



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

PRE PRIMARY I

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Learning Area	Number of Lessons per Week
1.	Language Activities	5

2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

- a) demonstrate basic literacy and numeracy skills for learning
- b) apply creative and critical thinking skills in problem solving
- c) practice appropriate etiquette for interpersonal relationships
- d) explore the immediate environment for learning and enjoyment
- e) demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; 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 resonates with Vygotsky's social cultural development theory, which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for learner to acquire skills and knowledge to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity. The pedagogies for pre-primary environmental activities are play-based and nature walk, where children naturally learn through play by engaging in and making sense of environment.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) observe proper hygiene and sanitation to promote good 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.

DRAFT

THEME: MYSELF				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.1 Self-Awareness (10 lessons)	By the end of the sub-strand, the learner should be able to: a) tell their names for identity, b) classify pictures of boys and girls for self-awareness, c) appreciate oneself for self-esteem.	The learner is guided to: <ul style="list-style-type: none"> • speak clearly when mentioning their names in pairs • know who they are when grouping themselves according to boys and girls, • sing songs about themselves in pairs, • identify themselves as boys and girls, • group pictures of boys and girls in pairs, • watch video clips on boys and girls, • picture reading categorising boys and girls, • story telling about themselves, • colour drawn pictures of boys and girls. 	Why do people have names?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: learners speak clearly when mentioning their names • Self- efficacy: learners know who they are when grouping themselves according to boys and girls 				
Values: Respect: learners enhance patient when telling their names in turns				
Pertinent and Contemporary Issues: Gender issues :Gender Awareness as when learning about themselves				

Link to other learning area:

Self-awareness as learners talk about their external body parts as created in the image and likeness of God in Religious Education

Suggested Resources	Assessment tools
Charts, picture cards , flash cards, drawn pictures of boys and girls, glue, crayons, realia, coloured pencil, photos	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.2 External Body Parts. (12 lessons)	By the end of the sub-strand, the learner should be able to: a) name external body parts for self-awareness, b) identify external body parts for self-awareness,	The learner is guided to: <ul style="list-style-type: none">● mention the external body parts (<i>head, hands and legs</i>),● observe their own external body parts,● touch their own external body parts body parts,● read pictures on external body parts from charts,● recite poems about their external body parts in groups,● sing songs on external body parts,	Why people have body parts?

		c) appreciate oneself for self-esteem.	<ul style="list-style-type: none"> ● manipulate and watch videos on external body parts while observing safety, ● talk about external body parts, ● take turns in activities while playing games as the mention external body parts. 	
Core Competencies to be developed: Digital literacy: learners manipulate and watch videos of their external body parts while observing safety				
Values: <ul style="list-style-type: none"> ● Unity: learners enhance fairness as they take turns in playing games on external body parts ● Peace: learners enhance caring as they respect self and other when singing songs on external body parts 				
Pertinent and Contemporary Issues: Developmental perspectives: learners develop self- awareness when naming their external body parts				
Link to other learning area: Learner's use hands when creating images using finger painting technique in creative activities				

Suggested resources	Assessment tools
Charts, picture cards of body parts, flash cards, diagrams of external body parts, glue, crayons, balls, ropes	Checklist, Portfolio, observation schedule and aural or oral questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.3 Hand Washing (10 lesson)	By the end of the sub strand, the learner should be able to: a) name items used for handwashing, b) use items for washing hands for personal hygiene, c) appreciate the need to wash hands.	The learner is guided to: <ul style="list-style-type: none"> identify items used to wash hands in groups, picture read items for handwashing, groups pictures of handwashing items, watch video clips on hand washing, demonstrate washing hands in pairs, practice washing hands in groups, wash hands appropriately before eating and after visiting the toilet, sing songs and recite poems related to hand washing as they wash hands in pairs, role play washing hands, colour drawn pictures of hand washing items. 	<ol style="list-style-type: none"> How do we wash hands? When do we wash hands?
Core Competencies to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving: learners practise personal hygiene when washing hands Learning to learn: learners develop relationship when sharing items used for hand washing 				
Values: <ul style="list-style-type: none"> Unity: learners enhance cooperation as they share available items when washing hands Respect: learners nurture patience when taking turns to wash hands 				

Pertinent and Contemporary Issues: Personal hygiene: as learners wash their hands
Link to other learning area: Learners wash hand properly after doing leaf painting in creative activities

Suggested resources	Assessment tools
Charts, picture cards , flash cards, drawn pictures, glue, crayons, water, containers, soaps, hand towels	Oral or aural questions, Observation schedule, Checklist and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	1.4 Brushing Teeth (10 lessons)	By the end of the sub strand, the learner should be able to: a) name the items used to brush their teeth,	The learner is guided to: <ul style="list-style-type: none"> • talk about items used to brush their teeth in groups (<i>tooth brush, chewed stick, tooth paste, salt, and water</i>), • listen to a resource person talk about items that are used to clean their teeth, • identifying the items used in brushing their teeth in pairs, 	1. How do we brush our teeth? 2. When do we brush our teeth?

		b) brush teeth appropriately for personal hygiene, c) appreciate the need to brush their teeth.	<ul style="list-style-type: none"> • picture read items used to brush their teeth, • group pictures of items used to brush their teeth, • manipulate and watch video clips on brushing of teeth, • observe pictures of people brushing teeth • demonstrate procedures of brushing of teeth, • Observes safety precautions • Observe safety precautions when brush teeth appropriately for personal hygiene, • practice good grooming when brushing teeth, • role play brushing of teeth in groups, • talk about appropriate times for brushing the teeth, • sing songs related to care for the teeth, • colour drawn pictures of items used to brush their teeth. 	
Core Competencies to be developed <ul style="list-style-type: none"> • Self-efficacy: learners practicing good grooming when brushing teeth • Digital literacy: learners manipulating and watching video clips on brushing of teeth 				
Values: <ul style="list-style-type: none"> • Integrity: learners enhance discipline when demonstrate procedures of brushing teeth • Responsibility: learners Observes safety precautions when brushing teeth appropriately 				

Pertinent and Contemporary Issues: Personal hygiene: as learners brush their teeth.
Link to other learning area: Brushing teeth as learners learn (time) daily routines in mathematical activities

Suggested resources	Assessment tools
charts, picture cards , flash cards, drawn pictures of toothbrush, glue, crayons, water, containers, tooth paste, tooth brush, coloured pencils	Checklist, Observation schedule, Oral questions or aural questions and Portfolio

Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to tell his or her name	Tell his or her full names	Tell his or her name	Tell his or her name and include nickname	Tell his or her nickname
Ability to classify pictures of boys and girls	Classify pictures of boys and girls according to different attributes	Classify pictures of boys and girls	Classify pictures of boys or and girls only	Classify pictures of boys or girls in a confusion manner

Ability to name items used for brushing teeth and washing hands	Name items used for brushing teeth, washing hands and thorough classifies	Name items used for brushing teeth and washing hands	Name all items used for brushing teeth and fail to include washing hands items	Name items used for washing hands and fail to mention all while items for brushing teeth missed out all
Ability to practise brushing teeth and washing hands	Practise brushing teeth, washing hands always and explain the reasons	Practise brushing teeth and washing hands	Practise brushing teeth and washing hands on rare occasions	Practise brushing teeth and washing hands once in a while

THEME: MY FAMILY				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	2.1 Family Members (12 lessons)	<p>By the end of sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name family members living at home, b) talk about the relationship of family members for harmonious living, c) appreciate family members for harmonious living. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● mention family members at home (<i>father, mother, brothers, sisters, grandmothers, grandfathers</i>), ● Picture read family members in pairs, ● news tell about family members, ● role play family members, ● watch videos clip of family members found at home, ● colour pictures of people at home, ● model family members at home, ● recite poems about family members found at home, ● dramatize on family members, ● sing songs family members found at home. 	<ol style="list-style-type: none"> 1. Whom do you meet at home? 2. Why do we have family members at home?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self –efficacy: learners develop confidence when identifying family members. 				

<ul style="list-style-type: none"> • Communication and collaboration: learners develop teamwork as they role play family members.
Values: <ul style="list-style-type: none"> • Patriotism: learners enhances citizenship when news telling about family members. • Social justice: learners enhances harmonious relationship when role playing about their family members.
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Social cohesion: as learners name family members • Gender issues: learners enhance Gender awareness when they are naming family members
Link to other learning area: family members when learning about Creatures created in the images and likeness of God in Religious Activities

Suggested resources	Assessment tools
Charts, picture cards, flash cards, photos, drawn pictures, glue, crayons, stickers, pencils, clay, and plasticine.	checklist, observation schedule, oral questions, aural questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	2.2 Feeding (12 lessons)	By the end of the sub strand, the learner should be able to: a) name variety of food eaten at home, b) observe feeding habits while eating, c) appreciate different foods eaten by family members at home.	The learner is guided to: <ul style="list-style-type: none"> • identify and name types foods eaten at home, • picture read foods in the textbooks, • wash hands before eating, • feed self-using clean hands appropriately, • role play eating while sitting , • observe table manners, • talk about feeding in groups, • colour pictures of food in groups, • recite poems on feeding in groups, • discuss the dangers of eating food from someone's mouth in pairs, • watch videos on feeding habits, • singing songs about feeding, • colour drawn pictures of food eaten at home. 	<ol style="list-style-type: none"> 1. Why do we have food? 2. How do we feed?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: learners develops confidence when is able to feed self-using clean hands appropriately • Communication and Collaboration: learners speak clearly and effectively as they name different foods 				

Values: Integrity: learners enhances self-discipline when feeding self
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Preventive health: learners enhance nutrition when feeding self • Developmental perspective: learners enhance honesty and integrity as they wash hands before eating • Financial literacy: as they finish food when eating
Link to other learning area: Feeding item can be used when doing matching and pairing feeding objects in Mathematical Activities

Suggested resources	Assessment tools
charts, picture cards , flash cards, drawn pictures of plate, spoon and food, glue, crayons, water containers, realia (plate, spoon), coloured pencils, fruits	Observation schedule, Checklist ,oral questions and Portfolio

Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to name family members and their relationship	Name family members, their relationship and draws	Name family members and their relationship	Name all family members and fails to mention their relationships	Name family members and fail to include others while their relationships missed out

	complete connections on their duties			
Ability to practise feeding self-using clean hands	Practise routinely feeding self-using clean hands and present understanding of using clean hands	Practise feeding self-using clean hands	Practise feeding self-using clean hands once in a while	Practise feeding self-using clean hands on rare occasion
Ability to observe feeding habits while eating food	Observe feeding habits while eating and explains the reason	Observe feeding habits while eating	Observe feeding habits while eating Once in a while	Observe feeding habits while eating on rare occasions

THEME: MY HOME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.1 Utensils Used at Home (12 lessons)	By the end of sub strand, the learner should be able to: a) mention utensils used at home,	The learner is guided to: <ul style="list-style-type: none"> ● name utensils used at home, ● observe pictures of utensils used at home, ● sort and group utensils used at home in groups, 	Why do we have utensils at home?

		b) identify utensils used at home, c) take safety measures when handling utensils at home, d) appreciate the use of utensils at home.	<ul style="list-style-type: none"> ● read pictures of utensils at home, ● handle utensils used at home properly, ● match pictures of utensils found at home, ● colour pictures of utensils used at home, ● sing song about utensils used at home, ● model the utensils used at home, ● trace pictures of utensils used at home, ● joins dots of pictures of utensils found at home, ● watch videos clip of utensils at home. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination: learners explore as they model utensils ● Communication and Collaboration: learners use appropriate expression and gestures when singing song about utensils used at home. 				
Values: <ul style="list-style-type: none"> ● Responsibility: learners care and handle utensils used at home properly ● Unity: learners enhance cooperation when sharing pictures of utensils found at home 				
Pertinent and Contemporary Issues: Developmental perspectives: learners develop responsibility as they handle utensils found at home				
Link to other learning area: utensils used at home can be used when sorting and grouping objects according to size Mathematical Activities				

Resources	Assessment Tools
charts, picture cards, flash cards, photos, drawn pictures, crayons, pencils, clay, plasticine, realia (plates, cups, spoons)	Observation schedule, Checklist, oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	3.2 Furniture at Home (10 lessons)	By the end of sub strand, the learner should be able to: a) tell the names of furniture used at home, b) identify furniture used at home, c) take safety measures when using furniture at home,	The learner is guided to: <ul style="list-style-type: none"> ● talk about furniture used at home(<i>chair, table, stool, bed, cupboard, shelves</i>) in pairs, ● observe drawn pictures of furniture used at home, ● picture reading of furniture used at home, ● colour the furniture used at home, ● join dots of furniture used at home, ● model furniture used at home in groups, ● care and handle furniture used at home appropriately, 	Why do we have furniture at home?

		d) appreciate the furniture used at home.	<ul style="list-style-type: none"> • watch videos clips on furniture used at home, • sing songs about furniture used at home, • play singing games on furniture used at home. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: learners speak clearly and effectively when naming the furniture used at home • Learning to learn: learners learn independently when reading pictures of furniture used at home 				
Values: <ul style="list-style-type: none"> • Responsibility: learners care and handle furniture used at home appropriately. • Integrity: learners enhances self-discipline when using furniture used at home 				
Pertinent and Contemporary Issues: Disaster risk reduction: as they observe safety precautions when taking care and handling furniture used at home appropriately.				
Link to other learning area : Tables at home can be used when comparing sides of objects in Mathematical Activities				

Suggested resources	Assessment tools
Charts, picture cards , flash cards, drawn pictures of chair, table, stool, glue, crayons, realia, photos, coloured pencils	Observation schedule, Checklist, Oral questions, and Portfolio

Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to name utensils and furniture	Name utensils, furniture and thorough mastery of knowledge on classification	name utensils and furniture	Name all utensils and failed to mention all furniture	Name utensils and fail to include others while missed out names of all furniture
Ability to identify furniture and utensils	identify furniture, utensils and thorough mastery of the functions of the items	identify furniture and utensils	Identify all furniture and failed to mention all utensils	identify furniture and fail to include others while missed out names of all utensils
Ability to take safety measures when handling and using furniture and utensils	Take safety measures when handling and using furniture, utensils and also gives logical reasons	to take safety measures when handling and using furniture and utensils	to take safety measures when handling and using furniture and utensils	to take safety measures when handling and using furniture and utensils

THEME: MY NEIGHBOURHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My Neighbourhood	4.1 My Classmates (10 lessons)	<p>By the end of the sub strand, the learner should be to:</p> <ul style="list-style-type: none"> a) name the classmates as neighbours for interpersonal relationship, b) identify the classmates by names for harmonious living, c) appreciate their classmates as their neighbours. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● mention their classmates as immediate neighbours, ● identify classmates as their neighbours in pairs, ● talk about friendship, ● talk about what they can do to their classmates through guided discussion in groups, ● sing songs about their classmates as neighbours in groups, ● play games with classmates, ● pray together as classmates. 	<p>Why do we have neighbours?</p>
<p>Core Competencies to be developed: Learning to learn: learner develops relationship as they play games harmoniously with classmates.</p>				

Values: <ul style="list-style-type: none"> • Love: learners portrays a caring attitude when sharing play materials with classmates • Social justice: learners enhances unity as they sing song together
Pertinent and Contemporary Issues: Social cohesion: learners enhance kindness and friendliness when playing games with classmates
Link to other learning area : Friends as our neighbours when learning about Love your neighbours in Religious Activities

Suggested resources	Assessment tools
Charts, picture cards , flash cards, drawn pictures, glue, crayons, realia, photos, coloured pencils	Observation schedule, Checklist and aural questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	4.2 My Friends (10 lessons)	By the end of sub strand, the learner should be able to: a) name their friends as neighbours,	The learner is guided to: <ul style="list-style-type: none"> • identify their friends as neighbours in pairs, • news tell about their friends as neighbours, 	When do we use courteous words?

		b) use courteous word when interacting with their friends, c) appreciate their friends as neighbours.	<ul style="list-style-type: none"> • talk about courteous words with their friends(thank you, sorry ,excuse me), • name situations where they can use courteous words, • use courteous words in incidental learning to reinforce etiquette in pairs, • practice use of courteous words in groups, • playing games with friends, • sing songs with friends in groups. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: learners develop peer learning when talking about their friends • Self –efficacy: learners knows who they are when sharing who are their good friends 				
Values: <ul style="list-style-type: none"> • Love: learners develop caring when respecting others while using courteous words • Peace: learners enhance empathy when practising the use of courteous words in groups 				
PCIs: <ul style="list-style-type: none"> • Social cohesion: learners develop values in life when singing songs together • Developmental perspectives: learn to cope with emotions when playing together with friends 				
Link to other learning area: Courteous words can be used by learners when learning polite words in language Activities				

Suggested resources	Assessment tools
Charts, picture cards , flash cards, drawn pictures, glue, crayons, realia, photos, coloured pencils	Observation schedule, rating scale, checklist, aural questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	4.3 Parts of a plant (10 lessons)	By the end of sub strand, the learner should be able to: a) name parts of plant in the immediate environment, b) identify parts of the plant in the immediate environment, c) take care for the plant in the immediate environment, d) Appreciate the importance of	The learner is guided to: <ul style="list-style-type: none"> ● identify parts of plant (<i>flower and leaf</i>), ● touch parts of plant, ● recite poems about parts of plant in groups, ● picture reading on parts of plant from charts, ● colour drawn pictures of flowers, ● mount flowers on charts in groups, ● display mounted pictures of flowers on the wall, ● sort and group flowers of different colours, ● paste pictures cut outs of flowers, ● sing songs on parts of plant, ● plant seed in their garden corner, 	Why do we have Plants?

		plants in the immediate environment.	<ul style="list-style-type: none"> • talk about how to take care of plants in their garden corner, • water the plants in the immediate environment, • watch and listening videos on parts of plant , • talk about plants, • play games as the mention parts of plant . 	
Core Competencies to be developed Creativity and imagination: learners develop exploration as they manipulate parts of a plant.				
Values: <ul style="list-style-type: none"> • Love: learners enhance sharing as they use pasting materials. • Responsibility: learners enhances accountability as they display mounted pictures of flowers on the wall 				
Pertinent and Contemporary Issues: Environmental education: learners enhances environmental awareness as they identify parts of plant				
Link to other learning area: Flowers can be used as a concrete object during counting in Mathematical Activities				

Suggested Resources	Assessment Tools
Charts, picture cards of flowers , flash cards, drawn pictures of flowers, glue, crayons, realia, photos, coloured pencils	Observation schedule, rating scale, checklist, portfolio

Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to name, identify classmates and friends	Name, identify classmates and friends and thorough presentation of importance of classmates and friends	name, identify classmates and friends	Name all friends and struggles to identify classmates	Name friends and fails to name classmates
Ability to use courteous words	Use courteous words and provides clear reasons	use courteous words	use courteous words in a while	Use courteous words on rare occasions with difficulties
Ability to name and identify part of the plant	Name and identify part of the plant and thorough presentation of important facts like colours	name and identify part of the plant	Name all part of the plant and struggles to identify others	Name part of the plant and fails to identify others

Ability to plant and water plant	Plant and water plant and clearly explains the reasons	plant and water plant	plant and water plant in a while	Plant and water plant on rare occasions
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THEME: MY SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.1 My class (10 lessons)	By the end of sub strand, the learner should be able to: a) name their class teacher for identification, b) identify items found in their class for familiarization, c) care for the items found in their class,	The learner is guided to: <ul style="list-style-type: none"> ● identify their class teacher by name, ● sing song about their class teacher, ● recite poem about their class teacher in groups, ● observe the items that are found in class, ● touch items found in their class, ● name items found in their class, ● picture reading items in their class in pairs, ● talk about the items found in class, ● recite poems about items in their class in group, 	<ol style="list-style-type: none"> 1. Why do we have a teacher? 2. How do we care for items in the class?

		d) make classroom rules for harmonious living, e) take pleasure in handling the items in their class.	<ul style="list-style-type: none"> ● sing song about items in their class, ● talk about how to take care of different items in their class, ● observe classroom rules, ● talk about classroom rules, ● play games in class, ● learn with others in class regardless of their abilities, ● watch videos of various items found in class. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn: learners develop good relationship when playing games in class ● Citizenship: learners develop good governance as they choose class leaders. 				
Values: <ul style="list-style-type: none"> ● Patriotism: loyalty when obeying class rules ● Unity: learners works with others when cleaning items in their class, 				
Pertinent and Contemporary Issues: Financial literacy: when taking care of things in their class				
Link to other learning area: Pencils found in class can be used for scribbling in creative Activities				

Suggested resources	Assessment tools
Charts, picture cards of table, desk, pencil, flash cards, drawn pictures of desks, table, books, glue, crayons, realia, photos, coloured pencils	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	5.2 Care for My Class (12 lessons)	By the end of the sub strand, the learner should be able to: a) name items used for cleaning my class, b) identify items used for cleaning in my class, c) collect litter in class and dispose it in the dustbin,	The learner is guided to: <ul style="list-style-type: none"> ● picture reading the items used for cleaning the class in groups, ● observe items used for cleaning in the class, ● view video clips showing the items used for cleaning the class, ● colour the items used for cleaning in the class, ● sing songs on the items used for cleaning in the class, ● recite poems on the items used for cleaning in the class, ● role play on the various ways used for cleaning the class, 	How do we care for our class?

		d) appreciate learning in a clean environment	<ul style="list-style-type: none"> improvise dustbin collect litter and dispose appropriately in groups. 	
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Core Competencies to be developed:

- Critical thinking and problem solving: learners learn to improvise dustbin.
- Learning to learn: learners develop relationship as they share items used for cleaning the class.

Values:

- Unity: learners develop cooperation as they collect litter and dispose appropriately in group.
- Responsibility: learners develop hard work as they collect litter and dispose appropriately

Pertinent and Contemporary Issues:

Preventive health: as learners collect litter in class.

Link to other learning area:

Care for class can help learners to care for painting materials in Creative Activities

Suggested resources	Assessment tools
Charts, picture cards of dust bin, broom, flash cards, drawn pictures of desk, broom, water containers, mop or rug, glue, crayons, realia, photos, coloured pencils	Observation schedule, oral questions, checklist

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	5.3 Cleanliness and Toileting (14 lessons)	By the end of sub strand the learner should be able to: a) identify toilet facilities in the school, b) use toilet facilities for personal hygiene, c) appreciate the need to use a clean toilet for personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> ● talk about the sanitation facilities in the school , ● name the toilets facilities in the school compound, ● talk about how to express the urge for toileting, ● clean themselves using toilet paper or water, ● demonstrate on how to clean themselves after toileting, ● practice seeking permission to go to toilets, ● observe safety precautions when using toilet facilities, ● observe a role play on the use of sanitary facilities, ● use games to practise the use of toileting facilities, ● talk about the need to use clean toilet/ latrine for personal hygiene, ● observe a video on appropriate use of toilet facilities, 	How do we use toilet facilities?

Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: learner speak clearly and effectively while talking about sanitation facilities. • Self-efficacy: learners knows who they are when they are able to identify the correct toilet facilities.
Values: <ul style="list-style-type: none"> • Respect: learners enhance humility while seeking permission to go to the toilet. • Responsibility: learners enhances self-drive when observing safety precaution while using toilets
PCIs: Personal hygiene: as they use a clean toilet appropriately.
Link to other learning area: Toilet items can be used when learning ordering and sequencing in Mathematical Activities

Suggested resources	Assessment tools
Charts, picture cards of toilet facilities , flash cards, drawn pictures of toilet facilities, glue, crayons, realia, photos, coloured pencils	Checklist, observation schedule, Oral questions and Portfolio

Assessment Rubrics

Indicator	Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to name their class teacher		Name their class teacher and gives other details	name their class teacher	name their class teacher on rare occasions with difficulties	name their class teacher but struggles to remember

Ability to identify their class teacher	Identify their class teacher and uses multiple characteristic's	Identify their class teacher	Identify their class teacher once on a while	Identify their class teacher on rare occasions
Ability to name and identify items used for cleaning their class	Name, identify items used for cleaning their class and extensive understanding of the colours	name and identify items used for cleaning their class	Name all items used for cleaning their class and struggles to identify items used for cleaning their class.	Name items used for cleaning their class and fails to identify items used for cleaning their class
Ability to identify and use toilet facilities appropriately	Identify, use toilet facilities appropriately and provides clear reason	identify and use toilet facilities appropriately	Identify all toilet facilities appropriately and has struggles in uses of toilet facilities	Identify toilet facilities and has challenges in uses of toilet facilities

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

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

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">• Determine the activity for the learners• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE COMMUNITY SERVICE LEARNING ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of

the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none">• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools
2) Implementation CSL Activity	<ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)• Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE COMMUNITY SERVICE LEARNING ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none">● Approved curriculum support materials● Resources from local Environment (home and school)● Stationery● Digital devices● Manilla Papers● Drawing materials● Clay soil● Water● Plastic bottles● Pictures or picture cut outs /Newspaper cuttings/Photographs● Flash Cards● Charts	<ul style="list-style-type: none">● Observation● Aural questions● Oral question● Written tests● Self-assessment● Peer assessment● Projects
Non formal Activities that support learning <ul style="list-style-type: none">● Games and sports● Clubs and societies● Other school events	