







LEARNING AREA 1: RELATING WITH OTHERS IN AN ACCEPTABLE WAY. 5-6 YEARS

LEARNING OUTCOME 1: IDENTIFYING AND NAMING DIFFERENT BODY PARTS AND THEIR USES

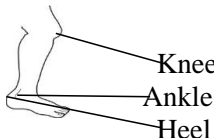
W K	P D	MAJOR COMPE TENCES	CONTENT	COMPETEN CES	METHODS /TECHNIQ UE	INDICA TORS OF LIFE SKILLS AND VALUES	ACTIVITIES	TEACHI NG AIDS	REF	R E M
1	1	Describin g how people protect and take care of me	Orientation (revision of holiday package)	The learner; -listens to the teacher -answers the questions about the holiday package	- demonstration -explanation	Audibility - articulation	-listening to the teacher -answering questions about the holiday package	Flash cards	Mk Integ rated scien ce	
	2	Describin g how people protect	Parts of the head	-identifies body parts.	Explanation Question and answer	Creativity Self esteem	-identifying body parts. -reading and spelling words e.g	Flash cards	Mk Integ rated scien ce	

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		and take care of me					mouth, eyes, ears etc			
	3	Describing how people protect and take care of me	Parts of the head	-identifies parts of the head -mentions words	Explanation Demonstration	Confidence Self esteem	-mentioning words -reading and drawing parts of the head. E.g ear _____ eye _____ mouth _____	Flash cards	Mk Integrated science	
2	1	Describing how people protect and take care of me	Parts of the head	the learner; -reads and spells words. -recognises parts of the head	demonstration explanation	creative thinking logical reasoning	-reading and spelling words. -matching and drawing parts of the head. E.g mouth _____ ear  ear _____ nose nose _____ mouth	Flash cards	Mk integrated science	
	2	Describing how people protect and take care of me	Parts of the body (head)	The learner; -identifies parts of the head. -reads and spells the words	Discussion Question and answer	Responding to questions Confidence	-identifying parts of the head. -reading and spelling the words. -naming parts of the head e.g .  _____  _____  _____	Flash cards	Mk integrated science	

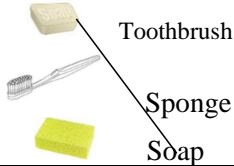
	3	Naming activities that my different body parts can perform	Parts of the body (head)	-identifies parts of the head. -reads and spells words	Explanation Discussion	Critical thinking Creativity	-identifying parts of the head. -reading and spelling words -mentioning uses of parts of the head orally - eyes seeing mouth talking nose smelling ears earing	Flash cards	Mk Integrated science	
3	1	Naming activities that my different body parts can perform	Parts of the body	-reads and spells words. -identifies parts of the body	Explanation Demonstration	Making choices Critical thinking	Reading and spelling words. -matching body parts to their uses Eyes smelling Mouth hearing Nose seeing Ears talking	Flash cards	Integrated science book 3	
	2	Naming activities that my different body parts can perform	Parts of the body (leg)	The learner -observes parts of the leg orally -mentions parts of the leg. -	Explanation Discussion	Creativity Confidence	-mentioning parts of the leg. -reading and spelling words -naming parts of the leg orally thigh calf knee foot toes	Flash cards	Integrated science book 3	

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	3	Naming activities that my different body parts can perform	Parts of the body (leg)	-reads and spells words. -mentions the parts of the leg	Explanation Discussion	Articulation fluency	-reading and spelling words -drawing parts of the leg -Reading and drawing parts of the leg e.g 	flash cards	Integrated science book 3
4	1	Naming activities that my different body parts can perform	Parts of the body (leg)	The learner; -identifies parts of the leg. -reads and spells words. -underlines parts of the leg.	Question and answer Explanation	Creative thinking	-reading , spelling and underlining parts of the leg -Underlining parts of the leg <u>Ankle</u> nose calf Eye toes month Chair hair, knee	Flash cards	Mk integrate science
	2	Naming activities that my different body parts can perform	Parts of the body (senses)	-mentions parts of the body -reads and spells words	Discussion Explanation	Articulation Self esteem	Mentioning parts of the body -reading and spelling the words -Mentioning parts of the body and their senses orally. Ears hearing Eyes seeing Tongue tasting	Flash cards	Mk integrate science

	3	Naming activities that my different body parts can perform	Parts of the body	-listens to the teacher	Explanation Discussion	- responding to questions	-listening to the teacher -writing words correctly -Listening and writing words for body parts e.g Nose, thigh, ankle, ear, heel, mouth	Flash cards	Mk integrate science	
5	1	Naming activities that my different body parts can perform	Personal hygiene	-identifies the things used to clean our body. -practices caring for our body	Demonstration Explanation	Effective communication Fluency Audibility	-practicing ways of caring for our body -Mentioning ways of caring for our body e.g combing the hair, cutting finger nails, washing the hands	Comb Water Razor blade	Integrated science book 3	
	2	Naming activities that my different body parts can perform	Personal hygiene (things used to clean the body)	-identifies things used to clean the body. -reads and spells words	Question and answer Explanation	- friendship formation -sharing -solidarity -working together	-reading and spelling words -identifying things used to clean our body e.g Soap , sponge, water, brush	Soap Sponge Brush Water	Integrated science book 3	
	3	Naming activities that my different body parts can perform	Things used to clean the body	The learner; -recognizes the things used to clean the body	Demonstration Explanation	Decision making Making choice	-reading things used to clean the body. -drawing things used to clean the body e.g tooth	Pencil	Integrate science	

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							brush, water, tooth paste			
6	1	Naming activities that my different body parts can perform	Things used to clean the body	-reads and spells words. -recognizes the things used to clean the body.	Discussion Question and answer	Creative thinking Logical reasoning	Reading and spelling words. -matching the pictures to words -Matching pictures to words. 	Flash cards	Integrated science	
Learning outcome 2: Identifying people who protect and take care of me.										
	2	Naming activities that my different body parts can perform	Family (people at home)	The learner; -identifies people at home -reads and spells peoples at home -reads and spells names of people at home	Guided discussion Explanation	Assertiveness Following instructions	Identifying people at home. -reading and spelling names of people at home - Mentioning people at home for example Mother Father Baby Brother	Flash cards	Integrated science	
	3	Observing and talking about people at	Family	-identifies people at home. -names people at home	Demonstration Explanation	Creative thinking - identification	- identifying people at home -drawing and writing names of people at home	Pencil	Integrated science	

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		home and learning centre				-logical reasoning	-Drawing and writing people at home. Baby  Mother  Father 			
7	1	Observing and talking about people at home and learning centre	Family (roles of people at home)	-identifies people at home. -reads and spells the words.	Discussion Explanation	Assertiveness Confidence	-identifying people at home. -mentioning roles of people at home Mentioning roles of people at home. Father- heads a family Mother – cooks food Brother – collects water Sister – washes utensils	Flash cards	Integrate science	
	2	Observing and talking about people at home and learning centre	Family	The learner; -identifies people at home -recognises the roles of people at home	Question and answer Demonstration	Friendship formation Love Care Self awareness	-identifying people at home -mentioning people at home -Role playing people at home e.g mother carrying a baby	Newspapers Chair	Integrate science	


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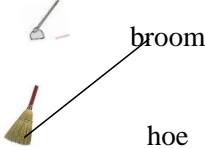

							Father sitting on the chair Reading news paper			
	3	Observing and talking about people at home and learning centre	School (people at school)	The learner; -moves to specific places -identifies people at school	Question and answer Discussion	Assertiveness Fluency Clarity	-reading and spelling people at school Surveying people at school e.g bursar, headteacher, director	Flash cards	Integrate science	
8	1	Observing and talking about people at home and learning centre	School (people at school)	-identifies people at school. -reads and spells people at school	Guided discussion Explanation	Creative thinking Logical reasoning	-identifying people at school. -reading and spelling people at school -identifying people at school -naming people at school orally e.g teachers, director, headteacher etc	Flash cards	Integrate science	
	2	Observing and talking about people at home and	School (people at school)	The learner; -identifies people at school -reads and spells words	Demonstration Explanation	Problem solving Assertiveness	-identifying people at school -mentioning roles of people in the school -reading and spelling words	Flash cards	Integrate science	

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		learning centre					Reading and drawing people at school Nurse Cook			
9	1	Observing and talking about people at home and learning centre	School (people at school)	-identifies pictures -reading and spelling words correctly	Demonstration Question and answer	Creative thinking Logical reasoning	-identifying pictures -writing the missing letters -Writing missing letters of people at school e.g.  n__rse  te__cher	Flash cards	Integrate science	
	2	Observing and talking about people at home and learning centre	School (people at school)	-listens to the teacher -reads and spells words	Guided discussion Question and answer	Effective communication Audibility Fluency	-listening to the teacher. -writing people at school -Listening and writing people at school e.g. Cook Nurse	Flash cards	Integrate science	

							Teacher Driver			
Learning outcome 3: knowing how to keep and take care of my environment.										
	3	Observing and talking about people at home and learning centre	Environment (things used to clean the environment)	The learner; -moves around the environment -reads and spells words	Explanation Question and answer	Creativity Question and answer	-moving around the environment -reading and spelling words - Identifying things used to clean the environment e.g Panga Hoe Broom Rubbish pit	Flash cards Panga, hoe, broom. Rubbish pit	Integrate science	
10	1	Observing and talking about people at home and learning centre	Environment (things used to clean the environment)	The learner; -identifies things used to clean the environment -reads and spells words.	Demonstration Explanation	Creativity Discovering	-reading and spelling words -identifying things used to clean the environment -Drawing pictures of things used to clean the environment.  Rake Slasher Wheelbarrow	Chalk board illustration	Integrate science	

	2	Observing and talking about people at home and learning centre	Environment (things used to clean the environment)	The learner; -identifies pictures -reads and spells words	Explanation Demonstration	Creative thinking -logical reasoning	-identifying pictures. -matching pictures to words e.g 	Flash cards	Integrate science	
	3	Observing and talking about people at home and learning centre	Environment (things used to clean the environment)	-identifies things used to clean the environment -reads and spells words -draws things used to clean our environment.	Question and answer	Confidence Love Self esteem	Drawing things used to clean our environment- naming pictures Naming pictures to things used to clean the environment 	Flash cards	Integrate science	