are guided on picture reading on body parts from charts • Learners sing songs on body parts • In groups learners sing songs about themselves. 	<ol style="list-style-type: none"> 1. What is your name? 2. Are you a boy or a girl? 3. Which are your body parts?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn – knowing their names and sex • Self- efficacy-identifying self by name and sex • Collaboration and communication through picture reading and group work 				
Link to Pertinent and contemporary Issues(PCI's): <ul style="list-style-type: none"> • Education for Sustainable Development(ESD): Gender issues in education, gender awareness- learners identify their sex for self-awareness • Life skills - self-awareness and self-esteem: knowing and loving myself, personal identity as learners tell their names 			Link to values: <ul style="list-style-type: none"> • Respect • Love • Responsibility 	
Links to other learning areas: <ul style="list-style-type: none"> • Language activities • Psychomotor and creative activities 			Suggested community service learning activities:	

<ul style="list-style-type: none"> Mathematical activities 	<ul style="list-style-type: none"> Parental engagement: in providing safety to children and helping children to accept and understand themselves and appreciating their children
Suggested non-formal activity to support learning: <ul style="list-style-type: none"> Role play 	Suggested assessment: <ul style="list-style-type: none"> Oral questions Observation Portfolios
Suggested Resources: <ul style="list-style-type: none"> Charts, picture books, plasticine/clay 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to tell their names for identity, identify their sex for self-awareness, identifying body parts, appreciate oneself for self-esteem besides identifying classmate for interpersonal relationship.	Able to tell their names for identity, identify their sex for self-awareness, identifying body parts, appreciate oneself for self-esteem.	Able to tell their names, identify their sex for self-awareness, identifying body parts.	Unable to tell their names for identity, identify their sex for self-awareness.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.2 : OUR SCHOOL 10 (Lessons)	By the end of the sub strand the learner should be able to; a) Talk about people working in the school for identification, b) Appreciate the work done by people in school, c) Identify structures found in the school for familiarization	<ul style="list-style-type: none"> Learners are guided to talk about work done by people in the school Learners are guided to walk round the school to identify structures In groups learners identify different structures on the chart 	<ol style="list-style-type: none"> Who are the people in school? What work is done by different people in school? What structures are found in the school? What are the colours of the flag?

		d) Identify the flag and the flag post for patriotism.	<ul style="list-style-type: none"> • Learners sing songs about structures and people in school • Learners recite poems about our school • Learners are guided to colour the flag • Learners could watch pictures or videos depicting structure and people in the school. 	
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration-talk about work done • Learning to learn-learning about work done by people in school • Citizenship, patriotism 				
Link to Pertinent and contemporary Issues(PCI's): <ul style="list-style-type: none"> • Citizenship: national hood nationalism • Life skill: Knowing our school as they walk around 			Link to values: <ul style="list-style-type: none"> • Patriotism as they colour national flag • Respect people and work done by them 	
Links to other learning activities: <ul style="list-style-type: none"> • Language activities • Psychomotor and creative activities 			Suggested community service learning activities: <ul style="list-style-type: none"> • Parental engagement; in participating in school meetings and provision of required resources 	
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Role play 			Suggested assessment: <ul style="list-style-type: none"> • Oral questions, Observation 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Able to talk about people working in the school for identification, appreciate the work done by people in the school, identify structures found in the school for familiarization, identify the flag and the flag post for patriotism, besides assisting others to follow the school rules and regulations.</p>	<p>Able to talk about people working in the school for identification, appreciate the work done by people in school, identify structures found in the school for familiarization, identify the flag and flag post for patriotism.</p>	<p>Sometimes talk about people working in the school for identification, appreciate the work done by people in school, identify structures found in the school for familiarization</p>	<p>Talks about people working in the school for identification and the work done.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.3 Home (10 Lessons)	By the end of sub strand the learner should be able to; a) name people found at home, b) tell the relationship between people found at home, c) talk about work done by people found at home for appreciation, d) appreciate the people at home for harmonious living.	<ul style="list-style-type: none"> • Learners be guided in naming people found at home • Learners are guided to talk about relationship of people found at home eg sister, brother, mother etc. • Learners watch videos of people found at home • Learners draw pictures of people at home • Learners colour pictures of people at home • Learners model people at home • Learners sing songs and recite poems about people found at home. • Learners could news tell about family members 	<ol style="list-style-type: none"> 1. Who are the people are found at home? 2. What work is done by people at home? 3. What is the relationship of people found at home?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Learning to learn-learning about work done by people at home • Self-efficacy- naming people found at home • Communication and collaboration-discussing and role playing 				
<p>Link to Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship - giving relationship of people at home • Life skills – self-awareness and relating with others at home 			<p>Link to values:</p> <ul style="list-style-type: none"> • Patriotism - by relating well with people found at home. • Respect – people and work done by people • Love 	
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Language Activities • Psychomotor and creative Activities 			<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Visiting an elderly person to learn about etiquette in the community 	
<p>Suggested non formal activity to support learning:</p> <ul style="list-style-type: none"> • Role play • Clubs 			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Oral questions • Observation 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about people found at home for self-awareness, appreciate the people at home for harmonious living besides assisting others to talk about work doing by different members of the family.	Able to talk about people found at home for self-awareness, appreciate the people at home and their work for harmonious living.	Able to talk about people found at home for self-awareness but cannot appreciate the people at home and their work.	Able to talk about people found at home for self-awareness.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.4 Interpersonal Relationship (5 Lessons)	By the end of the sub strand the learner should be able to; a) talk about courteous words used in different situations b) use courteous words appropriately during interactions c) show etiquette in their interactions for personal relationships	<ul style="list-style-type: none"> Learners are guided on situations where they can use courteous words Learners are guided to talk about courteous words. Learners are guided on situations where they can use courteous words Learners are guided to use courteous words in incidental learning to reinforce etiquette In groups learners practice use of courteous words 	<ol style="list-style-type: none"> What do you tell someone who has done something good to you? What do you tell someone who has done something bad to you? What words would you use to show appreciation? How do you greet different people? When do you use the courteous words?
Core-Competences to be developed: <ul style="list-style-type: none"> Communication and collaboration-sharing materials Critical thinking and problem solving-listening to a story and answering questions 				

<ul style="list-style-type: none"> • Self-efficacy-use of courteous words 	
Link to Pertinent and contemporary Issues and Values: <ul style="list-style-type: none"> • Life skills-learning to share • Citizenship-social cohesion, integrity 	Links to Values: <ul style="list-style-type: none"> • Respect • Responsibility • Love
Links to other learning Activities: <ul style="list-style-type: none"> • Language Activities • Religious education • Psychomotor and Creative Activities 	Suggested Community Service Learning: <ul style="list-style-type: none"> • Visit an elderly person to learn about etiquette in the community
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Role play Dramatization 	Suggested Assessment: <ul style="list-style-type: none"> • Observation • Oral question
Suggested Resources; charts, pictures, videos	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about courteous words for different situations, use courteous words appropriately during interactions, show etiquette in their interactions for personal relationship besides assisting others to use courteous words in day to day life.	Able to talk about courteous words for different situations, use courteous words appropriately during interactions, show etiquette in their interactions for personal relationships.	Able to talk about courteous words for different situations use courteous words appropriately during interactions.	Able to talk about courteous words.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 SOCIAL ENVIRONMENT	1.5 Dressing (10 Lessons)	By the end of the sub strand the learners should be able to; a) identify clothes worn at different occasions, b) talk about clothes for different occasions. c) talk about the importance of dressing d) appreciate clothes worn at different occasions for	<ul style="list-style-type: none"> • Learners are guided to identify clothes worn at different occasions • Learners are guided in talking about clothes worn during different occasions. • Learners could view videos and photographs of clothes worn in different occasions. • appreciate clothes worn at different occasions 	<ol style="list-style-type: none"> 1. What clothes do people wear at home? 2. What clothes do you wear at school? 3. What clothes do you wear at different occasions?
Core-Competences to be developed: <ul style="list-style-type: none"> • Learning to learn-learning about clothes worn on different occasions • Communication and collaboration-discussing clothes worn at different occasions 				
Link to Pertinent and contemporary Issues (PCI's): <ul style="list-style-type: none"> • Citizenship: appreciating clothes worn by different people • Life skill: self esteem 			Link to values: <ul style="list-style-type: none"> • Respect • Responsibility • Cooperation 	
Links to other learning areas: <ul style="list-style-type: none"> • Language Activities • Religious Education • Psychomotor and creative Activities 			Suggested community service learning activities: <ul style="list-style-type: none"> • Participating in different activities like singing, dancing, weddings, graduations etc. 	
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Music and drama festivals • Sports and games • Educational trips 			Suggested assessment: <ul style="list-style-type: none"> • Oral questions, • Observation 	
Suggested Resources: <ul style="list-style-type: none"> • Cultural attires, picture books, drawing materials, charts, resource person 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing, appreciate clothes worn at different occasions for responding to different situations besides assisting others to identify different clothes worn by other people.	Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing, appreciate clothes worn at different occasions for responding to different situations.	Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing.	Able to talk about clothes worn at different occasions for responding to different situations.

Strand	Sub-strand/ (Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.1 Hand washing (5 lessons)	By the end of the sub strand the learner should be able to; a) wash hands appropriately for personal hygiene, b) demonstrate hand washing behaviour at critical times, c) appreciate the need to wash hands for personal hygiene, d) tell the importance of washing hands.	<ul style="list-style-type: none"> • Learners observe the demonstration of washing hands • Learners are guided to wash hands appropriately. • In groups learners practice washing hands • Learners sing songs and recite poems related to hand washing as they wash hands • Learners watch videos on hand washing demonstrations 	<ol style="list-style-type: none"> 1. Why do we wash hands? 2. How do we wash hands? 3. When do we wash our hands?
Core-Competence to be developed ; <ul style="list-style-type: none"> • Communication and collaboration-through working in groups • Self- efficacy-Washing hands appropriately 				

<ul style="list-style-type: none"> Learning to learn-demonstrate hand washing behaviour at critical times 	
Link to Pertinent and contemporary Issues: <ul style="list-style-type: none"> Loving myself (self-esteem as they demonstrate hand washing behaviour. 	Link to values: <ul style="list-style-type: none"> respect Responsibility
Link to other activity areas: <ul style="list-style-type: none"> Language activities , Music and Movement Activities Psychomotor and Creative Activities 	Suggested Community service learning activities: <ul style="list-style-type: none"> Parents empowerment and engagement –the parents to provide materials for hand washing, act as resource persons
Suggested Non formal activities to support learning: <ul style="list-style-type: none"> Hand washing days Clubs and Societies 	Suggested assessment: <ul style="list-style-type: none"> Oral questions Observation Portfolios Checklists
Suggested Resources: Hand washing facilities, charts of people washing hands, videos, water, soap	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to tell why we should wash hands appropriately tell critical times to wash their hand, Assist others in hand washing.	Able to tell why we should wash hands, wash hands appropriately and tell critical times to wash their hands	Able to tell why we should wash hands appropriately.	Able to wash hands but cannot tell why we should wash hands

Strand	Sub-strand/ (Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2..2 Cleaning nose (5 lessons)	By the end of the sub strand the learner should be able to; a) tell the importance of cleaning their nose b) demonstrate the ability to wipe the nose appropriately c) maintain a clean handkerchief for personal hygiene d) talk about the dangers of putting objects in the nose.	<ul style="list-style-type: none"> • Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief • Learners observe the teacher while demonstrating nose wiping • Learners are guided on how to use a clean handkerchief appropriately and how to take care of it. • Learners practice wiping their nose. • Learners are guided to talk about dangers of putting objects in the nose. • Learners sing songs and recite rhymes and poems about cleaning the nose. • Learners watch videos on cleaning the nose. 	<ol style="list-style-type: none"> 1. Why do we clean our nose? 2. When do we clean our nose? 3. What do we use to clean our nose? 4. Why should we use a clean handkerchief? 5. What are the dangers of putting objects in the nose?
Core-Competence to be developed <ul style="list-style-type: none"> • Self-efficacy-wiping nose appropriately • Learning to learn-practice wiping nose • Communication and collaboration-discussion, singing 				
Link to Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Health education- personal hygiene 			Link to values: <ul style="list-style-type: none"> • Responsibility • Cooperation 	

<ul style="list-style-type: none"> Life skills- effective communication (responds to verbal instructions in importance of cleaning the nose) ESD- personal safety as they observe dangers of putting objects in the nose 	
Link to other activity areas: <ul style="list-style-type: none"> Language Activities Music and movement Activities Psychomotor and creative activities 	Suggested Community Service learning activities <ul style="list-style-type: none"> Parental enjoyment- provision of a clean handkerchief, Resource person
Suggested Non formal Activity to support learning <ul style="list-style-type: none"> Parental engagement-provision of clean handkerchief, teaching how to wipe the nose guest person from health facilities (resource person) 	Suggested assessment; <ul style="list-style-type: none"> Oral questions Observations
Suggested Resources: <ul style="list-style-type: none"> Handkerchiefs, water, soap, containers, charts, pictures, videos 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintain a clean handkerchief besides cautioning others to avoid putting objects in the nose.	Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintain a clean handkerchief, able to avoid putting objects in the nose	Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief.	Able to tell a clean and dirty nose but cannot clean the nose using a handkerchief appropriately.

Strand	Sub-strand/ (Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.3 Care for the teeth (5 lessons)	By the end of the sub strand the learner should be able to;	<ul style="list-style-type: none"> Learners are guided to name items used to clean their teeth 	1. What items are used to clean the teeth?

		<ul style="list-style-type: none"> a) name items used to clean their teeth, b) talk about items used to clean their teeth c) clean teeth appropriately for personal hygiene d) tell appropriate times for cleaning the teeth 	<ul style="list-style-type: none"> • Learners listen to a resource person talk about items that are used to clean their teeth • Learners imitate cleaning teeth • Learners be guided to talk about appropriate times for cleaning their teeth • Learners watch videos on cleaning of teeth • Learners sing songs related to care for the teeth 	<ul style="list-style-type: none"> 2. What should we do in order to keep our teeth healthy? 3. Why do we clean our teeth? 4. When do we clean our teeth?
Core-Competence to be developed: <ul style="list-style-type: none"> • Learning to learn-sorting things that are used to clean our teeth • Communication and collaboration-discussion 				
Link to Pertinent and Contemporary Issues(PCI's): <ul style="list-style-type: none"> • Learner Support Programme (LSP)- guidance: grooming, and etiquette • Health Education -Hygiene • Life skills- making good choices 		Link to values: <ul style="list-style-type: none"> • Responsibility • Respect 		
Links to other subjects: <ul style="list-style-type: none"> • Language, Psychomotor and creative activities music and movement 		Suggested community Service learning activities: <ul style="list-style-type: none"> • Health clubs 		
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> • Parental engagement- parents should be sensitized to give learners appropriate items to clean their teeth. 		Suggested assessment: <ul style="list-style-type: none"> • Oral questions • Observation 		
Suggested Resources, <ul style="list-style-type: none"> • Tooth brushing materials, water, videos, charts, salt Resource persons e.g. a dentist 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to tell the importance of cleaning their teeth, ability to clean the teeth using appropriate items, maintain a hygiene in storing items.	Able to tell the importance of cleaning their teeth, ability to clean the teeth using appropriate items.	Able to tell the importance of cleaning their teeth, ability to clean the teeth using appropriate materials.	Unable to clean their teeth.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.4 Sanitation/ Toileting (10 Lesson)	By the end of the sub strand the learner should be able to: a) identify toilet facilities in the school, b) talk about the importance of toilet facilities for personal hygiene, c) express the urge for toileting, d) use toilet facilities properly for personal hygiene, e) appreciate the need to use clean toilet for personal hygiene.	<ul style="list-style-type: none"> • Learners are guided to talk about the importance of sanitary facilities in the school • Learners are guided to identify the toilets facilities in the school compound • Learners are guided in talking about how to express the urge for toileting • Learners practice seeking permission to go to toilets • Learners observe a role play on the use of sanitary facilities • Learners use games to practice the use of toileting facilities • Learners are guided to talk about the need to use clean toilet/ latrine for personal hygiene • Learners could observe a video on appropriate use of toilet facilities 	<ol style="list-style-type: none"> 1. Why should we use toilets facilities? 2. Which are the toilets facilities in school? 3. What do you do when you need to go to the toilet? 4. How do you use toilet facilities? 5. Why do you keep the toilet clean?

Core-Competence to be developed;

- Learning to learn-identifying urge and seeking permission

<ul style="list-style-type: none"> • Communication and collaboration- discussion • Self-efficacy-using toilet appropriately • Citizenship-proper use of toilets 	
Link to Pertinent Contemporary Issues(PCI's): <ul style="list-style-type: none"> • health education-personal hygiene as they use toilets • life skills- Self Esteem in effective communication as they seek permission to go to the toilets 	Link to values: <ul style="list-style-type: none"> • Responsibility • Respect • Love
Link to other activity areas: <ul style="list-style-type: none"> • Language Activities • Psychomotor and Creative activities 	Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • parental engagement – provide toilet facilities, teach proper use of toilets while at home
Suggested Non formal activity to support learning: <ul style="list-style-type: none"> • Participate in cleaning the toileting facilities like bring ash, water, brooms etc. 	Suggested assessment: <ul style="list-style-type: none"> • Oral questions • Observations
Suggested Resources; Real objects, pictures, toileting facilities/ materials, water, Videos	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet well besides assisting others.	Able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet well	Able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting but cannot use the toilet well.	Able to identify toilet facilities, cannot express the urge for toileting and cannot use the toilet well.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 HEALTH PRACTICES	2.5 Foods/Feeding (10 Lessons)	By the end of the sub strand the learner should be able to: a) talk about different food eaten at home	<ul style="list-style-type: none"> • Learners to be guided in naming foods eaten at home • Learners to be guided in telling of cleaning foods before eating 	<ol style="list-style-type: none"> 1. How do we eat? 2. Why do we eat clean food? 3. Why do we eat food?

		<ul style="list-style-type: none"> b) talk about the importance of eating clean food c) tell the importance of eating food d) talk about the dangers of sharing food from someone else’s mouth e) feed self-using clean hands or feeding items appropriately f) observe proper feeding habits g) maintaining a clean feeding area h) appreciate different foods eaten at home 	<ul style="list-style-type: none"> • Organise learners in groups to talk about foods • they eat at home and school • Learners are guided to read pictures of foods found in the local environment • Learners are guided to colour drawings of foods • Learners sing songs and recite poems on importance of eating food • Be guided to discuss the dangers of eating food from someone’s mouth • Individually learners practice feeding self • Learners are guided to talk about proper feeding habits • Learners practice cleaning the feeding area • Learners tell stories, sing songs and recite poems on foods eaten at home and school • Learners practice the appropriate cultural feeding habits using clean feeding items • watch videos on different feeding habits, cleaning foods (fruits and vegetables,) 	<ul style="list-style-type: none"> 4. How should we behave when eating? 5. Why should we use clean feeding items when feeding ourselves? 6. Why should we clean our feeding area? 7. What are the dangers of eating from someone’s mouth?
Core-Competences to be developed:				

<ul style="list-style-type: none"> • Self-efficacy-feeding self • Communication and collaboration –guided discussion • Learning to learn-learning proper feeding habits 	
Link to Pertinent and Contemporary Issues(PCI's): <ul style="list-style-type: none"> • Health education-personal hygiene, not eating from other peoples mouth, eating clean foods • Citizenship: guide learners about hygiene to clean the feeding areas 	Link to values: <ul style="list-style-type: none"> • Respect • Responsibility
Link to other activity areas: <ul style="list-style-type: none"> • Psychomotor and Creative Activities • Music and Movement Activities • Language Activities 	Suggested community service learning activities: <ul style="list-style-type: none"> • Parental engagement- reinforce feeding habits and cleaning foods before eating
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Feeding programme 	Suggested assessments: <ul style="list-style-type: none"> • Oral questions • Observations • Checklists • Portfolios
Suggested Resources: charts, videos, realia (feeding items)	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about foods eaten at home, tell importance of eating clean food, talk about dangers of sharing from someone else mouth, feed self-using clean hands, observe proper feeding habits, ,maintain clean feeding area	Able to talk about foods eaten at home, tell importance of eating clean food, talk about dangers of sharing food from someone's else mouth, feed self-using clean hands, observe proper feeding habits, maintain a clean feeding area.	Able to talk about foods eaten at home, tell importance of eating clean food, talk about dangers of sharing from someone else mouth, observe proper feeding habits but cannot keep the feeding area and items clean	Able to talk about foods, cannot tell the importance of eating clean food and cannot observe proper eating habits or hold the feeding items well while feeding self.

besides assisting others to hold the feeding items well.			
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.1 Plants 10 Lessons	By the end of sub strand the learner should be able to; a) identify the types of plants found in the home and school environment b) talk about safe and harmful plants found in the home environment. c) talk about safe and harmful plants found in the school environment, d) appreciate the importance plants found in the home and school environment	<ul style="list-style-type: none"> • Learners are guided to take a walk in the school compound to name plants within their school environment • Learners are guided to name plants found in the home environment • Learners are guided to identify the safe plants in the home and school environment • Learners are guided to identify harmful plants in the home and school environment • In groups learners group pictures of safe and harmful plants • Learners paste picture cut outs of plants found at home and school environment • Learners sing songs on plants found at home and school environment 	a) Which plants are found at home and school environment? b) Which plants are safe? c) Which plants are harmful? d) What is the importance of plants found in the home and school environment?

			<ul style="list-style-type: none"> Learners recite poems, and rhymes about plants found at home and school environment 	
<p>Core-Competences to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving-coming up with what to do when in contact with dangerous plants Learning to learn-when identifying the plants Communication and collaboration-in discussion Imagination and creativity-discussion in groups Self- efficacy 				
<p>Link to Pertinent and Contemporary Issues(PCI's):</p> <ul style="list-style-type: none"> Education for Sustainable Development (ESD): environmental education, environmental awareness- as they take a walk in the school Disaster Risk Reduction: personal safety- learners observe safety as they identify safe and harmful plants Life skills: effective communication- learners to respond to instructions as they match pictures of safe and harmful plant 			<p>Link to values:</p> <ul style="list-style-type: none"> Cooperation Responsibility Citizenship 	
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> Creative activities Mathematical Activities Music And Movement Language Activities 			<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> Parental engagement- helping the learners to identify safe and harmful plants at home Taking care of plants at home and school 	
<p>Suggested non formal activity:</p> <ul style="list-style-type: none"> Group activities- grouping safe and harmful plants Joining Environmental clubs 			<p>Suggested assessments:</p> <ul style="list-style-type: none"> Observation Oral questions 	
<p>Suggested Resources: plants, charts</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify the types of plants found at home and school environment, talk about safe and harmful plants in home and school environment, appreciate the importance of plants besides identifying other uses of the plants	Able to identify the plants found at home and school environment, talk about safe and harmful plants in home and school environment, appreciate the importance of plants.	Able to identify the plants found at home and school environment, talk about safe and harmful plants in home but cannot appreciate the importance of plants.	Able to identify one or two plants found at home and school environment and cannot talk about the harmful and safe plants.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.2 Animals 10 Lessons	By the end of the sub strand the learner should be able to; a) identify animals found school environment, b) identify animals found at home environment, c) talk about animals found at home and school environment d) identify safe and dangerous animals found at home and school environment, e) appreciate the animals found at home and school environment.	<ul style="list-style-type: none"> • Learners are guided to walk around and name the animals found within school compound. • Learners are guided to identify animals found at home and school environment by taking a school tour. • Learners colour pictures animals from a picture book. • Learners are guided to identify the dangerous animals found at home and school environment. • In groups, learners discuss the dangerous animals found at home and school. • Learners could sort and group pictures of dangerous animals from a picture book. 	<ol style="list-style-type: none"> 1. Which animals are found at home and school? 2. Which animals are dangerous to you? 3. Which animals are safe to handle at home and school?

			<ul style="list-style-type: none"> • Learners sing songs and recite poems about animals found at home and school environment • Learners could watch videos of animals and identify those found at home and school. 	
Core-Competence to be developed: <ul style="list-style-type: none"> • Communication and Collaboration-discussing in pairs; • Self-efficacy- while taking a walk; • Digital literacy- watching videos; • Critical thinking and problem solving- when confronting dangerous animals 				
Link to Pertinent and Contemporary Issues(PCI's): <ul style="list-style-type: none"> • Education for Sustainable development: Animal welfare: Introduction- to animal welfare education- as they identify animals found at home and school • Disaster Risk Reduction: personal safety: as they identify safe and dangerous animals they observe their safety • Life skills: making good choices: not to disturb and play with dangerous animals 			Link to values: <ul style="list-style-type: none"> • Cooperation • Respect • Care 	
Link to other activity areas: <ul style="list-style-type: none"> • Mathematical activities • Psychomotor and Creative activities • Music and Movement • Language Activities 			Suggested community service learning activities: <ul style="list-style-type: none"> • Parental engagement in teaching children to take care of animals and how to behave toward animals 	
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Nature walk 			Suggested assessments: <ul style="list-style-type: none"> • Observation • Oral questions 	
Suggested Resources: <ul style="list-style-type: none"> • Realia, Picture cut outs; flash cards; - Picture books; crayons, paper; videos 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment besides taking care of the animals	Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment	Able to talk about animals found at home and school environment, Identify animals found at home and school environment but cannot identify safe and dangerous animals or take care of the animals found at home and school.	May not be able to identify, talk about or take care of animals found at home and at school environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.3 Weather (10 Lessons)	By the end of the sub strand the learner should be able to; a) observe weather conditions in the immediate environment b) identify different weather conditions in the immediate environment c) respond to weather conditions appropriately in the immediate environment d) appreciate different weather conditions in the immediate environment	<ul style="list-style-type: none"> • Learners are guided to observe the weather conditions of the day • Learners are guided to talk about weather conditions they have observed • Learners are guided to talk about different weather conditions by observing pictures, charts and watching videos • Learners sing songs and recite poems about different weather conditions for enjoyment • Learners could be guided to respond to different activities as per weather conditions of the day eg playing with 	<ol style="list-style-type: none"> 1. What is the weather condition of the day? 2. How do you respond to different weather conditions?

			kites, propellers during windy times and dressing	
<p>Core-Competences to be developed:</p> <ul style="list-style-type: none"> • Learning to learn-playing with kites, balloons and propellers, dressing according to the weather • Creativity and imagination- construction of propellers and kites • Critical thinking –dressing according to weather conditions • Self- efficacy- expressing whether feeling hot or cold 				
<p>Link to Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Education for Sustainable Development (ESD): environmental education- environmental awareness as the learners observe the weather condition of the day • Life skills: effective communication- communicate verbally as they talk about weather conditions they observed 			<p>Link to values:</p> <ul style="list-style-type: none"> • Responsibility • Cooperation 	
<p>Links to other subjects:</p> <ul style="list-style-type: none"> • language activities • music and movement activities • creative and psychomotor activities 			<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Tree planting in the community by learners • Parental engagement in developing materials e.g. kites • Guided tours 	
<p>Suggested non formal activity to support learning:</p> <ul style="list-style-type: none"> • Health clubs • Environmental clubs • Educational tours • Establishing Weather station in the school 			<p>Suggested assessments:</p> <ul style="list-style-type: none"> • Observation • Oral questions 	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Balloons, kites, propellers, flutes (hollow objects), realia (trees) 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to observe weather conditions in the immediate environment, identify different weather conditions in the immediate environment, respond to weather conditions appropriately besides helping others respond to and appreciating different weather conditions.	Able to observe weather conditions in the immediate environment, identify different weather conditions in the immediate environment, respond to weather conditions appropriately	Able to observe weather conditions in the immediate environment and identify different weather conditions in the immediate environment	Able to observe weather conditions in the immediate environment but cannot identify different weather conditions.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.4 Water (10 Lessons)	By the end of the sub strand the learners should be able to; a) identify sources of water at home and school b) talk about uses of water in their home and school c) conserve water at home and school d) appreciate water conservation at home and school	<ul style="list-style-type: none"> • Learners are guided to take a walk to identify sources of water within the school environment • Learners are guided to talk about sources of water at home and school • Learners are guided to observe sources of water from a picture book, watch videos and charts • Learners are guided to talk about uses of water • Learners are guided to draw items used to conserve water at home and at school Learners to be guided to • Learners are guided to close taps after use 	<ol style="list-style-type: none"> 1. Where do we get water in the school and at home? 2. What are the uses of water? 3. How do we conserve water at home and at school? 4. Why is it important to conserve water?

			<ul style="list-style-type: none"> • Learners are guided on how to use and re-use water properly • Learners are guided to engage in sinking, floating, filling and emptying • Learners are guided to sing songs, recite poems, and rhymes related to water 	
Core-Competences to be developed: <ul style="list-style-type: none"> • Self-efficacy- using water sparingly • Learning to learn-opening and closing taps • Critical thinking and creativity- conserving water • Communication and collaboration-discuss sources of water • Digital literacy- play games on uses and conservation of water using digital devices 				
Link to Pertinent and Contemporary Issues(PCI's): <ul style="list-style-type: none"> • Education for Sustainable Development(ESD): Environmental education, animal welfare, financial literacy 			Link to values: <ul style="list-style-type: none"> • Responsibility • Cooperation 	
Links to other activity areas: <ul style="list-style-type: none"> • Language activities • Psychomotor and creative Activities • Music and movement Activities 			Suggested community service learning activities: <ul style="list-style-type: none"> • Parental empowerment – Empower the learners to use and re-use water properly • Parental involvement – to teach learners on how to conserve water 	
Suggested non formal activity learning: <ul style="list-style-type: none"> • Participate in a fun day for creativity • Re- circling water in the community 			Suggested assessment: <ul style="list-style-type: none"> • Observation • Oral questions 	
Suggested Resources: <ul style="list-style-type: none"> • Water, buckets, picture books, videos, play containers, charts 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify sources of water at home and school, talk about uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school besides assisting others to conserve, use and re –use water.	Able to identify sources of water at home and school, talk about uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school.	Able to identify sources of water at home and school, talk about uses of water at home and school, conserve water at home and school but cannot conserve water.	Able to identify sources of water at home and school but cannot talk about uses of water and cannot conserve water at home and school.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.5 Soil (5 Lessons)	By the end of the sub strand the learner should be able to; a) talk about the safety measures when playing with soil, b) take safety measures when playing with soil, c) play with soil for enjoyment, d) appreciate playing with soil for enjoyment .	<ul style="list-style-type: none"> • Learners be guided to talk about safety measures while playing with soil • Learners take safety measures while playing with soil • learners tell safety measures when handling soil • learners are guided to play with soil • learners sing songs, recite poems on safety when handling soil 	<ol style="list-style-type: none"> 1. What safety measures do you observe when playing with soil? 2. What do you need to do when playing with soil?
Core-Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration- discussion • Self -efficacy-confidence in handling soil • Learning to learn- learn safety measures to take when playing 				

Link to Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Education for Sustainable development: personal safety • Life skills- effective communication 	Link to values: <ul style="list-style-type: none"> • Responsibility • Unity
Link to other activity areas: <ul style="list-style-type: none"> • Language Activities • Music and Movement activities 	Suggested community service learning activities: <ul style="list-style-type: none"> • Parental engagement (parents to guide children on safety measures while playing with soil)
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Clubs and societies • Field trips and nature walk 	Suggested assessment: <ul style="list-style-type: none"> • Observation and oral questions
Suggested Resources: <ul style="list-style-type: none"> • Sandpits, containers, charts, picture books, soils containers and videos on soil 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about the safety measures when playing with soil, take safety measures when playing with soil, play with soil for enjoyment besides assisting others to explore the different soil textures.	Able to talk about safety measures when playing with soil, take safety measures when playing with soil for safety, play with soil for enjoyment.	Able to talk about safety measures when playing with soil, take safety measures when playing with soil for safety.	Able to play with soil.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.6 Sound (5 Lessons)	By the end of the sub strand the learner should be able to; a) identify different sounds within their immediate environment,	<ul style="list-style-type: none"> • learners are guided to take a walk to listen to different sounds within their environments 	<ol style="list-style-type: none"> 1. What sounds do you hear? 2. What are the different sources of sounds?

		b) talk about different sounds in their immediate environment, c) imitate sounds in their immediate environment, d) appreciate the different sounds in the environment.	<ul style="list-style-type: none"> • In groups learners discuss different sounds in their immediate environment • Learners imitate different sounds within their immediate environment • Learners produce sounds by playing with different objects or items in their immediate environment • Learners sing songs related to sounds in the environment • Learners are guided to role play while producing different sounds in the environment 	
Core-Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration- telling sources of sounds • Critical thinking and problem solving-producing different sounds • Learning to learn- knowing different sources of sounds and their meanings • Citizenship in working in groups and appreciating the meaning of different sounds 				
Links to Pertinent and contemporary Issues(PCI's): <ul style="list-style-type: none"> • Education for Sustainable Development: environmental education- environmental awareness • Life skills: creative thinking 		Link to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect 		
Link to other activity areas: <ul style="list-style-type: none"> • Language activities • Psychomotor and creative activities 		Suggested community service learning activities: <ul style="list-style-type: none"> • Parental engagement- guiding the learners to appreciate the meaning different sounds from their immediate environment 		
Suggested non formal activity to support learning: <ul style="list-style-type: none"> • Clubs and societies 		Suggested assessment: <ul style="list-style-type: none"> • Oral questions 		

<ul style="list-style-type: none"> • Field trips • Morning assembly 	<ul style="list-style-type: none"> • Observation
Suggested Resources: <ul style="list-style-type: none"> • Musical instruments, realia (birds and animals in the immediate environment), pictures, charts, video clips 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Able to identify different sounds within their immediate environment, talk about different sounds in their environment, imitate sounds in their immediate environment, appreciate different imitate or the sounds in their environment besides identifying and distinguishing other sources of sounds in their environment. Interpret sounds in the immediate environment</p>	<p>Able to identify different sounds, within their immediate environment, talk about different sounds in their environment, imitate sounds in their immediate environment, appreciate different sounds in their environment.</p>	<p>Able to identify different sounds within their immediate environment, talk about different sounds in their environment, imitate sounds in their immediate environment</p>	<p>Able to identify different sounds, within their immediate environment but cannot talk about different sounds in their environment.</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3. 7 Smell (5 Lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> identify the sources of smell in the immediate environment differentiate between good and bad smell in the immediate environment 	<ul style="list-style-type: none"> • Learners are guided to identify different sources of smell in the environment. • In groups learners sort and group substances that smell good and badly • Learners sing songs, recite poems on good scent 	<ol style="list-style-type: none"> 1. Which part of the body is used for smelling? 2. Which are some of the sources of smell? 3. Which substances smell good?

		<p>c) talk about good and bad smell in their immediate environment</p> <p>d) appreciate good smell in the immediate environment</p>	<ul style="list-style-type: none"> Learners to take a guided tour of the school compound and identify different smells and their sources. 	4. Which substances smell bad?
<p>Core-Competences to be developed:</p> <ul style="list-style-type: none"> Self- efficacy- confidence in identifying different smells Learning to learn-identifying good and bad smell Communication and collaboration-telling sources of smell Critical thinking and problem solving-smelling substances while blind folded 				
<p>Link to Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> Education for Sustainable Development: environmental education, environmental awareness Life skill: effective communication 			<p>Link to values:</p> <ul style="list-style-type: none"> Cooperation Respect 	
<p>Link to other activity area:</p> <ul style="list-style-type: none"> Psychomotor and creative activities Language activities 			<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> Parental involvement Reporting to authorities when they come across bad smell in their immediate environment. 	
<p>Suggested non formal activity to support learning:</p> <ul style="list-style-type: none"> Nature walk Field trips Clubs and societies(home science and agricultural club). 			<p>Suggested assessment:</p> <ul style="list-style-type: none"> Oral questions Observations 	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> Food substances, plants, substances that smell good and bad 				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the	Able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the	Able to identify the sources of smell in the immediate environment, differentiate	Able to identify the sources of smell in the immediate environment but cannot differentiate between good and

immediate environment, appreciate good smell in the immediate environment besides assisting others to respond appropriately to good and bad smell.	immediate environment, appreciate good scent in the immediate environment.	between good and bad smell in the immediate environment.	bad smell in the immediate environment.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences (Key Inquiry Question(s)
3.0 NATURAL ENVIRONMENT	3.8 Light (5 Lessons)	By the end of the sub strand the learner should be able to; a) talk about the sources of light in the immediate environment b) talk about uses of light in the environment c) differentiate day and night d) appreciate the importance of light in their daily activities	<ul style="list-style-type: none"> • Learners are guided to talk about sources of light in their environment • Learners talk about objects that produce light • Learners are guided to talk about uses of light in their environment • learners are guided to play with shadows • learners perform simple experiments using sources of light like putting lights off and on and emphasize conservation of energy • learners are guided to appreciate light as cause of day and night • Learners sing songs and recite poems related to light 	<ol style="list-style-type: none"> 1. What are the sources of light? 2. How can you differentiate day and night? 3. What produces light in the day and night? 4. What are the uses of light? 5. How do we conserve light energy
Core-Competence to be developed: <ul style="list-style-type: none"> • Communication and collaboration-discussion on sources of light • Critical thinking and problem solving- conservation of light • Learning to learn-through experiments like playing with shadows 				
Link to Pertinent and contemporary Issues (PCI's):			Link to values:	

<ul style="list-style-type: none"> Life skills: decision making on appropriate use of light Energy conservation 	<ul style="list-style-type: none"> Respect Cooperation
Link to other activity areas: <ul style="list-style-type: none"> Music and Movement Activities Language Activities Psychomotor and Creative Activities 	Suggested community service learning activities: <ul style="list-style-type: none"> Parental engagement in emphasizing conservation of light
Suggested non formal activity to support learning: <ul style="list-style-type: none"> Clubs and societies Nature walk 	Suggested assessment: <ul style="list-style-type: none"> Oral questions Observations
Suggested Resources: <ul style="list-style-type: none"> Sources of light (sun, torch, lamps, lanterns etc.) 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities besides assisting others to perform simple experiments using different sources of light	Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities.	Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night.	Able to talk about the sources of light in the immediate environment, can differentiate day and night but cannot talk about uses of light in the environment.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 ENVIRONMENTAL CARE AND SAFETY	4.1Care (10 Lessons)	By the end of the sub strand the learner should be able to; a) talk about materials and items used in cleaning their	<ul style="list-style-type: none"> Learners are guided to talk about materials and items used in keeping their classroom and home clean. 	1. Which items and materials are used in cleaning the home and the

		classroom and immediate environment, b) talk about materials and items used in cleaning their home and the immediate environment, clean their classroom c) clean their home compound, d) appreciate the need to maintain a clean environment.	<ul style="list-style-type: none"> • learners could watch videos and photographs on materials used in cleaning their classroom • Learners to be guided in cleaning their classroom and immediate environment • Learners to be guided in talking about how to take care of different items and materials used in cleaning their home and classroom • Learners sing songs and recite poems related to care for school and home environment • Learners could watch videos of children cleaning their home and classroom environments • The learners could be used to improvise cleaning materials using locally improvised materials 	classroom environment? 2. How do we clean our home and classroom? 3. When do we clean our classroom and home?
Core-Competence to be developed: <ul style="list-style-type: none"> • Citizenship-caring for our environment • Communication and collaboration- while cleaning the classroom • Critical thinking and problem solving-improvising cleaning items. • Learning to learn- improvising cleaning materials. 				
Link to Pertinent and contemporary issues(PCI's): <ul style="list-style-type: none"> • Health education-living in a clean environment • ESD-environmental education, environmental awareness, financial literacy • Service learning and parental engagement-cleaning compound at home • Life skills: making good choices 			Link to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Unity 	
Link to other activity areas: <ul style="list-style-type: none"> • Psychomotor and creative activities 			Suggested community service learning activities:	

<ul style="list-style-type: none"> Language activities 	<ul style="list-style-type: none"> Parental involvement; parents to assist the learners with cleaning materials Participate in cleaning communal facilities Community visits Cleaning for the aged
Suggested non formal activity to support learning: <ul style="list-style-type: none"> Participate in the clean-up activity in the school and at home 	Suggested assessments: <ul style="list-style-type: none"> Observation Oral questions
Suggested Resources: <ul style="list-style-type: none"> Brushes, brooms, wiping cloths, litterbins, improvised cleaning materials, videos and , photographs 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to talk about cleaning of classroom and home environment, talk about different items and materials used in cleaning the classroom and home environment, appreciate the need to maintain a clean environment besides assisting others to identify cleaning materials and in cleaning.	Able to talk about care of classroom and home environment, talk about care of different items and materials used in the classroom and home environment, appreciate the need to maintain a clean environment.	Able to talk about cleaning of classroom and home environment, talk about different items and materials used in cleaning the classroom and home environment.	Able to talk about cleaning of classroom and home environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 ENVIRONMENTAL CARE AND SAFETY	4.2 Safety (15 Lessons)	By the end of sub strand the learner should be able to; a) identify safe places, objects and activities in the immediate environment	<ul style="list-style-type: none"> learners are guided to identify safe places, objects, activities and games in their environment 	<ol style="list-style-type: none"> What are the dangerous places, objects, activities and games? How can you identify suspicious and unfriendly people?

		<ul style="list-style-type: none"> b) identify dangerous places, objects and activities in the immediate environment c) Able to identify strangers and tell what to do when dealing with strangers d) handle different materials in the immediate environment appropriately e) use different materials and facilities appropriately in the immediate environment f) appreciate the need for safety in the immediate environment 	<ul style="list-style-type: none"> • learners are guided to identify dangerous places, objects, activities and games in their environment • Learners are guided in talking about strangers and what to do when they meet strangers • learners are guided on how to handle different materials for safety • learners are guided to clean working areas after an activity • learners are guided to watch videos showing dangerous people, places, objects, activities and games • learners are guided on how to use different materials and facilities properly • Learners sing songs and recite poems related to safety 	<ul style="list-style-type: none"> 3. How do you observe safety 4. How do you use materials safely?
<p>Core-Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration through discussion • Critical thinking and problem solving- identifying strangers responding appropriately and reporting incidences of safety. • Learning to learn-how to handle unsafe objects and respond to strangers 				
<p>Link to Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • ESD: disaster and risk reduction- personal safety • Citizenship- child care and protection avoid dangerous places • Life skills- effective communication 		<p>Link to values:</p> <ul style="list-style-type: none"> • Responsibility • Unity • Respect 		
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Language activities • Music and movement activities • Psychomotor and creative Activities 		<p>Suggested community service learning activities:</p> <ul style="list-style-type: none"> • Parental engagement: Taking care of their children 		
<p>Suggested non formal activity to support learning:</p> <ul style="list-style-type: none"> • Disaster Risk Reduction club 		<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Oral questions 		

	<ul style="list-style-type: none"> • Observation
Suggested resources: <ul style="list-style-type: none"> • Realia, videos, Photographs and pictures 	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment, appreciate the need for safety in the immediate environment besides guiding other learners to recognize strangers, safe and dangerous places, objects and activities.	Able to identify strangers safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment, appreciate the need for safety in the immediate environment.	Sometimes able to identify strangers, safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately.	Sometimes identifies strangers, safe and dangerous places, objects and activities in the immediate environment.

Suggested Learning Resources

- Local Environment
- Realia Real Objects
- Videos and Audio-visual Digital Material
- Print materials – textbooks, workbooks, posters
- Weather instruments
- ICT devices
- Pictures, photographs and drawings
- Environmental natural and man-made structures
- Newspapers, magazines and newsprints
- Charts, flash cards

- Domestic utensils and equipment
- Cloth materials
- Teachers guides and handbooks
- Containers
- Toilet facilities
- Hygiene materials – handwashing and teeth brushing materials
- Improvised materials and equipment
- Resource persons
- Water
- Light sources
- Sound materials – drums, sticks, metals
- Curriculum designs

CHRISTIAN RELIGIOUS EDUCATION

RELIGIOUS EDUCATION: CHRISTIAN RELIGIOUS EDUCATION

ESSENCE STATEMENT

Christian Religious Education (CRE) activities at the pre-primary level focus on the holistic development of the learner through use of life approach. The activity help the learner to differentiate between good and evil, learn about God, His beautiful creation (living and non-living things) and prayer. These activities are geared towards the continuous moral and spiritual development of the learner. Teachers should help the learner to appreciate people of different religious backgrounds, through emphasis on love and respect for one another.

The aim of Christian Religious Education activities at the pre-school level, is to develop awareness and appreciation of the generosity, love and care of God. This will enable the learner to acquire the qualities of sharing, respect, kindness, getting along with others and the ability to differentiate good from evil.

Christian Religious Education is a unique subject in the curriculum because it touches on core aspects of the society. Christian Religious Education is concerned with both the academic and moral development of the individual learner. The teaching of CRE therefore, cannot be separated from the daily life situations which affect the physical, moral, emotional and spiritual growth of the learner. In the present society, the learner is faced with various challenges in life. The CRE Curriculum aims at equipping the learner with spiritual, intellectual and moral development to be able to deal with these challenges.

General Learning Outcomes

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

- a) demonstrate God's love through all creation in their lives,
- b) demonstrate understanding of the word of God through prayer, saying simple memory verses and singing Christian songs for their spiritual growth,
- c) demonstrate understanding of the person of Jesus Christ and emulate him in their daily lives,
- d) apply Christian values in their interaction with others from diverse cultural background for harmonious co-existence,
- e) appreciate the church as a house of God for their spiritual nourishment.

Theme	Sub-theme	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 GOD'S CREATION	1.1 Who is God? (7 Lessons)	By the end of the sub-theme the learner should be able to: a) demonstrate God's love as the Sole Creator in his/her life to promote personal relationship with Him. b) identify God as his/her heavenly Father. c) respect God as the Father of mankind, d) appreciate God as the Sole Creator and Heavenly Father for personal development.	<ul style="list-style-type: none"> Learners are guided to interact with a variety of relevant learning resources for example; pictures, videos, charts and posters to enhance their understanding of God as the sole Creator and Heavenly Father (Genesis 1:27, Mathew 6:9) Learners could be guided to recite simple short poems on God as his/her Sole Creator, based on respect for God. (Genesis 1:27) In groups learners to sing songs on God as their Heavenly Father to develop the virtue of love (Matthew 6:9) Organize learners in small groups to sing thanksgiving songs to God as their sole Creator and Heavenly Father. (Genesis 1:27) 	<ol style="list-style-type: none"> Who is God? Where does He live? Who is your Heavenly Father? Who created you?
<p>Core Competences to be developed: Learning to learn :- Learners to be guided to understand God as the Sole Creator of everything through singing. Learners will appreciate that God is their Heavenly father. Communication and Collaboration:-Learners will recite simple poems and observe pictures in relation to God's creation</p>				
<p>Link to PCIs: Life Skills Education: Self-awareness, Effective communication, Critical thinking and creative thinking, self esteem ESD: Environmental awareness- God as creator of everything around us</p>			<p>Link to Values: Love, and respect for God's creation, responsivity, integrity, peace and unity</p>	
<p>Link to other subjects: Language, HRE, IRE and environmental activities.</p>			<p>Suggested Community Service Learning activities: Encourage learners to teach other children in their neighbourhood songs on God's creation.</p>	
<p>Suggested non formal activity to support learning: Visit a nearby church to listen to a talk from a religious leader on God as the Sole Creator and Heavenly Father.</p>			<p>Suggested assessment: Oral questions and observation & portfolios</p>	
<p>Suggested learning resource Good News Bible, Pictures, Audio visual, Flash cards, Charts, picture books, hand books</p>				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> Give the name of God in his/her mother tongue Tell the dwelling place of God Able to sing a song on God's creation Recite a poem on God's Creation Express love for God creation through his/her interactions 	<ul style="list-style-type: none"> Give the name of God in his/her mother tongue Tell the dwelling place of God Able to sing a song on God's creation Recite a poem on God's Creation 	<ul style="list-style-type: none"> Give the name of God in his/her mother tongue Tell the dwelling place of God Able to sing a song on God's creation 	<ul style="list-style-type: none"> Give the name of God in his/her mother tongue Tell the dwelling place of God

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 GOD'S CREATION	1.2 Myself (6 Lessons)	a) Mention his /her name for self-awareness b) Sing songs as special creature created in the image and likeness of God. c) Appreciate himself/herself as wonderfully made by God	<ul style="list-style-type: none"> Learners are guided to mention their names Learners are guided in small groups to mention each other's' names. (Isaiah 43:1) Learners are guided to listen to stories on God's creation Learners are guided to sing songs signifying him/herself as a child of God, created in His image and likeness. (Genesis 1:27) 	<ol style="list-style-type: none"> What is your name? Who created you? Who created your friend? Do you know any song of God's Creation?

<p>Core Competences to be developed: Communication and Collaboration: Learners will interact with each other in groups to improve on their vocabulary, co-operation and develop values of love, concern, care and sharing. Citizenship- Learners will appreciate their name as given by their parent, hence develop a sense of belonging. Learning to learn: Learners will participate in activities that will help them understand themselves as wonderfully made by God.</p>	
<p>Link to PCIs: Life Skills Education; Self-awareness-Myself (Am God’s Creation), self Esteem (I am a unique and special creature), assertiveness.</p>	<p>Link to Values: Love, peace, respect, joy, kindness, unity and integrity to promote proper moral upbringing</p>
<p>Link to other subjects: Language and psychomotor activities.</p>	<p>Suggested Community Service Learning activities: Encourage learners to appreciate and respect their parents, siblings, neighbours and community members. Learners can visit and play games with other children in a home to appreciate themselves as Gods creation</p>
<p>Suggested non formal activity to support learning: Organize for an outdoor activity for learners to sing songs related to self.</p>	<p>Suggested assessment: Oral questions, check list and observation</p>
<p>Suggested learning resource Good News Bible, portfolios, Drawn pictures on the charts, picture books, hand books, audio visual, Flash cards</p>	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to mention his/her name • Learner is able to sing songs that praise God as their creator • Learner is able to recite poems that identify him/herself as child of God • Learner appreciates him/herself as male or female • Learner appreciates him/herself as child of God 	<ul style="list-style-type: none"> • learners is able to mention his/her name • Learner is able to sing songs that praise God as his/her creator • Learner is able to recite poems that identify him/herself as a child of God 	<ul style="list-style-type: none"> • learners is able to mention his/her names • Learner is able to sing songs that praises God as his/her creator 	<ul style="list-style-type: none"> • learners is able to mention his/her name

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 GOD'S CREATION	1.3 My family (6 Lessons)	By the end of the sub-theme the learner should be able to: a) name the family members for example father, mother, brothers and sisters to have a sense of belonging. b) mention that his/her family members are a gift from God. c) appreciate God for creating his/her parents, brothers and sisters.	<ul style="list-style-type: none"> Learners will be guided to name their family members .(Matthew 12:46) Learners will be guided in small groups to colour drawn pictures of family members. (John 2:12) Learners will be guided in groups to sing simple songs thanking God for the gift of family members. Exodus 20:12) Learners will observe drawn pictures of family members displayed on charts, flash cards and watch relevant videos and films.(Luke 8:20). Learners to be encouraged to respond to God's love by obeying their parents. (Ephesians 6:1-4) 	<ol style="list-style-type: none"> Who are your family members? How many family members do you have? Who created your family members? What is the name of your guardian? How many sisters do you have? How many brothers do you have
<p>Core Competences to be developed:</p> <p>Communication and collaboration: In groups learners could be guided to name family members, sing songs thanking God for family members.</p> <p>Learning to learn: Learners will appreciate their family members as a gift from God.</p> <p>Digital literacy: as learners play/watch relevant video on creation</p> <p>Citizenship: Patriotism and unity as they recognize sense of belonging in their family</p>				
<p>Link to PCIs:</p> <p>Citizenship: Social cohesion: living in harmony with my family members.</p> <p>Life skills education- self-awareness, assertiveness, coping with stress, conflict resolution, empathy, decision making.</p>			<p>Link to Values: Love, unity obedience, responsibility, patriotism, sharing integrity and respect</p>	
<p>Link to other subjects</p> <p>Language and psychomotor activities</p> <p>Environmental activities</p> <p>Mathematical activities as they count members of their family</p>			<p>Suggested Community Service Learning activities: Learners will be organized in groups to pay a visit to a nearby home for an aged person and assist in cleaning the environment.</p>	

Suggested non formal activity to support learning: Learners to be taken for a field trip to a home for the aged.	Suggested assessment: Observation ,portfolios and oral questions, check lists
Suggested learning resource Good News Bible, charts, pictures, charts, Audio visual, picture books, talking walls, flash cards, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> Learner will be able to name his/her family members Learner will be able to colour pictures of family members. Learner will be able to sing simple songs in praise of God for the gift of family members. Learner will be able observe drawn pictures of family members displayed on charts, flash cards and watch relevant videos and films. Learner will respond to God's love by obeying his/her parents. (Ephesians 6:1-4) 	<ul style="list-style-type: none"> Learner will be able to name his/her family members Learner will be able to colour pictures of family members. Learner will be able to sing simple songs in praise of God for the gift of family members. Learner will be able observe drawn pictures of family members displayed on charts, flash cards, cutouts and watch relevant videos and films. 	<ul style="list-style-type: none"> Learner will be able to name his/her family members Learner will be to colour pictures of family members. Learner will be able to sing simple songs in praise of God for the gift of family members. 	<ul style="list-style-type: none"> Learner will be able to name his/her family members Learner will be to colour pictures of family

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 GOD'S CREATION	1.4 Communicating to God through prayer. (7 lessons)	By the end of the sub-theme the learner should be able to: a) name different times of prayer for his/her spiritual nourishment.	<ul style="list-style-type: none"> Learners will be guided to name different times of prayer (Acts 3:1) Learners will be guided to demonstrate postures for prayer Learners are guided to recite simple prayers (Mathew6:9-13) 	<ol style="list-style-type: none"> How do you communicate to God? How do you pray? What times do you pray

		<ul style="list-style-type: none"> b) demonstrate postures for prayer as way of communicating with God c) recite simple prayers for his/her spiritual growth d) desire to thank and praise God through prayers. 	<ul style="list-style-type: none"> • Learners are guided to say simple prayers for different times (Mark 11:24) • Learners will listen to simple prayers from any audio visual devices • Learners will be guided to role play simple short prayers. (Jeremiah 29:12) 	<ul style="list-style-type: none"> 4. Who answers your prayers? 5. How can you thank God?
<p>Core competences to be developed: Communication and collaboration: Learners will learn to make simple prayers for different times Learning to learn: Learners will understand ways of talking to God for various reasons at home and in the church Self-efficacy: Learners will confidently pray to their creator</p>				
<p>Link to PCIs: Life Skills education: Effective communication, thus communication with God and others. Self-esteem, assertiveness, decision making as they pray</p>		<p>Link to Values: Love, obedience, peace, integrity and respect Honesty to God in prayer Responsibility in praying for self and others</p>		
<p>Link to other subjects: Language and psychomotor activities Environmental activities</p>		<p>Suggested Community Service learning activities: Learners in small groups will practice saying simple prayers with their teacher for their families and their leaders Learners to visit a sick child in their community and pray for them</p>		
<p>Suggested non-formal activity to support learning: Learners will a visit to a nearby church to observe and join people praying.</p>		<p>Suggested assessment: Observations, oral questions, check lists and portfolios.</p>		
<p>Suggested learning resource: Good News Bible, Charts, Picture, Cut-outs, Simple prayer books, Audio visual, Flash cards, hand books and picture books</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> • Learner will be able to name different times of prayer • Learner will be able to demonstrate postures for prayer • Learner will be able recite simple prayers 	<ul style="list-style-type: none"> • Learner will be able to name different times of prayer • Learner will be able to demonstrate postures for prayer • Learner will be able recite simple prayers 	<ul style="list-style-type: none"> • Learner will be able to name different times of prayer • Learner will be able to demonstrate postures for prayer • Learner will be able recite simple prayers 	<ul style="list-style-type: none"> • Learner will be able to name different times of prayer • Learner will be able to demonstrate

<ul style="list-style-type: none"> • Learner will be able to say simple prayers for different times • Learner will be able to listen to simple prayers from any audio visual devices • Learner will be guided to role play simple short prayers • Learner desires to thank and praise God 	<ul style="list-style-type: none"> • Learner will be able to say simple prayers for different times • Learner will be able to listen to simple prayers from any audio visual devices 	<ul style="list-style-type: none"> • Learner will be able to say simple prayers for different times 	postures for prayer
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Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 HOLY BIBLE	2.1 The Bible (7 Lessons)	By the end of the sub-theme the learner should be able to: a) name the Bible as a Holy book used by Christians for spiritual growth, b) sing simple songs on the Bible as a Holy book of God to be respected, c) respect the Bible as a Holy book for their spiritual growth. d) appreciate the Bible as a Holy Book in his/her daily life for spiritual growth.	<ul style="list-style-type: none"> • Learners are guided to identify the Bible in realia and in pictures form • Learners are guided to recognize the Bible as a Holy book (Matthew 24:35) • Learners sing songs on the Bible as a Holy book for example, the song, “read your Bible, pray every day” • Learners are guided to observe and colour drawn pictures of the Bible • In small groups, learners are guided to demonstrate how to handle the bible with care and respect • Learners are shown pictures of children reading the bible (2Timothy 3:16) 	<ol style="list-style-type: none"> 1. What is a Bible? 2. At what time do you read the Bible? 3. Why is the Bible called a Holy book? 4. How should we handle the Bible?
<p>Core Competences to be developed: Communication and Collaboration - Learners will participate in different groups communicating, singing songs and colouring the Bible to enhance their understanding of the Bible as a Holy book. Learning to learn-By observing the Bible, Bible pictures, watch audio visual pictures and colouring drawn pictures, the learners will develop the skill of inquiry.</p>				
<p>Link to PCIs: Life skills Education: Critical thinking, Effective , self-esteem, decision making, communication and Assertiveness.</p>			<p>Link to Values: Love, Responsibility, integrity and respect</p>	

Citizenship: Bible is read by all Christians to promote unity	
Link to other learning subjects: Language and psychomotor activities.	Suggested Community Service Learning activities: Pay a visit to a nearby church and have the priest/pastor tell them more about the Bible
Suggested non formal activity to support learning: Learners to be guided to organize themselves in small groups outside the classroom during assembly or a school function within the school compound to sing songs in praise of the Bible as a Holy book.	Suggested assessment: Oral question, portfolio and observation. Check list
Suggested learning resource: Good News Bible, pictures, digital devices e.g Audio visual, flash cards, charts, picture books, hand books	

Suggested Assessment Rubrics

Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify the bible in realia and in pictures • Learner understands the Bible as a Holy book • Learner is able to sing songs on the Bible as a Holy book • Learner is able observe and colour drawn pictures of the Bible. • Learner is able to demonstrate how to handle the bible with care and respect • Learner is able to appreciate the Bible as a Holy book 	<ul style="list-style-type: none"> • Learner is able to identify the bible in realia and in pictures • Learner understands the Bible as a Holy book • Learner is able to sing songs on the Bible as a Holy book • Learner is able observe and colour drawn pictures of the Bible. • Learner is able to demonstrate how to handle the bible with care and respect 	<ul style="list-style-type: none"> • Learner is able to identify the bible in realia and in pictures • Learner understands the Bible as a Holy book • Learner is able to sing songs on the Bible as a Holy book 	<ul style="list-style-type: none"> • Learner is able to identify the bible in realia and in pictures • Learner understands the Bible as a Holy book

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.1 Birth of Jesus Christ (7 Lessons)	By the end of the sub-theme the learner should be able to: a) narrate the story on the birth of Jesus our saviour b) name the parents of Jesus Christ c) name the place of Jesus' birth d) role play the birth of Jesus Christ e) demonstrate the visit by the shepherds through role playing to signify God's love. f) colour the drawn pictures of Baby Jesus and His parents at the Manger g) appreciate the birth of Jesus as the saviour of mankind	<ul style="list-style-type: none"> • Learners to listen to the story about the birth of Jesus Christ (Luke 2:1-7) (Isaiah 9:6) • In groups learners narrate the story on the birth of Jesus Christ. • learners to role play the birth of Jesus • Learners are led to move around the classroom to observe the displayed pictures of the birth of Jesus Christ, his birth place and parents • Learners view video clip on the birth of Jesus • Learners colour drawn pictures of baby Jesus, and his parents at the manger. (Luke 2:1-7) 	<ol style="list-style-type: none"> 1. When is your birthday 2. How do you celebrate your birthday? 3. Where was Jesus Christ born? 4. Who are the parents of Jesus 5. Which town was Jesus Christ born?
<p>Core competencies to be developed:</p> <p>Communication and Collaboration: The learners will role play while talking, singing, dancing and telling simple stories on how Jesus was born.</p> <p>Citizenship: Patriotism, unity as they identify their birthplace</p> <p>Learning to learn: Learners will demonstrate understanding of the birth of Jesus Christ.</p> <p>Self-Efficacy: Knowing and appreciating their birthday just as Jesus was born</p> <p>Digital literacy: Learners view video clip on the birth of Jesus</p>				
<p>Link to PCIs:</p> <p>Life Skills Education: self- awareness, self- esteem, assertiveness</p>			<p>Link to values: Love and concern, Humility, Sharing, responsibility and respect</p>	
<p>Links to other subjects: Environmental and language activities, Psychomotor</p>			<p>Suggested Community Learning activities: In groups learners will be led to visit a nearby animal farm to observe and understand how a manger looks like, where Baby Jesus Christ was laid after birth.</p>	
<p>Suggested non formal activity to support learning: Learners will pay a visit to a nearest church to learn more about the story of the birth of Jesus Christ,</p>			<p>Suggested assessment: Oral questions, group work and observations.</p>	
<p>Suggested learning resources:</p>				

Good News Bible, plasticine/any modeling materials for-example clay, Pictures, Digital devices e.g Audio visual, Flash cards, charts, picture books, hand books, books, Small baskets, Flash cards

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> • Learner is able to tell to the story on the birth of Jesus Christ • Learner is able to role play the birth of Jesus • Learner is able to observe the displayed pictures of the birth of Jesus Christ, his birth place and parents • Learner is able to colour drawn pictures of baby Jesus, and his parents at the manger • Appreciate the birth of Jesus as the saviour of mankind 	<ul style="list-style-type: none"> • Learner is able to tell to the story on the birth of Jesus Christ • Learner is able to role play the birth of Jesus • Learner is able to observe the displayed pictures of the birth of Jesus Christ, his birth place and parents • Learner is able to colour drawn pictures of baby Jesus, and his parents at the manger 	<ul style="list-style-type: none"> • Learner is able to tell to the story on the birth of Jesus Christ • Learner is able to role play the birth of Jesus • Learner is able to observe the displayed pictures of the birth of Jesus Christ, his birth place and parents 	<ul style="list-style-type: none"> • Learner is able to tell to the story on the birth of Jesus Christ

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.2 Christian festivals: Christmas (7 Lessons)	By the end of the sub-theme the learner should be able to: a) identify Christmas as a Christian festival to celebrate the birth of Jesus Christ b) role play a Christmas event c) sing Christmas carols and Festivals d) appreciate Christmas as celebration of Jesus Christ's birthday.	<ul style="list-style-type: none"> Learners are guided to retell the story of the birth of Jesus Christ. (Luke 2:1-7) In small groups learners walk around the classroom and observe the displayed pictures on events that take place during Christmas. (Luke2:8-20) Learners sing simple Christmas carols. Learners Listen or watch audio visual materials on the events that take place on Christmas Festival. 	<ol style="list-style-type: none"> When is your birthday? How do you celebrate your birth day? When was Jesus Christ born? How do we call the day Jesus was born? How do you celebrate on Christmas day?
Core Competences to be developed:				
Communication and collaboration- singing songs on the birth of Jesus, Retelling the story of the birth of Jesus Christ,				
Learning to learn – Learners will participate in Christmas activities leading interaction and communication				
Digital Literacy - Learners will Listen and watch audio visual materials on the events that take place on Christmas Festival.				
Links to PCIs: Life skills: Effective Communication, assertiveness, self-esteem and decision making			Link to values: Respect, sharing, love, Honesty and Integrity to promote proper moral upbringing	
Links to other subjects: Environmental, Languages, Health and Hygiene activities.			Suggested Community Service Learning activities: Learners will be guided to visit a nearby church to see what people do during Christmas	
Suggested non formal activity to support learning: Learners in a group will visit a church to participate in Christmas carols			Suggested assessment: Group participation, observation and oral questions, check list.	
Suggested learning resource: Good News Bible, Charts, Pictures, Flash cards, Digital devices e.g Audio visual, Flash cards, Charts, Picture books, hand books				

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
<ul style="list-style-type: none"> • Learner is able to observe the displayed pictures on events that take place during Christmas • Learner is able to listen and watch audio visual materials on the events that take place on Christmas Festival. • Learner is able to retell the story of the birth of Jesus Christ. • Learner is able to sing simple Christmas carols. • Appreciate Christmas as celebration of Jesus Christ birthday. 	<ul style="list-style-type: none"> • Learner is able to observe the displayed pictures on events that take place during Christmas • Learner is able to listen and watch audio visual materials on the events that take place on Christmas Festival. • Learner is able to sing simple Christmas carols. • Learner is able to retell the story of the birth of Jesus Christ. 	<ul style="list-style-type: none"> • Learner is able to observe the displayed pictures on events that take place during Christmas • Learner is able to listen and watch audio visual materials on the events that take place on Christmas Festival. • Learner is able to sing simple Christmas carols. 	<ul style="list-style-type: none"> • Learner is able to observe the displayed pictures on events that take place during Christmas • Learner is able to listen and watch audio visual materials on the events that take place on Christmas Festival.

Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.3 Christian rituals (6 lessons)	<p>By the end of the sub-theme the learner should be able to:</p> <ul style="list-style-type: none"> a) Name some Christian rituals performed in church to promote his/her spiritual growth b) Role play the giving of offerings as a ritual in church c) Demonstrate Christian rituals associated with prayer to improve his/her prayer life d) Appreciate taking part in Christian rituals for example 	<ul style="list-style-type: none"> • Learners are guided to name some simple Christian rituals for example giving offerings and prayers Luke 2: 23-24) • Learners role play the Christian ritual of giving offering (Proverbs 3:9-10) • In groups learners practice some Christian rituals associated with prayer for example closing of the eyes during prayers 	<ol style="list-style-type: none"> 1. What do you do in the church? 2. How should you behave while in church? 3. What do you do when praying? 4. What do you give to God in the church?

		giving offerings and praying for his/her spiritual nourishment.	<ul style="list-style-type: none"> Learners observe Audio/ visual aids clips and pictures of people praying and giving offerings in the church 	
<p>Core competencies to be developed: Communication and collaboration- Learners through sharing will improve their vocabulary and communication skills. Learning to learn – Learners will participate in activities of giving offertory leading interaction and communication Digital literacy – viewing or listening to audio visual clips on people praying and giving offerings.</p>				
<p>Link to PCIs: Life Skill Education : Effective communication, self-awareness, self-esteem, decision making ESD: Financial literacy in giving offerings in the church</p>			<p>Link to values: Respect, obedience love and integrity to promote proper moral upbringing</p>	
<p>Links to other subjects: Environmental, Language and psychomotor activities. Mathematical activities: Counting money as one of the items we give in the church</p>			<p>Suggested Community learning activities: Learners will pay a visit to the church and participate in prayers and giving offerings as a sign of thanksgiving to God.</p>	
<p>Suggested non formal activity to support learning: Learners will visit a nearby church and observe how Christians are participating in prayers and giving of offerings. Learners participate in praying/worship activities in the school</p>			<p>Suggested assessment: Observation and oral questions, check lists</p>	
<p>Suggested learning resource: Good News Bible, pictures, digital devices e.g audio visual, flash cards, charts, picture books, handbooks, flash cards, Small baskets</p>				

Suggested Assessment Rubrics

Exceeds Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<ul style="list-style-type: none"> Learner is able to name some simple Christian rituals for example giving offerings and prayers Learner is able to role play the ritual of giving offering Learner is able to practice some rituals associated with prayer for example closing of the eyes during prayers 	<ul style="list-style-type: none"> Learner is able to name some simple Christian rituals for example giving offerings and prayers Learner is able to role play the ritual of giving offering Learner is able to practice some rituals associated with prayer for 	<ul style="list-style-type: none"> Learner is able to name some simple Christian rituals for example giving offerings and prayers Learner is able to role play the ritual of giving offering Learner is able to practice some rituals associated with prayer 	<ul style="list-style-type: none"> Learner is able to name some simple Christian rituals for example giving offerings and prayers

<ul style="list-style-type: none"> • Learner is able to observe and identify Audio/ visual aids clips and pictures of people praying and giving offerings in the church • Learner will desire taking part in Christian rituals for example giving offerings and praying for his/her spiritual nourishment. 	<p>example closing of the eyes during prayers</p> <ul style="list-style-type: none"> • Learner is able to observe and identify Audio/ visual aids clips and pictures of people praying and giving offerings in the church 	<p>for example closing of the eyes during prayers</p>	
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Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 CHRISTIAN VALUES	4.1 Love of God and neighbor (The greatest commandment) (7 Lessons)	<p>By the end of the sub-theme the learner should be able to:</p> <ol style="list-style-type: none"> identify ways of showing love to God as the first commandment for their spiritual growth, sing songs in praise of God and their neighbour, recite memory verses about God's love, appreciate the importance of showing love for God and his/her neighbor as one of the greatest commandments of God. 	<ul style="list-style-type: none"> • Learners are guided to identify ways of showing love for God. • Learners are guided to tell ways of showing love for their neighbours (John 15: 12 - 13). • Learners to sing songs in praise of God's love. • Learners to recite memory verses on God's love (John 3:16). • Learners to demonstrate ways of showing love to their neighbour . • Learners are guided to observe pictures of people demonstrating love for others. 	<ol style="list-style-type: none"> 1. Whom do you love at home 2. Why do you love them? 3. Do you love God? 4. In which ways do you show love for God? 5. In which ways do you show love for your neighbour?

<p>Core Competence to be developed: Communication and collaboration - answering oral questions on love for God and neighbours, singing songs on God's love and neighbour, reciting Bible verses. Citizenship - identifying ways of showing love for their neighbours as citizens of Kenya Learning to learning - Service Learning as a way of showing love for God and his people in their community. Creativity and imagination- as learners explore ways of demonstrating their love for God and others.</p>	
<p>Link to PCIs: Life skills - Assertiveness, self-esteem, conflict resolution and friendship formation. Citizenship - showing concern for others, being kind and fair to each other as citizens of Kenya.</p>	<p>Suggested Community learning activities - Visit the sick and aged in his/her local environment and show them Gods love through prayer and assisting/giving gifts to them.</p>
<p>Suggested non formal activity to support learning - In groups learners will demonstrate practices that shows love for God and neighbours .</p>	<p>Links to values - Integrity, respect, peace and responsibility, social.</p>
<p>Links to other subjects - Environmental. Language and Psychomotor activities.</p>	<p>Suggested assessments - Oral questions, check lists, portfolio, and observation.</p>
<p>Suggested learning resource - Good News Bible, Picture books, hand books, pictures, digital devices e.g. Audio visual.</p>	

Suggested Assessment Rubrics

Exceeds expectation	Meet expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> • Learner is able to identify ways of showing love for God. • Learner is able to tell ways of showing love for their neighbours. • Learners to sing songs in praise of God's love. • Learner is able to recite memory verses on God's love • Learner is able to demonstrate showing love to their neighbour . • Learner is able to observe pictures of people demonstrating love for others. 	<ul style="list-style-type: none"> • Learner is able to identify ways of showing love for God. • Learner is able to tell ways of showing love for their neighbours. • Learner is able to sing songs in praise of God's . • Learner is able to recite memory verses on God's love. • Learner is able to demonstrate showing love to their neighbour. • Learner is able to observe pictures of people demonstrating love for others. 	<ul style="list-style-type: none"> • Learner is able to identify ways of showing love for God. • Learner is able to tell ways of showing love for their neighbours. • Learners is able to sing songs in praise of God's love. • Learner is able to recite memory verses on God's love. 	<ul style="list-style-type: none"> • Learner is able to identify ways of showing love for God. • Learner is able to tell ways of showing love for their neighbours.

<ul style="list-style-type: none"> • Learner will appreciate the importance of showing love for God and his/her neighbour. 				
Theme	Sub-Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 PLACES OF WORSHIP	5.1 Church as a place of worship (6 Lessons)	By the end of the sub-theme the learner should be able to: <ol style="list-style-type: none"> differentiate a church from other buildings identify the church as a place of worship for Christians. demonstrate activities that take place in the church for example singing, praying and giving of offerings as thanksgiving to God. appreciate the church as a place of worship respect other places of worship 	<ul style="list-style-type: none"> • Learners are guided to differentiate the church from other buildings • Learners are guided in groups to observe different places of worship as displayed on charts and posters in the classroom.(Isaiah 56:7) • Learners are guided to mention different churches they know. • In groups learners practice acceptable behaviors while inside the church. • Learners sing songs on the church as a place of worship. (Matthew21:13) • Learners to watch videos/digital display of different places of worship 	<ol style="list-style-type: none"> 1. Have you ever seen a church? 2. What tells you the building is a church 3. Which churches do you know? 4. How do you behave in the church?
<p>Core Competence to be developed:</p> <p>Communication and collaboration: Learners observing places of worship displayed on learning aids, answering oral questions and singing</p> <p>Citizenship: Learners working together and respecting their places of worship and other peoples places of worship</p> <p>Learning to learn: Differentiate the church from other buildings and understating its purpose</p> <p>Digital literacy: As they watch different places of worship</p>				
<p>Link to PCIs:</p> <p>Life skills: self-awareness, self-esteem, assertiveness, critical thinking, decision making</p>			<p>Links to values: Integrity, respect, love, unity and responsibility to promote proper moral upbringing</p>	

<p>Service Learning, parental empowerment and engagement in allowing learners participation in churches Citizenship: sense of belonging in a church as Gods people</p>	
<p>Suggested non formal activity to support learning: In groups learners will organize themselves and practice good behaviors that they should display while in church or during school worship day for example during PPI</p>	<p>Suggested Community Service Learning activities: Pay a visit to a nearby church and observe how people behave in church and participate in church worship</p>
<p>Links to other subjects: Language, Islamic Religious Education, Hindu Religious Education, Environmental and Psychomotor activities.</p>	<p>Suggested assessments: Oral questions, check lists, portfolio, and observation</p>
<p>Suggested learning resource: Good News Bible, pictures, picture books, hand books, audio visual, flash cards, check lists.</p>	

Suggested Assessment Rubrics

Exceeds Expectation	Meet Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> • Learner is able to differentiate the church from other buildings • Learner is able to observe and identify different places of worship as displayed on charts and posters in the classroom. • Learner is able to mention different churches they know. • Learner is able to practice acceptable behaviors while inside the church. • Learner is able to sing songs about the church as a place of worship. • Learner appreciates the church as a place of worship • Learner respects other places of worship. 	<ul style="list-style-type: none"> • Learner is able to differentiate the church from other buildings • Learner is able to observe and identify different places of worship as displayed on charts and posters in the classroom. • Learner is able to mention different churches they know. • Learner is able to practice acceptable behaviors while inside the church. • Learner is able to sing songs about the church as a place of worship. 	<ul style="list-style-type: none"> • Learner is able to differentiate the church from other buildings • Learner is able to observe and identify different places of worship as displayed on charts and posters in the classroom. • Learner is able to mention different churches they know. 	<ul style="list-style-type: none"> • Learner is able to differentiate the church from other buildings • Learner is able to observe and identify different places of worship as displayed on charts and posters in the classroom.

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

ISLAMIC RELIGIOUS EDUCATION

ESSENCE STATEMENT

Religious activities at the pre-primary level comprise learning about the supernatural being (Allah S.W.T.). The aim of Islamic religious education activities at the pre-primary level is to develop awareness and appreciation of the generosity, love and care of Allah (S.W.T.) to all His creation. This will enable children acquire the values of sharing, care, respect, love, empathy, obedience, kindness, being social, helping those in need and the ability to tell right from wrong. These activities are geared towards the continuous moral and spiritual development of young children. Children need to participate in activities that integrate religion and moral values. Teachers should help them appreciate people of different religious backgrounds and inculcate these values at an early age so that they can grow up as upright members of the society.

GENERAL LEARNING OUTCOMES

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

- a) exhibit basic literacy skills in Arabic alphabet
- b) recite short selected *Surah* with confidence
- c) demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation
- d) demonstrate love and appreciation for Prophet Muhammad (S.A.W.) by emulating his actions
- e) practice Islamic etiquettes and values for interpersonal relations
- f) celebrate Islamic festivals to appreciate the Islamic culture.

PRE-PRIMARY ONE

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>1.0 QUR’AN</p>	<p>1.1 The Arabic alphabet</p> <p>(Suggested time: 8 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise the Alphabet in the Arabic text</p> <p>b) articulate correctly the sounds of the Arabic alphabet</p> <p>c) read the Arabic alphabet from right to left.</p>	<ul style="list-style-type: none"> • Learners are introduced to the sounds of the Arabic alphabet through: <ul style="list-style-type: none"> – flash cards – cut-outs – models – stories – video clip in a digital device • Learners listen and repeat Arabic alphabet as pronounced by the teacher or from a recorded video • Learners are guided to use digital educational materials on Arabic alphabet e.g.. <i>Qaidah Al-Nourania website</i> • Learners listen to and sing songs on Arabic alphabet. • Learners practice pronouncing the sounds of the Arabic alphabet in pairs or small groups. • Learners are guided to identify Arabic alphabet through digital devices and games • Arabic alphabet should be displayed for reference and used appropriately. • Learners practice the correct orientation of reading and writing the Arabic alphabet (Right to left). <ul style="list-style-type: none"> • Learners are engaged in hands-on and pre-writing activities. 	<ol style="list-style-type: none"> 1. Where do we find the Arabic alphabet? 2. How do you identify the Arabic alphabet? 3. How do we relate the alphabet to the environment?
<p>Core Competences Developed:</p>				

Communication and collaboration, Digital literacy	
Link to PCIs: Life skills, Skills of Knowing and living with others, Effective Communication , listening and Responding, Parental empowerment and engagement: Guidance	Link to Values: Unity, Love.
Link to other Activities: Language Activities	Suggested Community Service Learning: Sing songs related to Arabic alphabet to their parents/guardians
Suggested non-formal activity to support learning: The learners participate in exhibition of their creative work on Arabic alphabet during parents meeting	Suggested Assessment Checklist, observation, portfolio,
Suggested Learning Resources: flashcards, cut-outs, charts, models, picture book, <i>Yasarnal Qur'an ,Juz amma</i> , digital educational resources e.g.. <i>Qaidah Al-Nourania website</i>	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Reads correctly the Alphabet in the Arabic text	Recognises the alphabet in the Arabic text	Recognises most of the alphabet in the Arabic text	Recognises a few of the alphabet in the Arabic text
Consistently and correctly articulates the sounds of the Arabic alphabet	Correctly articulates the sounds of the Arabic alphabet	Articulates the sounds of most of the Arabic alphabet	Articulates the sounds of some of the Arabic alphabet
Consistently and correctly reads the Arabic alphabet from right to left	Correctly reads the Arabic alphabet from right to left	Sometimes reads the Arabic alphabet from right to left	Rarely reads the Arabic alphabet from right to left

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 QUR'AN	1.2 Surah Fatiha (Suggested time: 5 lessons)	By the end of the sub strand the learner should be able to: a) recite correctly <i>Surah Fatiha</i> for use in <i>Swalah</i> b) handle the Qurán with respect as a Holy Book	<ul style="list-style-type: none"> Learners are engaged in listening to and reciting <i>Surah Fatiha</i> using varied digital educational materials like audio recordings or resource persons. Learners recite <i>Surah Fatiha</i> in pairs and small groups. 	<ol style="list-style-type: none"> When do we recite <i>Surah Fatiha</i>? Which <i>Surah</i> do we recite when praying? Who can recite <i>Surah Fatiha</i>? How do we take care of the Qur'an?

		c) appreciate reciting <i>Surah Fatiha</i> during <i>Swalah</i> .	<ul style="list-style-type: none"> Learners memorize <i>Surah Fatiha</i> through repetitive recitation Learners are guided on how to handle the Qur'an e.g. not placing other books/items on it. 	
Core competence to be developed: Learning to learn, Digital literacy				
Link to PCIs and Values: Life skills: Skills of knowing and living with others, Effective communication: Reciting <i>Surah Fatiha</i> Parental empowerment and engagement: Guidance			Link to Values: Respect ,Love, Unity, Responsibility	
Link to other Activity Areas: Language Activities			Suggested Community Service Learning Recite <i>Surah Fatiha</i> to parents/guardians and siblings at home	
Suggested non formal activity to Support learning : Participate in <i>Qur'an recitation</i> reading competition			Suggested Assessment Checklist, observation, portfolio	
Suggested Learning Resources: flashcards, <i>Juz 'uu Amma</i> , <i>Yasarnal Qurán</i> , charts, digital educational resources e.g. <i>Qaidah Al-Nourania website</i>				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Fluently and confidently recites <i>Surah Fatiha</i>	Recites <i>Surah Fatiha</i> fluently	Recites <i>Surah Fatiha</i> with some difficulty	Attempts to recite <i>Surah Fatiha</i>
Handles the Qur'an respectfully and carefully	Respectfully handles the Qur'an	Sometimes handles the Qur'an carefully	Handles the Qur'an with less care

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 PILLARS OF IMAN	2.1 Belief in Allah (SWT) Allah’s Creation Myself (Suggested time: 4 lessons)	By the end of the sub strand the learner should be able to: a) identify oneself as a creation of Allah as stated in the Qur’an (<i>Al Khaliq</i> - the Creator) b) appreciate the uniqueness of oneself as Allah’s creation	<ul style="list-style-type: none"> • Learners are engaged in activities that show their images e.g.. looking at themselves in the mirror, observing their shadow etc • Learners are engaged in mentioning their body parts and relate them to Allah as the creator (<i>Al-Khaliq</i>) • Engage learners in group discussion about themselves • Sing songs / <i>Anashid /qasida</i> and recite poems related to the strand • Learners are exposed to games/hands-on activities related to the strand • Learners are engaged in discussion on good and bad touches • Learners are introduced to activities such as painting oneself and printing hand and foot 	<ol style="list-style-type: none"> 1. Who am I? 2. How am I similar/ different from others? 3. Who created me?
Core competence to be developed: Self efficacy				
Link to PCIs: Life skills – Skills of knowing and living with oneself, self awareness and self esteem, personal identity Education for Sustainable Development(ESD):Environmental education-caring for environment, Parental empowerment and engagement: Guidance			Link to Values: Love, Respect, Responsibility,	

Link to other Activity Areas: Psychomotor and creative activities	Suggested Community Service Learning Activities Sing simple songs on body parts to parents/guardians at home
Suggested non-formal Activity to support learning: Develop a picture book with their photos/ prints/ drawing	Suggested Assessment Observation, oral questions
Suggested Learning Resources: flashcards, charts, digital educational resources, items for reflection(mirror,), paint, crayons, paper, pencils	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Expresses self clearly and confidently by identifying oneself as Allah's creation	Confidently identifies oneself as Allah's creation	Sometimes identifies oneself as Allah's creation	Rarely identifies oneself as Allah's creation
Confidently states that they are alike and different in many ways yet special	States that they are alike and different in many ways yet special	States that they are alike and different	Rarely states that they are alike and different

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	<p>2.2 Belief in His prophets</p> <p>Prophet Muhammad (S.A.W.) His name</p> <p>(Suggested time: 2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) mention the prophet’s name and accompany it with the phrase (<i>Swalallahu Aleyhi Wassalaam</i> – Peace be upon him) as a sign of love and respect</p> <p>b) narrate confidently simple short stories on prophet Muhammad (S.A.W.)</p> <p>c) demonstrate love for prophet Muhammad (S.A.W.) by emulating his character</p>	<ul style="list-style-type: none"> • Learners are introduced to stories on the character of the Prophet Muhammad (S.A.W.) e.g.. use of picture book, slides from digital resource material etc • Learners are engaged in simple short stories on the character of the prophet Muhammad (S.A.W.) through digital educational materials. • Learners sing <i>Anashid/qasida</i> and recite poems on prophet Muhammad (S.A.W.) and his character by listening to audio recording or watching video recordings. • Learners are guided to role play on Prophet Muhammad’s character (<i>Al Amin</i> – the trustworthy). • Learners are engaged in pre-writing activities such as colouring e.g. the Kaaba, palm trees etc related to the story of the prophet Muhammad (S.A.W.). 	<ol style="list-style-type: none"> 1. Who is our prophet? 2. How was the character of the prophet Muhammad (S.A.W.) 3. How do we praise prophet Muhammad (S.A.W.)
<p>Core competence to be developed : Critical thinking and problem solving</p>				
<p>Link to PCIs: Life skills, Skills of Knowing and living with others, Effective communication, listening and responding, Parental empowerment and engagement: Guidance</p>			<p>Link to Values: Love, Integrity, Respect</p>	

Link to other activity areas: Psychomotor and creative Activities	Suggested Community Service Learning: could be engaged at home in activities that show honesty, humility and love
Suggested non formal activity to support learning: Learners play games and sing songs on honesty with others	Suggested Assessment Oral questions, observation
Suggested Learning Resources Pictures, digital materials, charts, picture book, resource person	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Mentions the prophet's name and accompanies it with the phrase (S.A.W.) and gives its meaning (Peace Be Upon Him)	Mentions the prophet's name and accompanies it with the phrase S.A.W – (Peace Be Upon Him)	Mention the prophet's name and sometimes accompanies it with the phrase S.A.W – (Peace Be Upon Him)	Mentions the prophet's name but rarely accompanies it with the phrase S.A.W. – Peace Be Upon Him
Narrates confidently and logically simple short story on prophet Muhammad (S.A.W.)	Narrates confidently simple short story on prophet Muhammad (S.A.W.)	Attempts to narrate simple short story on prophet Muhammad (S.A.W.)	Rarely narrates simple short story on prophet Muhammad (S.A.W.)
Always tells the truth confidently in all circumstances	Tells the truth in any circumstance	Hesitant to tell the truth	Rarely tells the truth

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 DEVOTIONAL ACTS	3.1 Pillars of Islam Shahadah Al- wahid (Suggested time: 3 lessons)	By the end of the sub strand the learner should be able to: a) recite correctly the shahada (Testify that Allah is one and Muhammad is His messenger) as a pillar of Islam b) demonstrate love for Allah (S.W.T) by exalting His name with the phrase ‘ <i>Subhanahu wa taala</i> ’ when mentioned c) demonstrate love for prophet Muhammad by praising him with <i>Swalallahu Aleyhi Wassalaam</i> when his name is mentioned	<ul style="list-style-type: none"> Learners listen to audio-visual recordings on shahadah and repeat what they have heard using digital devices e.g., smart phone, computer etc. Learners recite the shahadha. Learners sing <i>Anashid. /qasida</i> and recite poems on shahadah/oneness of Allah. Learners are engaged in discussion in pairs or small groups on oneness of Allah (<i>Shahadah</i>). Learners are given hands-on activities to reinforce on the shahadate e.g. stencil printing, picture frame, painting. 	<ol style="list-style-type: none"> Who can recite the shahadah? Who says the shahadah?
Core competence to be developed: Communication and Collaboration				
Link to PCIs: Life skills – Skills of Knowing and living with oneself: self awareness, Citizenship, understanding integrity, – Religious virtues, parental empowerment and engagement: Guidance			Link to Values: Love, Respect, Integrity	
Link to other activities: Language Activities			Suggested Community Service Learning Activities: Learners to be encouraged to recite the shahadah at home	
Suggested non formal Activity to support learning: Learners participate in shahadah recitation competition			Suggested Assessment: Checklist, oral questions	
Suggested Learning Resources: stencil, paint, pictures, audio visual materials				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
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Confidently and correctly recites the shahadah with meaning	Recites correctly the shahadah with confidence	Recites the shahadah	Attempts to recite the shahadah
Always says Subhanahu Wa Taala whenever Allah's name is mentioned and reminds others	Always says Subhanahu Wa Taala when Allah's name is mentioned	Sometimes says Subhanahu Wa Taala when Allah's name is mentioned	Rarely says Subhanahu Wa Taala when Allah's name is mentioned

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 MORAL TEACHINGS	4.1 Islamic Etiquette 4.1.1 Greetings (1 lesson)	By the end of the sub strand the learner should be able to: a) acquire appropriate spoken phrases related to Islamic greeting b) appreciate the importance of using Islamic greeting in daily life c) apply Islamic greeting appropriately while interacting with others	<ul style="list-style-type: none"> Learners are shown pictures/videos on Islamic greeting in different situations e.g.. when you meet a Muslim or before entering the house and are encouraged to talk about it. Learners practice Islamic greeting e.g.. skit/role-play. Learners listen to and sing songs related to Islamic greeting. In pairs or small groups learners mention the different situations of using the Islamic greeting 	<ol style="list-style-type: none"> When do you greet one another? Whom do you greet? How do we greet?
Core competence to be developed: Communication and collaboration				
Link to PCIs: Life skills, Skills of knowing and living with others: Effective communication, interpersonal relationship, exchange greetings, parental empowerment and engagement: Guidance			Link to Values: Respect, Love, Peace, Responsibility	
Link to other Activity Areas: Environmental and language activities			Suggested Community Service Learning Activities: Greeting family members	
Suggested non formal activity to support learning: Learners practice Islamic greeting in the morning before entering their class.			Suggested Assessment: Observation, oral questions	
Suggested Learning Resources: Pictures, digital materials, charts, costumes				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and fluently says the complete Islamic greeting	Fluently says the Islamic greeting	Sometimes says the Islamic greeting correctly	Rarely says the Islamic greeting correctly
Always uses appropriately the complete Islamic greeting while interacting with other people	Uses the Islamic greeting appropriately while interacting with people	Sometimes uses the Islamic greeting while interacting with others	Rarely uses the Islamic greeting while interacting with others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.1.2 Toileting (Suggested time – 2 lessons)	By the end of the sub strand the learner should be able to: a) exhibit appropriate manners of entering and leaving the toilet b) identify proper way of toileting in their day to day life c) demonstrate proper use of water during toileting	<ul style="list-style-type: none"> Learners are guided on entering and leaving the toilet according to Islamic teachings through use of digital educational materials. Learners are shown charts displaying the proper use of toilet. Learners sing simple songs/ <i>qasida/ Anashid</i> on toilet manners. Learners are guided to demonstrate proper way of toileting and use of water. Learners sequence pictures showing proper use of toilet (four different pictures i.e. entering toilet with left foot, use of toilet while sitting/squatting, leaving toilet with right foot and hand washing). 	<ol style="list-style-type: none"> How do we enter and leave the toilet? How do we use the toilet properly? What do we do after leaving the toilet?
Core competence to be developed: Self efficacy				

Link to PCIs: Life skills: Skills of knowing and living with oneself – self awareness and self-esteem, Effective Decision making ,making choices, washing hands Learner support Programme: Guidance, hygiene and etiquette, Parental: empowerment and engagement: Guidance	Link to Values: Responsibility
Link to other Activity Areas: Environmental Activities	Suggested Community Service Learning Activities: Fill water in portable containers for use in the toilet at home
Suggested non formal activity to support learning: Practice proper manners of toileting at school.	Suggested Assessment: Observation, oral question, portfolio
Suggested Resources: Pictures, digital materials, charts, water, bottles, toilet papers	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Always uses the left foot when entering the toilet and leaves with the right foot and says the dua respectively	Always uses the left foot when entering the toilet and leaves with the right foot	Sometimes uses the correct foot when entering and leaving the toilet	Rarely uses the correct foot when entering and leaving the toilet
Properly uses the toilet independently	Able to use the toilet independently	Able to use the toilet with minimal assistance	Uses the toilet with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	4.1.3 Islamic phrases <i>Bismillah</i> and <i>Alhamdulillah</i> (Suggested time – 1 lesson)	By the end of the sub strand the learner should be able to: a) pronounce correctly the Islamic phrases as a form of worship b) use appropriately the given Islamic phrases in their day to day activities	<ul style="list-style-type: none"> Learners listen to and repeat what has been said in the audio recording. In pairs or small group learners practice the Islamic phrases in their activities: By saying <i>Bismillah</i> before any activity and <i>Alhamdulillah</i> after every activity. 	<ol style="list-style-type: none"> When do we use the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>? What do these phrases mean? Why do we say <i>Bismillah</i> and <i>Alhamdulillah</i>?

		c) appreciate the importance of Islamic phrases in daily life	<ul style="list-style-type: none"> Listen and sing simple songs/<i>Anashid</i> and recite poems related to the Islamic phrases. 	
Core competence to be developed: Communication and collaboration, Learning to learn				
Link to PCIs: Life skills, Skills of knowing and living with others, Effective communication, listening and responding, Parental empowerment and engagement: Guidance			Link to values: Love, Respect	
Link to other Activity Areas : Language Activities			Suggested Community service learning Activities: Encouraging their peers and family members to use the phrases when doing any activity	
Suggested non formal activity to support learning: Practice the Islamic phrases at school			Suggested Assessment: Observation, checklist, oral questions	
Suggested Learning Resources: flash cards, pictures, Audio aids, charts,				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Says confidently and fluently the given Islamic phrases	Says correctly the given Islamic phrases	Sometimes uses given Islamic phrases	Attempts to say the given Islamic phrases
Always says <i>Bismillah</i> before any activity and Alhamdulillah after every activity and reminds others	Says <i>Bismillah</i> before any activity and Alhamdulillah after every activity	Sometimes uses the Islamic phrases	Rarely uses the Islamic phrases

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	<p>4.3 Relationship Respect for places of worship (<i>Masjid</i>)</p> <p>(Suggested time – 2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify the Islamic place of worship in their environment</p> <p>b) appreciate the importance of a <i>Masjid</i> as a place of worship</p> <p>c) use <i>Masjid</i> as a place of worship</p>	<ul style="list-style-type: none"> Learners view pictures of <i>Masjid</i> through digital educational materials like computer, smart phone, smart board etc or other resources like charts, flash cards etc Discuss in pairs or in small groups about a <i>Masjid</i> Learners are engaged in hands-on activities e.g.. picture puzzles of a <i>Masjid</i> using slices of timber, cartons etc Learners use creative art activities to make a <i>Masjid</i> e.g. modelling using plasticine or clay, constructing a <i>Masjid</i> using boxes or legos etc Sing simple songs /<i>Anashid/qasida</i> and recite poems on a <i>Masjid</i> Learners to complete masjid puzzles 	<ol style="list-style-type: none"> What is a <i>Masjid</i>? Why do we go to the <i>Masjid</i>? What do you find in a <i>Masjid</i>?
Core competence to be developed: Creativity and imagination				
Link to PCIs: Life skills, Skills of knowing and living with others, interpersonal relationship, Parental empowerment and engagement: Guidance			Link to Values: Respect, Responsibility	
Link to other Activity Areas: Psychomotor and creative activities			Suggested community service learning Activities: Arrange Qur'an/ books in the <i>Masjid</i>	
Suggested non-formal activity to support learning: Compete in arranging <i>Masjid</i> puzzles			Suggested assessment: Oral questions, observations	
Suggested Learning Resources: flash cards, pictures, paint, crayons, digital materials, charts, play dough/clay, boxes, materials for mosaic,				

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identifies and names the <i>Masjid</i> in their environment	Identifies the <i>Masjid</i> in their environment	Sometimes identifies the <i>Masjid</i> in their environment	Rarely identifies <i>Masjid</i> in their environment
Clearly and logically expresses their experiences in the <i>Masjid</i>	Clearly expresses their experiences in the <i>Masjid</i>	Expresses their experiences in the <i>Masjid</i>	Attempts to express their experiences in the <i>Masjid</i>
Regularly goes to the <i>Masjid</i> for prayers	Often goes to the <i>Masjid</i> for prayers	Rarely goes to the <i>Masjid</i> for prayers	Hardly goes to the <i>Masjid</i> for prayers

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 ISLAMIC FESTIVALS	5.1 <i>Eid</i> Celebrations (Suggested time – 2 lessons)	By the end of the sub strand the learner should be able to: a) identify <i>Eid</i> as an Islamic festival b) appreciate the importance of <i>Eid</i> activities by participating in the celebrations c) show happiness and joy during <i>Eid</i> by exchanging gifts	<ul style="list-style-type: none"> • Learners sing simple songs/<i>Anashid</i> on <i>Eid</i> sourced from audio recording, resource person, video recording on digital devices i.e. laptop, computer etc • Learners watch <i>Eid</i> celebrations on audio-visual aids e.g. smart phone, smart board etc and/or discuss <i>Eid</i> activities in pairs or small groups. • Learners colour pictures on <i>Eid</i> greeting cards and exchange different gifts. • Learner’s news tells on <i>Eid</i> Activities. 	<ol style="list-style-type: none"> 1. What is <i>Eid</i>? 2. How do we celebrate <i>Eid</i>? 3. How did you celebrate <i>Eid</i>?
Core Competence to be developed: Communication and Collaboration, Learning to learn				

Link to PCIs: Life skills, Skills of knowing and living with others: Effective communication: responding to simple instructions, Citizenship, Understanding integrity, sharing, Parental empowerment and engagement: Guidance	Link to Values; Love, Responsibility, Peace, Unity
Link to other activity areas: Environmental Activities	Suggested Community Service Learning: sharing gifts during <i>Eid</i> with family members.
Suggested non-formal activity to support learning: Children to be encouraged to share food and gifts with their friends at school.	Suggested Assessment: Observation, oral questions
Suggested Learning Resources: Pictures, audio-visual aids, charts, manila papers, crayons, flowers, boxes	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Clearly and systematically expresses <i>Eid</i> experiences	Clearly expresses <i>Eid</i> experiences	Expresses <i>Eid</i> experiences	Rarely expresses <i>Eid</i> experiences
Willing and ready to share	Willing to share	Hesitant to share	Not willing to share

HINDU RELIGIOUS EDUCATION

Religious Activity - Hindu Religious Education

Essence Statement

Hindu Religious Education (HRE) offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts in early childhood.

HRE in the schools is a continuation of the knowledge acquired at home in early childhood. HRE is an integration of four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE in **PP1** level aims at nurturing faith in Paramatma and recognising self-awareness and understanding social obligations and responsibility to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as righteous individuals and useful members of the community, Nation and as responsible global citizens. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

General Learning Outcomes:

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

- a) appreciate and thank Paramatma for His Creation in relation to our existence
- b) develop faith in Paramatma's Love and provision to enhance self-efficacy
- c) demonstrate the Omnipresence of Paramatma through prayer, saying and singing bhajans/stavans/shabad/mantras for their spiritual growth
- d) demonstrate the understanding that all Scriptures are Holy and that one should handle them carefully and with respect
- e) demonstrate their awareness of festivals and participating in them to enhance cohesion and co-existence
- f) perform simple rhythmic Yoga exercises to become healthy Citizens
- g) acquire a sound foundation to develop into an ideal, ethical and moral human being.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Myself (4 lessons)	By the end of the Sub strand, the learner should be able to: a) recognize self, parents and siblings by names in order to enhance self-identity b) identify plants and flowers in their immediate Environment as part of Paramatma's creation c) appreciate Paramatma's creation through watering plants for continuity of life.	<ul style="list-style-type: none"> The learner be given practice to introduce his/her name and Gender. The learner be guided to mention the names of the members of their family. The learner be guided on how to care for their immediate environment. -E.g. Plants and Flowers) 	<ol style="list-style-type: none"> What is your name? Are you a boy or girl? What are the names of your mother and father? Do you have plants and flowers in your surrounding? How do you take care of your plants?
Core Competences to be developed: Communication and Collaboration, Digital literacy, Learning to Learn, Self-Efficacy, Critical thinking.				
Link to PCIs: Life Skills: - Skills of knowing and living with oneself - Self-awareness, Personal identity <ul style="list-style-type: none"> Skills of knowing and living with others-Interpersonal relationships (with parents and Creator), Effective Communication (meanings of name) Education for Sustainable Development(ESD)-Environmental Awareness-Caring of plants Parental engagement and Empowerment: Telling stories and singing songs on Paramatma's Creation, Naming immediate family members as part of creation			Link to Values: Respect, Love, responsibility.	
Links to other learning activity areas: Environmental Studies – Self-identity and awareness of Plants & flowers Language Activities –Names and other vocabulary			Suggested Community Service Learning activities: Learner be taken to the place of worship and to water the plants in the ground as a part of caring for Paramatma's creation.	
Suggested non-formal activity to support learning: The learner could be encouraged to visit places of worship accompanied by their parents to strengthen the knowledge. They will be encouraged to look after the plants in the school/home garden			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Pictorial books, Audio-visual aids, Resource person, cut out pictures				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectations
Confidently states the names of all family members, extended family and is aware of his/her gender.	The learner can correctly state the names of siblings as well as parents and their names.	Occasionally states the correct names of siblings as well as those of the parents	The learner always makes mistakes in stating the correct names of siblings as well as parents.
Identifies and fairly mentions the names of flowers of immediate environment and demonstrates ability to take care of them	Correctly mentions names of few flowers in the immediate environment and waters them regularly.	The learner is aware of the immediate environment can name few of the flowers and waters them sometimes.	Hardly able to name the flowers in the immediate environment and shows no interest to water them.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Worship	2.1 Places of Worship (4 lessons)	By the end of the Sub strand, the learner should be able to: a) acknowledge the places of worship as sacred. b) demonstrate appropriate behaviour in a place of worship. c) appreciate a place of worship as holy.	<ul style="list-style-type: none"> Learner is guided in groups to observe Mandir, Derasar, Gurudwara and Stupa displayed on charts/pictures/video. The learner be encouraged to visit different places of worship Learner be guided by the teacher to differentiate the places of worship of the four faiths. 	<ol style="list-style-type: none"> Where do we go to pray? Who do you go with? What do you see there?
	2.2 Basic postures for worship (3 lessons)	<ol style="list-style-type: none"> demonstrate basic postures for daily worship appreciate the places of worship. 	<ul style="list-style-type: none"> The learner be shown the correct way of standing/sitting/joining palms in worship by the teacher The learner be taught about the benefits of correct postures for worship as well as for good health. 	<ol style="list-style-type: none"> What is the appropriate posture for worship in the Temple?
Core Competences to be developed: Communication and Collaboration, Digital literacy, Learning to Learn, Self-Efficacy				
Link to PCIs: Life Skills-1. Skills of knowing and living with oneself - Self-awareness – self-efficacy Self-esteem.			Link to Values: Respect, Love, Responsibility, Unity, Peace.	

Skills of knowing and living with others- Effective Communication-Listening attentively Parental empowerment and engagement: Guidance.	
Links to other learning activity areas: Psychomotor: Poses for worship Mathematical Activity: counting number of Jaaps on Mala Language activity: Learning new words	Suggested Community Service Learning activities:
Suggested non-formal activity to support learning: The learner be given opportunity to practice the Jaap and chanting during morning prayer session at the school, home and at place of worship.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Audio-visual aids,	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly- identifies and performs the correct pose during worship - Demonstrate the appropriate pose at his/her place of worship. Also inspires peers for the correct pose at different places of worship of all faiths.	The learner can correctly identifies the correct pose during worship. - pose appropriately for worship - -demonstrate the appropriate pose for their place of worship.	The learner can at times - identifies the correct pose during worship - pose appropriately for worship - -demonstrate the appropriate pose for their place of worship.	The learner can rarely identify the correct pose during worship - pose appropriately for worship.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Manifestations	3.1 The Enlightened Beings (5 lessons)	By the end of the Sub-strand the learner should be able to: a) name the Enlightened Beings as per the four faiths b) recognize pictures and images of the Enlightened Beings to associate themselves with the Enlightened Beings as per their faith. c) appreciate the Enlightened Beings for divine knowledge.	<ul style="list-style-type: none"> The learner be shown the pictures/images/murtis/animated stories, of Shri Ram, Shri Krishna, Guru Nanak Dev Ji, Lord Buddha and Lord Mahavir from all the four faiths. The learner be guided to pick the pictures/images of Enlightened Beings from other pictures as a group activity. The learner be taught songs/stories about Paramatma and the Enlightened Beings The learner be encouraged to tell a short story of the Enlightened Beings listed above. 	<ol style="list-style-type: none"> Whom do you see in the picture? Name any two Enlightened Beings.
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, Learning to learn.				
Link to PCIs: Life Skills: The skills of Knowing and living with others, - Effective Communication, Interpersonal relationships-responding to simple verbal and non-verbal instructions.			Link to Values: Respect, Love, Unity, Peace.	
Links to other learning activity areas: 1. Mathematical Activity: counting, sorting and matching 2. Language activity: Picture reading, Story telling 3. Movement and Creative Activities – Picture/image recognition, singing songs.			Suggested Community Service Learning activities:	
Suggested non-formal activity to support learning: Invite a resource person to come and tell the children about Paramatma and the Enlightened Beings			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, Pictures and flash cards, audio visual media				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
The learner confidently recognises and identifies the images of Enlightened Beings of their Hindu faiths.	The learner can identify images of Enlightened Beings with correct names as per different faiths. (Require at least three out of four faiths)	The learner is inconsistent in recognizing the images of Enlightened Beings with their respective names. (Between one and two faiths)	The learner is unable to relate the image with correct name of Enlightened Beings to any of the four faiths.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Scriptures	4.1 Names of Scriptures (4 lessons)	By the end of the Sub strand, the learner should be able to: a) name scriptures to promote religious identity and unity b) recognise scriptures from the four faiths for awareness of his/her faith c) appreciate the scriptures as sacred.	<ul style="list-style-type: none"> Through displayed images learner could be familiarised with Ramayan, Sri Guru Granth Sahib Ji, Kalpasutra and Dhammapada Scriptures. Learner to be engaged in answering questions on the images of the scriptures displayed. The learner be encouraged to participate in colouring activities. 	<ol style="list-style-type: none"> Name the Scriptures you have seen at home. Where is the Scripture kept in your house? Who reads this Scripture in your house?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Digital literacy				
Link to PCIs: Life-skills: 2. Skills of knowing and living with others-Effective communication. Citizenship: Peace Education-Integrity-Social cohesion- Parental empowerment and engagement: Guidance			Link to Values: Respect, Love, Peace, Unity, Responsibility.	
Links to other learning activity areas: Mathematics by knowing the number of scriptures Hygiene in handling the scriptures			Suggested Community Service Learning activities:	

Suggested non-formal activity to support learning: To have a class project that portrays all the scriptures on one display by pasting pictures	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Flash cards, digital images	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and correctly mention the names of Scriptures always	Confidently and correctly mention the names of Scriptures	Correctly mention the names of Scriptures at times	Sometimes mention the names of Scriptures correctly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Yoga	5.1 Simple postures (4 lessons)	By the end of the Sub strand, the learner should be able to: a) name the body parts used for postures in the practice of yoga b) demonstrate simple yoga for physical wellbeing c) appreciate the importance of yoga for better health.	<ul style="list-style-type: none"> Learner be shown charts/pictures/flash cards/videos displaying postures emphasising specific parts of body used in performing Rhythmic exercises in Yoga. Learner be guided correctly in the practice of simple postures as a group activity 	<ol style="list-style-type: none"> How does yoga help us? What parts of the body are used in the practice of yoga? Why do you like Yoga?
Core Competences to be developed: Digital literacy, Learning to Learn				
Link to PCIs: Life Skills: 1. Skills of knowing and living with oneself - Self-awareness-parts of the body, coping with emotions Skills of knowing and living with others- Effective Communication Parental empowerment and engagement: Guidance and coaching.			Link to Values: Responsibility, Integrity, Peace, Unity.	
Links to other learning activity areas: Movement and Psychomotor activities			Suggested Community Service Learning activities: The learner be encouraged to participate in the Yoga camps.	

Language activity: learning new vocabulary in Yoga.	
Suggested non-formal activity to support learning: With parental engagement learner to make a collage, using pictures of simple Yoga postures from old magazines. Invite a yoga master to demonstrate simple correct yoga postures.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Audio visual aids	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly knows the body parts involved in for specific postures. Articulate body parts and demonstrates correctly the postures and practice religiously.	Correctly knows the body parts involved in for specific postures. Articulates and demonstrates correctly the postures.	The learner can at times correctly state the body parts involved in a posture and demonstrates the correct posture.	The learner can rarely recognize the body parts involved in the postures or demonstrates the correct posture.
Correctly and consistently demonstrates simple yoga for physical fitness and spiritual growth. Display confidence in daily actions. Appreciate the importance of the practice of yoga	The learner can correctly and consistently demonstrate simple yoga for physical fitness and spiritual growth. Display confidence in daily actions.	The learner is aware of the correct postures for physical fitness and spiritual growth. At times displays confidence in daily actions.	The learner rarely demonstrates correct Yoga postures for physical fitness and spiritual growth and lacks confidence in daily actions.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.0 Sadachar	6.1 General Etiquette (3 Lessons)	By the end of the Sub strand, the learner should be able to: a) mention different ways of greetings used at places of worship and for social interaction	<ul style="list-style-type: none"> Learner be guided/using digital media/charts/pictures on the different forms of greetings at Places of Worship for different ages. 	<ol style="list-style-type: none"> How do you greet your parents/guardians/elders/friends? How do you greet the priest at the place of worship?

		<p>b) demonstrate appropriate greetings to show respect for different ages</p> <p>c) appreciate the importance of greetings for love and respect to all.</p>	<ul style="list-style-type: none"> Learner practices and role play greetings in pairs or groups. 	
Core Competences to be developed: Communication and collaboration, Citizenship, Self-efficacy				
Link to PCIs: Life Skills- Skills of knowing and living with others- Effective Communication-Listening attentively, Interpersonal relationship, Parental engagement and empowerment: Guidance, counselling		Link to Values: Respect, Love, Responsibility, Peace, Social justice.		
Links to other learning activity areas: Psychosocial activity: greetings Language: greetings Hygiene: No contact through hands or any part of the face by covering the mouth with a piece of cloth.		Suggested Community Service Learning activities: Visit to an old age home or children’s home to spend time, to entertain and distribute food during festivals and give alms..		
Suggested non-formal activity to support learning: Teacher could plan a short enactment to depict greetings for different ages and people		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources Resource Person, Audio Visual, Posters				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Confidently and consistently practice different forms and ways of greetings used at places of worship, for different ages using appropriate words in addition to his own faith.	Confidently and consistently practice different forms and ways of greetings used at places of worship, for different ages using appropriate words.	At times practice different forms and ways of greetings used at places of worship, for different ages using appropriate words.	Sometimes practices different forms and ways of greetings used at places of worship, for different ages using appropriate words.
Always confident to respond and greet people from different backgrounds with respect to promote social cohesion in the immediate environment.	Correctly responds and greet people from different backgrounds with respect to promote social cohesion.	Fairly responds and greet people from different backgrounds with respect at times to promote social cohesion.	Hardly responds and greet people from different backgrounds with respect.

