



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

LANGUAGE ACTIVITIES

PRE PRIMARY II

First Published 2017

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Promote positive attitude towards good health and environmental protection

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

LESSON ALLOCATION FOR PRE PRIMARY

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

Note:

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

LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

1. Demonstrate basic pre literacy and pre numeracy skills for learning,
2. Apply creative and critical thinking skills in problem solving,
3. Practice appropriate etiquette for interpersonal relationships,
4. Explore the immediate environment for learning and enjoyment,
5. Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development,
6. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living,
7. Develop interests, talents and character for positive contribution to the society.

ESSENCE STATEMENT

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

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

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Pre Primary 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 using basic vocabulary in varied situations as they appreciate others,
- c. Participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- d. Articulate letter sounds correctly in preparation for reading,
- e. Articulate syllables correctly in preparation for reading,
- f. Articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- g. Develop appropriate reading readiness skills in varied learning experiences,
- h. Apply appropriate writing readiness skills in varied learning experiences.

1.0 GREETINGS AND FAREWELL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Greetings and farewell. (3 lessons)	By the end of the sub strand the learner should be able to: a) mention reasons why we greet people in our day-to-day life, b) use greetings correctly while interacting, c) use farewell words and gestures in social interactions, d) adopt use of greetings and bidding farewell in daily interactions.	Guide learner to: <ul style="list-style-type: none"> • tell why we greet each other as we interact, • role play initiating and responding to greetings, • listen to an audio clip on people greeting, watch a video clip on people greeting or read pictures on people greeting and bidding farewell, • say how we greet different people (family members, visitors, teachers, school mates, friends) using appropriate words, • collaboratively practise bidding farewell using words and gestures, • recite poems on greetings and bidding farewell, 	<ol style="list-style-type: none"> 1. Why do we greet people? 2. Which words do we use to greet one another?

			<ul style="list-style-type: none"> Sing time related songs on greetings and with reference to different farewell relationships (teacher, mother, peers, visitors). 	
Core competencies: <ul style="list-style-type: none"> Creativity and imagination: The learner initiates and responds to greetings while role playing greetings and bidding of farewell. Communication and collaboration: The learners collaboratively practise and respond to one another's greetings. 				
Values: <ul style="list-style-type: none"> Respect: The learner greets and bids farewell to different age groups with humility. Love: The learner practises learned greetings with compassion to get to understand the welfare of others and bid others farewell. 				
Pertinent and Contemporary Issue(s):				
Interpersonal relationship: The learner shows concern by greeting one another and bid each other farewell.				
Link to other Activity Areas:				
Creative activities (Music) where learners sing time related songs on greetings and farewell.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Time related greetings and farewell (2 lessons)	By the end of the sub strand the learner should be able to: a) identify time related greetings used in interactions, b) use time related greetings while interacting with people, c) bid farewell correctly in relation to time, d) appreciate use of greetings and bidding of farewell in daily interactions.	Guide learners to: <ul style="list-style-type: none"> • tell how we greet at different times of the day, • read pictures or watch a video clip on people greeting and bidding farewell at different times of the day, • collaboratively practise greeting at different times of the day, • practise bidding farewell at different times of the day, • role play greeting and bidding farewell at different times of the day (good morning, good afternoon, good evening), • Sing songs on time related greetings and bidding farewell using words and gestures. 	<ol style="list-style-type: none"> 1. How do we greet people at different times of the day? 2. How do bid each other farewell at different times of the day?

Core Competencies:

- **Communication and collaboration:** The learner collaboratively practises and role plays greeting and bidding farewell at different times of the day.
- **Self-efficacy:** The learner role plays greeting and bidding farewell in the classroom.

Values:

- **Respect:** The learner practises learnt greetings to get to understand the essence of human dignity.
- **Unity:** The learner co-operates with others to role play greetings.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner maintains love, peace and unity by showing concern on how others are doing through greetings.

Link to other Activity Areas:

Mathematics activity where the learner learns about time and different activities related to time while in language, relates time with greetings and farewell.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading readiness (2 lessons)	By the end of the sub strand the learner should be able to: a) read written text from the left to the right of a page, b) turn pages from right to left in readiness for reading, c) demonstrate good care of own books, d) enjoy reading pictures and texts from different materials.	The learner is guided to: <ul style="list-style-type: none"> • open books and read from left to right, • turn pages of a book from right to left, • role play covering of books in pairs, • role play arranging books in shelves, bags and tables in groups, • read pictures from different materials: books, charts, digital devices, boards, • read letter sounds from charts, • read letters of the alphabet from charts. 	Which letter sounds from the alphabet sound similar?
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner role plays arranging books in shelves as a way of caring for the books, talking and listening to one another. • Imagination and creativity: The learner role plays covering of books in pairs, comes up with ideas on how to do it. 				
Values: <ul style="list-style-type: none"> • Unity: The learner works equitably with others to achieve a common goal of role playing covering of books and sharing book covers. • Integrity: The learner works in honesty with others in role playing covering of books. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learners work together as a team in an effort to maintain relations.				

Link to other Activity Areas.

Book care is a book handling skill necessary in all Activity Areas, it therefore cuts across Activity Areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing readiness (1 lesson)	By the end of the sub strand, the learner should be able to: a) hold a writing tool properly in preparation for writing, b) turn pages from right to left in preparation for writing, c) take pleasure in pre writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none"> • practice holding a writing tool properly, • turn pages from right to left when writing, • collaboratively write patterns from left to write, • freely draw pictures of choice, • colour pictures in books. 	How do we ensure that we write properly on our books?
Core Competencies: <ul style="list-style-type: none"> • Learning to learn: The learner learns to hold a writing tool properly and turn pages from right to left. • Creativity and Imagination: The learner interacts with print materials and acquires new ideas on how to hold writing tools in preparation for writing. 				
Responsibility: The learner learns to hold a writing tool and write with resilience.				
Integrity: The learner shows accountability in commitment to freely draw pictures of choice.				
Pertinent and Contemporary Issue(s):				
Social cohesion: The learner collaboratively works with others to make patterns.				
Link to other Activity Areas. Linked to all other activity areas as the learner has to learn how to turn pages every time while writing.				

2.0 OUR NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening for comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) listen to information for comprehension, b) answer questions from the listening experience, c) take pleasure in activities that involve listening and speaking.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story about things in the neighbourhood from the teacher or a digital device, • retell the story, • answer oral questions from a story either collaboratively or as individuals, • tell stories about things in and out of the school, • recite poems on things found in the neighbourhood (houses, roads, people, plants), 	<ol style="list-style-type: none"> 1. What do we do when a story is told? 2. Which things are found in our surrounding?
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner listens to the stories and answers questions collaboratively with others. • Critical thinking and problem solving: The learner objectively answers questions from the story about things in the neighbourhood. 				

Values: <ul style="list-style-type: none"> • Unity: The learner co-operates with others in groups to answer questions on the story told. • Social justice: The learner together practice justice while responding to oral questions asked by the teacher in turns.
Pertinent and Contemporary Issues(s): Social cohesion: The learner collaboratively listens to and retells stories about things in the neighbourhood.
Link to other Activity Areas: Stories about things in the environment link with Environmental Activities where the learner learns about the environment and things in it.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 News telling (2 lessons)	By the end of the sub strand the learner should be able to: a) tell news to communicate things that have happened, b) retell verbal messages for communication, c) take pleasure in passing verbal messages.	The learner is guided to: <ul style="list-style-type: none"> • listen to news from the teacher or pre-recorded news from a digital device using simplified language, • collaboratively tell and re-tell news in turns, • talk about the importance of neighbours, • tell news on happenings in the neighbourhood about people or events, 	1. Which things do you see on your way to school? 2. What do we do when we are not in school?

			<ul style="list-style-type: none"> • tell news on things observed during a nature walk in their neighbourhood, • Sing songs related to things found in the neighbourhood. 	
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner tells, retells and listens to news about happenings in the neighbourhood. • Self-efficacy: The learner confidently tells news in class in relation to neighbourhood. 				
Values <ul style="list-style-type: none"> • Love: The learner accepts and respects others' ideas as they tell news. • Respect: The learner appreciates opinions of others while telling news. 				
Pertinent and Contemporary Issue(s) Social cohesion: The learner learns the importance of neighbours as they live together in harmony.				
Link to other Activity Areas: Linked to Environmental activities where the learner learns about people and the environment they live in, as they tell news on happenings in the environment.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Book handling (2 lessons)	By the end of the sub strand the learner should be able to: a) mention ways we care for books, b) demonstrate book handling skills in and out of school, c) demonstrate ability to arrange books properly, d) take pleasure in book handling and storage activities.	The learner is guided to: <ul style="list-style-type: none"> • talk about ways of caring for books, • role play covering books collaboratively, • observe pictures of well-arranged books on shelves or tables, • arrange books in bags. • arrange and store books properly collaboratively, • practise arranging books top side up in shelves or book corner, • practise dusting of books with nose covered where there is dust, • wash hands after dusting books, • Sing songs as they arrange books on shelves, in bags or on tables. 	How do we take care of our books?
Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner learns and role plays different ways of covering and caring for books in preparation for reading. • Self-efficacy: The learner role plays assertively on covering of books as a way of caring for books. 				
Values: <ul style="list-style-type: none"> • Unity: The learners co-operate as they role play covering their books. 				

<ul style="list-style-type: none"> • Responsibility: The learner is accountable for taking care of own books.
<p>Pertinent and Contemporary Issue(s): Health related issues awareness is enhanced as the learner washes hands and covers the nose to keep off dust when dusting and arranging books.</p>
<p>Link to other Activity Areas: Book care is a necessary skill across Activity Areas as learners prepare to read and write, it therefore links to all.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading readiness (2 lessons)	By the end of the sub strand the learner should be able to: a) recognize pictures of things found in the neighbourhood, b) chant rhymes on letter sounds and letter names, c) enjoy participating in pre-reading activities,	The learner is guided to: <ul style="list-style-type: none"> • identify pictures of things found in the neighbourhood from the writing board, charts, books, flash cards or digital devices (neighbours, buildings, domestic animals, utensils, rivers, roads, play grounds, trees, market), • talk about the pictures collaboratively, • read letters of the alphabet in groups and as individuals from charts and flashcards, • read letter sounds in pairs and as individuals from charts, 	1. What are the different things found near our school? 2. Which letter sounds sound almost similar?

			<ul style="list-style-type: none"> chant rhymes on letter sounds and letter names. 	
Core competencies: <ul style="list-style-type: none"> Critical thinking and problem solving: The learner identifies pictures of things found in the neighbourhood by recalling and generating ideas. Self-efficacy: The learner chants letter sounds and letter names rhymes assertively in class. 				
Values: <ul style="list-style-type: none"> Social justice: The learner together with others share charts and flash cards with unity and without discrimination. Unity: The learner works harmoniously with others. 				
Pertinent and Contemporary Issue(s): Environmental awareness: The learner's identification of pictures and naming of things found near the school is an indicator of environmental awareness.				
Link to other Activity Areas: Environmental Activities as the learner reads pictures of things found in the neighbourhood like animals.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Letter recognition (6 lessons)	By the end of the sub strand the learner should be able to: a) identify different letter names in and out of class,	The learner is guided to: <ul style="list-style-type: none"> listen to an audio clip on letter names or read letter names from the board, recall letter names learned, 	Which letters of the alphabet are almost written the same?

		b) differentiate between upper case and lower case letters of the alphabet, c) match upper case and lower case letters of the alphabet, d) take pleasure in chanting rhymes on letter names.	<ul style="list-style-type: none"> • read letters of the alphabet from charts, books, flash cards , • match upper case and lower case letters, • visit a learning corner with a variety of jumbled letters in different cases and identify each letter name, • play letter memory games like fishing game using letter flash cards, • chant rhymes collaboratively on letter names. 	
Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner recalls previously learned letter names from the board. • Digital literacy: The learner listens to an audio clip on letter names. 				
Values: <ul style="list-style-type: none"> • Respect: The learner chants the letter sounds together with others and accept others as they work together. • Responsibility: The learner is diligently engaged in assigned roles and duties of chanting letter names. 				
Pertinent and Contemporary Issue(s) Social cohesion: The learner works together with others in group work to achieve a common goal (chanting and playing a fishing game).				
Link to other Activity Areas: Creative Activities (Music) where chanting rhymes on letter names relates to singing of songs in music.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Letter writing (5 lessons)	By the end of the sub strand the learner should be able to: a) write letters of the alphabet in lower case, b) write letters of the alphabet in upper case, c) match in writing lower case and upper case letters, d) focus on activities related to writing of letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> • read letters of the alphabet in lower case form charts, books, digital device. • read letters of the alphabet in upper case from charts, books, digital device, • write letters of the alphabet in the air, • write letters of the alphabet in lower case on different materials: books, ground, board, digital device, • write letters of the alphabet in upper case on different materials: books, ground, board, digital device, • match in writing lower case and upper case letters, 	How do we tell whether a letter is upper case or lower case?

			<ul style="list-style-type: none"> • model letters of the alphabet in groups using clay, dough or plasticine, • clear working area and wash hands with soap and clean water, • display work done for peer assessment. 	
Core Competencies: <ul style="list-style-type: none"> • Learning to learn: The learner learns that letters of the alphabet can be written in both lower and upper case. • Imagination and creativity: The learner writes letters of the alphabet in the air imaginatively. 				
Values: Integrity: The learner shows accountability in commitment to complete tasks given (writing and matching of letters).				
Pertinent and Contemporary Issue(s): Personal hygiene: The learner washes hands with clean water and soap after a modeling activity.				
Link to other Activity Areas. Creative Activities, (Art and Craft) as the learner models the letters of the alphabet.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing practice (2 lessons)	By the end of the sub strand the learner should be able to: a) write correctly and neatly letters of the alphabet, b) make patterns using letters of the alphabet, c) take pleasure in activities related to writing of letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> • colour letters of the alphabet within borders, • write letters of the alphabet in lower case on books, digital devices, • write letters of the alphabet in upper case on books, digital devices, • make patterns on different surfaces using letters of the alphabet collaboratively and as individuals, • model letters of the alphabet in pairs. • display work done. 	Why do we make patterns?
Core competencies: <ul style="list-style-type: none"> • Self-efficacy: The learner performs different activities in letter writing (modelling, colouring, writing) and displays work done. • Digital literacy: The learner writes letters of the alphabet in lower case and upper case on a mobile phone, tablet or lap top. 				
Values <ul style="list-style-type: none"> • Social justice: The learner exercises freedom to express self and equity on sharing resources as they model and colour. 				

- **Peace:** The learner together with others resolve differences responsibly that may occur when working together in making patterns.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner works in cooperation with others to write letters and make patterns.

Link to other Learning Areas:

Creative Activities, (Art and Craft) as the learner colours letters of the alphabet within borders as well as models the letters.

3.0 OUR SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Active listening (2 lessons)	By the end of the sub strand the learner should be able to; a) pay attention to conversations in and out of school, b) respond to simple instructions in and out of school, c) Enjoy participating in conversations.	The learner is guided to: <ul style="list-style-type: none"> • tell stories and poems while others listen, • re-tell stories told by the teacher and other learners, • view and listen to short clips and imitate, • listen to simple instructions and respond, • take turns in conversations, • view recorded clips of their own conversations as they are appreciated and corrected, • participate in verbal games, poems and songs that involve turn taking. 	<ol style="list-style-type: none"> 1. When do you speak during a conversation? 2. How do people respond to instructions?
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner listens attentively and responds to conversations and simple instructions. • Self-efficacy: The learner participates in conversations and in responding to simple instructions. 				

Values: <ul style="list-style-type: none"> • Peace: The learner with others practice patience and take turns in conversations. • Unity: The learners work together in performing the given task, conversation.
Pertinent and Contemporary Issue(s): Social cohesion: The learner works in unity with others in telling stories, viewing clips and participating in verbal games among other experiences.
Link to other Activity Areas: Active listening links to all the other Activity Areas where it is required from the side of learners so as to benefit from daily instructions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Self expression (2 lessons)	By the end of the sub strand the learner should be able to; <ul style="list-style-type: none"> a) express own needs and ideas verbally in and out of school, b) use appropriate vocabulary to express own needs and ideas in and out of school, c) actively participate in activities on self-expression. 	The learner is guided to: <ul style="list-style-type: none"> • express own needs (what they require), ideas and thoughts freely, • tell news or talk about what they are doing during school activities (reading, writing, colouring), • be engaged in short discussions and answering of simple questions, 	<ol style="list-style-type: none"> 1. What can you say about yourself? 2. What do we require while in school?

			<ul style="list-style-type: none"> • in pairs and small group to tell news and stories on school activities, • sing songs about their school needs. 	
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner uses vocabulary to express their needs and ideas and tells news as others listen. • Self-efficacy: The learner expresses self with confidence in discussions and answering of questions. 				
Values: <ul style="list-style-type: none"> • Respect: The learner with the others take turns in telling news or talking about what is done in school and stories. • Unity: The learner works together with others in harmony to perform assigned roles (discussions). 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works amicably with others in telling news and stories.				
Link to other Activity Areas: Creative Activities (Music) as learners sing songs related to expression of school needs.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Print awareness (2 lessons)	By the end of the sub strand the learner should be able to; a) recognise pictures related to school, b) demonstrate awareness of print in and out of school, c) show interest in reading in and out of school.	The learner is guided to: <ul style="list-style-type: none"> • read pictures on things found in the school and talk about them, • collaboratively read picture stories to each other and appreciate one another, • read pictures on safe things to do in school and safe and unsafe places in school, • view video depicting stories and be asked to answer questions on the story, • read pictures related to safe and unsafe places in and out of school, • read pictures, letter sounds and names of letters of the alphabet from different materials. • play games on identification of pictures, letter sound and letters of the alphabet. 	Which pictures do you enjoy reading? Why?
Core Competencies: <ul style="list-style-type: none"> • Communication and communication: The learner with others read pictures and picture stories collaboratively. 				

<ul style="list-style-type: none"> • Self-efficacy: The learner correctly identifies pictures and is appreciated by others.
Values: <ul style="list-style-type: none"> • Respect: The learner with other learners take turns in talking about pictures related to school. • Unity: The learners work together in talking about the pictures.
Pertinent and Contemporary Issue(s): Child Safety and security: The learner identifies safe and unsafe places in school and how to avoid playing around the unsafe ones while in school.
Link to other Activity Areas: Environmental activities as the learner reads pictures of different things found within the school environment.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading syllables (2 lessons)	By the end of the sub strand the learner should be able to; a) join two sounds to read syllables in and out of class (ba-bu, da-du), b) demonstrate ability to read syllables in class, c) enjoy participating in activities that involve reading of syllables.	Guide learner to: <ul style="list-style-type: none"> • Read letter sounds from a chart, writing board, book or digital device, • join 2 sounds, a consonant and a vowel to make syllables, • blend sounds to make syllables, example; ba be bi bo bu, da de di do du, • read and master syllables, 	1. Where can we read letter sounds from in and out of school? 2. Which letters of the alphabet can you remember?

			<ul style="list-style-type: none"> • practise reading syllables in pairs and small groups as they correct one another, • play games on syllables like a fishing game using flash cards with syllables. 	
Core Competencies: <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner gains confidence in reading syllables. • Learning to learn: The learner persists in learning to join sounds to make syllables. 				
Values: <ul style="list-style-type: none"> • Love: The learner with the others in class correct each other positively as they make syllables. • Responsibility: The learners peer teach one another on how to read syllables. 				
Pertinent and Contemporary Issue(s): <p>Social cohesion: The learner works harmoniously with others to achieve a common goal in reading syllables.</p>				
Link to other Activity Areas: <p>Reading syllables links to all other Activity Areas where reading of words and sentences is involved.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0.Writing	3.1 Drawing pictures (1 lesson)	By the end of the sub strand the learner should be able to; a) identify pictures of objects within the school environment, b) draw different objects within the school environment, c) colour the drawings using different colours. d) show excitement in drawing activities.	The learner is guided to: <ul style="list-style-type: none"> • name things found in the school, • read pictures of things found within the school, • draw pictures of things found within the school environment, • colour the drawings while sharing the colour pencils,, • model different things found in school and share the modelling material, • wash hands after modelling, • display the work done for peer assessment and for enhancement of self-efficacy, • sing songs/recite poems in groups related to the things found in the school. 	Which things are found in our school environment?
Core competencies: <ul style="list-style-type: none"> • Creativity and imagination: The learner creatively draws and colours things found within the school environment. • Self-efficacy: The learner without assistance draws and colours pictures of things found within school and displays the pictures for others to see. 				

Values: <ul style="list-style-type: none"> • Unity: The learner shares drawings and colouring tools with others in the class. • Peace: The learner practises patience in sharing the available drawing and colouring tools.
Pertinent and Contemporary Issue(s): Personal hygiene awareness: The learner washes hands with clean water and soap after modelling things found within the school environment.
Link to other Activity Areas: Environmental Activities as the learner names things found in the school environment Creative Activities (Art and Craft) as learner draws, colours and models different things found in school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) write syllables in and out of class (ba-bu, ca-cu, da-du), b) demonstrate ability to write syllables properly in and out of class, c) participate in writing syllables with excitement in and out of class.	Guide learner to: <ul style="list-style-type: none"> • read the already learned syllables from charts, books, flash cards, a writing board or a digital device (ba-bu, ca-cu, da-du), • write the syllables in the air, • join sounds to make syllables in writing (consonants and vowels) collaboratively, • model learned syllables, • wash hands with clean water and soap after modelling, • Colour the learned syllables, 	1. How do we sit when writing? 2. Where can we read sounds?

			<ul style="list-style-type: none"> • make patterns using syllables, • Display work done, • chant rhymes on syllables. 	
Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner joins letter sounds to write the syllables appropriately. • Creativity and Imagination: The learner draws and colours syllables using own creative ideas. 				
Values: <ul style="list-style-type: none"> • Respect: The learner works with others in harmony while modelling and colouring syllables. • Social justice: The learner ensures fairness in sharing of the drawing, modelling and colouring items. 				
Pertinent and Contemporary Issue(s): Personal hygiene awareness: The learner washes hands with clean water and soap after colouring and modelling experiences.				
Link to other Activity Areas: : Creative Activities, (Art and Craft), the learner engages in colouring and modelling activities in the same way they model and colour syllables.				

4.0 OUR MARKET

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Polite language (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify polite words used to appreciate, apologise and make requests, b) use appropriate vocabulary when making requests, apologising and appreciating (please, excuse me, may I, sorry), c) advocate for use of polite language in social interactions.	The learner is guided to: <ul style="list-style-type: none"> • watch a role play or video clip of people using polite language (please, excuse me, may I, sorry, excuse me and I am sorry) where applicable, • identify words used in polite language from the role play, video clip watched/story told, • role play buying and selling with negotiation of prices (bargaining for better prices of items) • listen to a story from the teacher on use of polite language, • construct simple sentences using polite language, • sing songs related to market. 	<ol style="list-style-type: none"> 1. Which words do we use to request for something? 2. Which words do we use to apologise when we wrong someone?
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner converses with others in a role play on buying and selling while using polite language. • Self- efficacy: The learner role plays buying and selling while using polite language. 				

Value: <ul style="list-style-type: none"> • Responsibility: The learner engages in assigned roles as a buyer or a seller while role playing. • Respect: The learner interacts with others while taking turns in role playing.
Pertinent and Contemporary Issue(s): Financial literacy: The learner learns to negotiate for lower prices of items while role playing buying and selling.
Link to other Activity Areas: Use of polite language links to moral values in Religious Education (CRE) where learners learn and practise moral values like requesting, apologising and requesting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe a market using simple language, b) engage in conversations related to things found in the market to pass information, c) take pleasure in passing verbal messages through conversations.	The learner is guided to: <ul style="list-style-type: none"> • talk about a market, what it is and what happens there, • read pictures from charts, books, magazines on people in the market, • watch a video clip on people buying and selling in the market, • collect packaging containers for different items and arrange in the shop corner, • tell short stories about people found in the market, 	Why do we buy and sell things at the market?

			<ul style="list-style-type: none"> • talk about things bought and sold in the market • role play conversations between buyer and seller while in the shop corner, • display items sold in the market at the shop corner (containers, sachets). 	
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner participates in a role play as a buyer or seller with talking and listening experiences. • Creativity and imagination: The learner collects different materials and arranges them at the market corner in the classroom. 				
Value: <ul style="list-style-type: none"> • Respect: The learner takes turns in the conversation with others in role playing buying and selling. • Unity: The learner in groups tells stories about market and listens to one another. 				
Pertinent and Contemporary Issue(s): Financial literacy: The learner role plays buying and selling at the shop corner exhibiting such skills like bargaining or negotiation.				
Link to other Activity Areas: Buying and selling activities relate to counting in Mathematics Activities where money in different currencies is counted.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual discrimination (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify pictures of different items sold in the market, b) demonstrate awareness of similarities in things found in the market, c) demonstrate awareness of differences in things found in the market, d) actively participate in picture reading activities.	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip on things found in the market and people buying and selling, • observe pictures of things found in the market and people in the market buying and selling, • name different goods sold in the market, • sort pictures of different things found in the market, • using pictures, tell similarities in things found in the market: size, colour, shape, • using pictures, tell differences in things found in the market: size, colour, shape, • identify pictures of dirty or rotten items sold in the market that we should not buy, • Sing songs related to activities taking place in the market. 	<ol style="list-style-type: none"> 1. Which items do we buy from the market? 2. Why do we buy things from the market?

<p>Core competence:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner objectively points out differences and similarities of things found in the market from the pictures read. • Communication and collaboration: The learner with others talk about similarities and differences in things in the market and listen to each other.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner demonstrates diligence with the awareness of things in the market that can be sold and bought. • Patriotism: The learner gets to understand more about their market and appreciate things from the market.
<p>Pertinent and Contemporary Issue(s):</p> <p>Health issues awareness: The learner learns to take precaution when buying items at the market so as not to buy the dirty or rotten food items that could be harmful to health.</p>
<p>Link to other Activity Areas:</p> <p>Sorting and grouping in Mathematics Activities as the learner sorts pictures of different things found in the market.</p> <p>..</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading letters of the alphabet. (4 lessons)	By the end of the sub strand the learner should be able to: a) read letters of the alphabet using their names (A-Z), b) read letter sounds using letters of the alphabet, c) chant rhymes to match letter names and letter sounds, d) participate in chanting rhymes on letter names and letter sounds.	The learner is guided to: <ul style="list-style-type: none"> • watch an animated clip on letter names and letter sounds, • identify letter names of the alphabet from books, charts, boards, flash cards, digital device, • read the letter sounds in turns from a chart, books, boards, flash cards, digital device, • chant rhymes on letter names and letter sounds in turns and collaboratively in the right order, (Letter a, sound /a /,Letter b, sound /b/.....) 	<ol style="list-style-type: none"> 1. Why do we learn letter sounds? 2. Which letters of the alphabet do we like most? Why?
Core competence: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner points out differences between letter names and letter sounds when chanting rhymes. • Self-efficacy: The learner confidently identifies letters of the alphabet in class. 				
Values: <ul style="list-style-type: none"> • Respect: The learner takes turns with others to read letter sounds. • Peace: The learner works in harmony with others in groups to chant rhymes on letter names and sounds. 				

Pertinent and Contemporary Issue(s):

Social cohesion: The learner works together with others to chant letter names and letter sounds.

Link to other Activity Areas:

Chanting of rhymes links to Creative Activities (Music) and Religious Activities (CRE) as the learner chants rhymes in a tune related to songs. Most of the Music and CRE activities are about singing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) read syllables by joining 2 letter sounds; fa fe fi fo fu ga ge gi go gu ha he hi ho hu, b) chant rhymes related to syllables, c) focus on chanting rhymes related to syllables reading.	The learner is guided to: <ul style="list-style-type: none">• listen to recorded syllables from a digital device,• identify written letter sounds,• join two sounds to form syllables,• read the syllables fa fe fi fo fu ga ge gi go gu ha he hi ho hu on flash cards, books, charts, writing board, digital device,• chant rhymes on letter sounds collaboratively and as	Where can we read letter sounds from?

			individuals while others listen to and appreciate the effort by clapping, <ul style="list-style-type: none"> • play games related to letter sounds and syllables using flash cards. 	
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner objectively puts together two different syllables to form syllables. • Self-efficacy: The learner individually chants letter sounds appropriately while others listen to and appreciate the effort by clapping. 				
Values: <ul style="list-style-type: none"> • Respect: The learner takes turns with others to chant letters of the alphabet and read syllables. • Unity: The learner works collaboratively with others as a team in chanting letter sounds. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner harmoniously works with others to achieve common targets (reading letters and syllables).				
Link to other Activity Areas: In all the other Activity Areas, reading of syllables and words is a skill necessary for preparation in writing in the curriculum.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Eye-hand Coordination (2 lessons)	By the end of the sub strand, the learner should be able to: a) write patterns using letters of the alphabet, b) demonstrate eye-hand coordination when writing letters of the alphabet, c) choose to participate in activities that involve eye-hand coordination (reading using a pen or finger and writing).	The learner is guided to: <ul style="list-style-type: none"> • practise writing letters on floor, on a writing board, on air, on books, a digital device, • colour letters of the alphabet, • colour pictures of things found in the market. • model letters of the alphabet using clay, plasticine, dough. • model things found in the market, • wash hands after modelling, • paint and print letters of the alphabet and wash hands, • trace letters of the alphabet. • practise fixing letter puzzles collaboratively to enhance eye-hand coordination. • display work done, • play digital games on letters of the alphabet that involve the manipulation of a digital device. 	How can we form letters of the alphabet? (writing, modelling, painting, fixing puzzles, writing in the air).

Core Competencies:

- **Self-efficacy:** The learner is internally motivated while displaying for others to see coloured letters and pictures, modelled letters and items found in the market, painted letters, traced letters and fixed puzzles.
- **Creativity and imagination:** The learner explores and discovers new ways of modeling the letters of the alphabet.

Values:

- **Responsibility:** The learner diligently colours, models, paints, traces and fixes puzzles as assigned by the teacher.
- **Respect:** The learner practices patience while fixing puzzles with others to form letters.

Pertinent and Contemporary Issue(s):

Personal hygiene awareness: The learner acknowledges washing of hands after modelling and painting activities to avoid feeding with dirty hands.

Link to other subjects:

Creative Activities (Art and Craft) where learners model different objects in the same way they model letters of the alphabet.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Reading	3.2 Writing letters of the alphabet (2 lessons)	By the end of the sub strand the learner should be able to: a) write letters of the alphabet in the lower case (small letters), b) write letters of the alphabet in upper case (capital letters), c) match letters of the alphabet (lower and upper case), d) attempt exercises related to writing letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> • read letters of the alphabet from a book, chart, board, cards and/or from a digital device, • trace letters of alphabet in both cases, • copy letters of the alphabet in lower case, • copy letters of the alphabet in upper case. • practice writing letters of the alphabet using a digital device, • make patterns using letters of the alphabet collaboratively, • match letters of the alphabet in writing (lower and upper case), • model letters of alphabet in both cases, • display their work to the class. 	Which materials do we use for writing?
Core competencies <ul style="list-style-type: none"> • Creativity and imagination: The learner explores different ways of colouring, modelling, painting, tracing and displaying of their work. 				

<ul style="list-style-type: none"> • Self-efficacy: The learner expresses self-awareness by performing all the different tasks given (tracing, copying, modelling and painting) with motivation and without assistance.
Values: <ul style="list-style-type: none"> • Respect: The learner appreciates diverse opinions of others as they agree while making patterns using letters of the alphabet. • Responsibility: The learner works hard to colour, model, write and match letters of the alphabet.
Pertinent and Contemporary Issue(s): Social cohesion: The learners work together in groups to model, trace, write and make patterns on letters.
Link to other Activity Areas: Matching lower case and upper case letters links to Mathematics Activities where the learner matches numbers with objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Writing syllables (3 lessons)	By the end of the sub strand, the learner should be able to: a) Write syllables using letter sounds; fa – fu, ga – gu ha – hu, b) Demonstrate ability to write syllables independently,	The learner is guided to: <ul style="list-style-type: none"> • read syllables from a chart, book, flash cards, board or a digital device, • engage in blending sounds to make syllables (fa fe fi fo fu, ga ge gi go gu, ha he hi ho hu), • practice writing syllables collaboratively on the writing board, • write syllables on a digital device where applicable, 	1. Which items bought from the market have syllable ‘ba’? 2. Which materials do we need in writing syllables?

		c) Participate continuously in activities that involve writing of syllables.	<ul style="list-style-type: none"> • write syllables on own books while reading aloud each syllable, • practice writing activities of learnt syllables on flashcards, • compete in syllable writing games while encouraging fairness in winning and accepting in losing. 	
Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner reflects on each sound while joining them to write syllables on flashcards and books. • Digital literacy: The learner interacts with digital technology to write syllables on a digital device. 				
Values: <ul style="list-style-type: none"> • Unity: The learner cooperates with others in writing syllables on the writing board. • Responsibility: The learner demonstrates resilience in writing syllables on the different writing surface. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works collaboratively with others to write syllables on the board.				
Link to other Activity Areas: In all the other Activity Areas, reading of syllables and words is a skill in the curriculum and so relates to all writing activities in other Activity Areas.				

5.0 ANIMALS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory discrimination (2 lessons)	<p>By the end of the sub strand the learner should be able to ;</p> <ol style="list-style-type: none"> identify all the sounds of the letters of the alphabet, distinguish closely related letter sounds in the alphabet, imitate sounds made by different animals kept at home, develop interest in listening to sounds in the environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to letter sounds articulation from the teacher or an audio recording/video clip, articulate/read letter sounds correctly, articulate closely related letter sounds as demonstrated: /p/ and /b/ ,/t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/ and /q/, play letter sound games collaboratively, listen to an audio clip on sounds produced by different animals, listen to sounds made by animals during a nature walk around the school neighbourhood, Imitate sounds made by animals, 	<ol style="list-style-type: none"> Which letter sounds almost sound the same? Which animal sounds do you hear within our school?

			<ul style="list-style-type: none"> • sing songs and recite poems on sounds made by animals. 	
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner reasons logically to distinguish between the sounds made by different animals. • Self-efficacy: The learner assertively imitates and correctly identifies sounds made by animals. 				
Values: <ul style="list-style-type: none"> • Integrity: The learner consistently recites poems on sounds made by animals. • Unity: The learner embraces others as they collaboratively play letter sound games. 				
Pertinent and Contemporary Issue(s): Animal welfare education: The learner distinguishes sounds from animals that show happiness, distress, hunger and pain as they move around during the nature walk and listen to sounds made by animals.				
Link to other Activity Areas: Sounds of animals in the environment link to animals kept at home in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Audience awareness (2 lessons)	By the end of the sub strand the learner should be able to: a) explain when to speak loudly when addressing audience, b) explain when to speak softly when speaking to audience c) exhibit audience awareness by varying intonation when speaking, d) participate actively and audibly in speaking activities to convey message to others.	The learner is guided to: <ul style="list-style-type: none"> • say when one is supposed to speak loudly when passing message, • say when one is supposed to speak softly when passing message, • give reasons why some people may speak softly even when talking to many people (sickness, shyness, fear, low self-esteem), • listen to the teacher or a recorded clip telling a story on the importance of animals (what animals give us), • re-tell the stories audibly and with clarity while being recorded for replay, • listen to the recorded pieces of their own clip, • react to the recorded clip in reference to audience awareness, 	How should we speak to be heard? How do the animals kept at home help us?

<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner persists in re-telling stories told by teacher or from the audio clip on importance of animals and reciting poems on animals kept at home. • Communication and collaboration: The learner develops listening skills as they listen keenly and actively to stories from the teacher or clip so as to retell.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner demonstrates resilience in listening to stories and takes upon self to retell the story to other learners. • Respect: The learner practices patience with others and takes turn in retelling stories.
<p>Pertinent and Contemporary Issue(s):</p> <p>Animal welfare Education: The learner's imitation of different animal sounds that communicate distress, hunger, pain and satisfaction help take action in caring for animals.</p>
<p>Link to other Activity Areas:</p> <p>Imitating sounds of animals in the environment link to animals kept at home in Environmental Activities.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual memory (3 lessons)	By the end of the sub strand the learner should be able to: a) recall letters of the alphabet in and out of class, b) demonstrate ability to recognise pictures of wild animals, c) participate actively in activities that involve recalling.	The learner is guided to: <ul style="list-style-type: none"> • visit a learning corner within the class to observe different objects, • settle back to seats and mention the objects observed, • read loudly letters of the alphabet from charts, books or digital devices using letter names, • chant letters of the alphabet collaboratively in the absence of a chart or writings of the same, • tell names of wild animals observed during a visit to game park, watched on media or seen on pictures collaboratively, • get involved in visual memory games like a fishing game on animals drawn on flashcards, • play letter memory games. 	How are some wild animals dangerous?

<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner applies the vocabulary and creativity used in storytelling to retell the stories. • Self-efficacy: The learner is self-motivated as correctly identifies names of wild animals observed during a visit to game park, watched on media or seen on pictures.
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner cooperates and interacts positively with others in recalling names of animals. • Responsibility: The learner demonstrates excellence in retelling told stories.
<p>Pertinent and Contemporary Issue(s):</p> <p>Social cohesion: The learner values togetherness while collaborating in identifying names of wild animals observed during a visit to game park.</p>
<p>Link to other Activity Areas:</p> <p>Names of wild animals identified link to wild animals learnt in Environmental Activities.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) recall syllables learnt earlier,	The learner is guided to: <ul style="list-style-type: none"> • watch video clip on reading of syllables, • revise read syllables, • join sounds to form syllables (ja-ju, ka-ku and la- lu), 	1. Which are the five biggest wild animals?

		b) join sounds to read syllables (ja-ju, ka-ku and la- lu), c) Perform activities that involve reading of syllables.	<ul style="list-style-type: none"> blend sounds to read syllables ...ja, ka, la, practise reading syllables collaboratively with some guiding others, chant rhymes on syllables, get involved in a variety of activities to practice reading syllables. 	2. Which are the fastest wild animals?
Core competencies: <ul style="list-style-type: none"> Communication and collaboration: The learner articulates correctly sounds and blends them to form syllables with peers. Learning to learn: The learner persists in joining sounds to form syllables. 				
Values: <ul style="list-style-type: none"> Responsibility: The learner demonstrates hard work in while practising to read syllables. Unity: The learner cooperates with peers as they practice reading syllables collaboratively. 				
Pertinent and Contemporary Issue(s): Effective communication: The learner practices to articulate syllables correctly as they chant rhymes rhymes on syllables.				
Link to other Activity Areas: Chanting rhymes on syllables links to singing songs in Creative Activities (Music).				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Pattern writing (2 lessons)	By the end of the sub strand the learner should be able to: a) write simple patterns in the air using letters of the alphabet, b) hold a writing tool appropriately when writing, c) take pleasure in simple pattern writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none"> recite the letters of the alphabet collaboratively taking turns, observe a demonstration on how to write a pattern, hold a writing tool appropriately, copy simple patterns, practise writing simple patterns by joining letters of the alphabet, compete on the speed of writing patterns, display patterns written, sing songs and watch video clips on pattern writing. 	<ol style="list-style-type: none"> Which tools do we use for pattern writing? Why do we write patterns?
Core competencies: <ul style="list-style-type: none"> Communication and collaboration: The learner writes clearly and correctly patterns on the letters of the alphabet with peers. Self-efficacy: The learner assertively displays patterns written with confidence for others in the class to see. 				
Values <ul style="list-style-type: none"> Respect: The learner waits patiently to recite letters of the alphabet in turns. Responsibility: The learner demonstrates determination while competing on the speed of writing patterns. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works in pattern making with others and becomes aware on the need to cooperate with others.				

Link to other Activity Areas:

Making patterns using letters of the alphabet links to pattern making using shapes in mathematics.

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) write syllables in and out of class (ja-ju, ka-ku and la-lu), b) demonstrate ability to write syllables properly in and out of class, c) show excitement in using basic tools for writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none">• write letters of the alphabet,• join dots to make syllables,• copy syllables properly in and out of class,• write syllables on the board and on books,• make patterns using syllables.• model syllables while sharing the modelling materials (plasticine and or clay),• practise writing syllables on ICT devices where applicable ,others write on board, ground, books, cards and board.• display work done,	Why do we write syllables?
Core competencies: <ul style="list-style-type: none">• Digital literacy: The learner uses digital technology to write syllables.				

- **Self-efficacy;** The learner confidently displays work done on syllables.

Values:

- **Unity:** The learner demonstrates fairness while with others as they share the modelling.
- **Responsibility:** The learner demonstrates hard work while engaging in assigned role of writing syllables.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner interacts with others in activities while writing syllables and even as they share writing tools.

Link to other Activity Areas:

Writing of syllables linked to all other activity areas as the learner has to learn how to tread sounds, syllables, words and sentences gradually across the curriculum.

6.0 WEATHER CONDITIONS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory memory (2 lessons)	By the end of the sub strand the learner should be able to: a) recall learned letter sounds and syllables in and out of class, b) demonstrate ability to recognise sounds associated with different weather conditions, c) actively participate in activities that involve recognition of sounds.	The learner is guided to: <ul style="list-style-type: none"> • recognise letters of the alphabet, • identify syllables, • listen to the teacher presenting learnt letter sounds and syllables, • listen to audio clips on learnt letter sounds and syllables, • imitate sounds and syllables as presented by the teacher or/and audio clips, • watch a video clip on sounds associated with rainy and windy weather conditions, • role play windy and rainy weather conditions producing sounds associated with the two. 	Which letter sounds can you remember?
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner listens keenly and actively when chanting letter names and rhymes collaboratively. • Self-efficacy: The learner is motivated when reading aloud letter sounds and syllables as the others listen. 				

Values: <ul style="list-style-type: none"> • Respect: The learner works amicably with others in class taking positively opinions of others. • Peace: The learner works with others with care and harmony as they take turns in chanting letter rhymes collaboratively.
Pertinent and Contemporary Issue(s): Social cohesion: The learner gets to interact with the others as they chant rhymes together.
Link to other Activity Areas: Music in Creative Activities where the learner chants different rhymes related to letter sounds rhymes.

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Question(s).
1.0 Listening and Speaking	1.2 Observation skills (2lessons)	By the end of the sub strand the learner should be able to: a) name different weather conditions, b) describe weather conditions observed, c) express appreciation of different weather conditions.	The learner is guided to: <ul style="list-style-type: none"> • take a nature walk outside classroom to observe weather, • watch a video clip on the effect of different weather conditions, • tell the weather conditions observed, • name different weather conditions, • talk about observed weather conditions, • identify different activities done under different weather conditions, 	1. How is the weather today? 2. Which clothes do we wear on a rainy day?

			<ul style="list-style-type: none"> • identify negative effects of weather conditions, • role play a rainy day learner carrying umbrellas, • sing songs related to different weather conditions. 	
Core competencies: <ul style="list-style-type: none"> • Learning to learn: The learner takes a nature walk, observes the weather condition and persistently discovers more from the environment about weather. • Communication and collaboration: The learner role plays a rainy day carrying umbrellas, then give and get feedback from the others. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner practices the importance in covering self with an umbrella when it is raining within the role play. • Unity: The learner learns to cooperate as they take turns to report observation findings after the nature walk in role play. 				
Pertinent and Contemporary Issue(s): Tolerance: The learner acquires life skill of patience as they observe weather condition during nature walk.				
Link to other Activity Areas: Environmental Activities: The learner observes weather during the nature walk and role plays use of umbrella on a rainy day.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual discrimination (3 lessons)	By the end of the sub strand the learner should be able to: a) identify different pictures of weather symbols, b) match and pair pictures of weather symbols and activities taking place, c) enjoy participating in activities that involve differentiating objects based on what is observed.	The learner is guided to: <ul style="list-style-type: none"> view pictures depicting different weather conditions from a digital device, flash cards or charts and books, talk about the pictures of different weather conditions, identify pictures of different clothes worn in different weather conditions, tell why dress differently in different weather conditions, match and pair pictures of weather symbols with activities taking place, recite poems on weather conditions. 	<ol style="list-style-type: none"> How can you describe the weather today? Which clothes do we wear on a hot day?
Core Competencies: <ul style="list-style-type: none"> Critical thinking and problem solving: The learner objectively matches and pairs pictures of weather symbols and activities. Self-efficacy: The learner with confidence discusses pictures observed on weather conditions with others in class. 				
Values:				

<ul style="list-style-type: none"> • Integrity: The learner works with others with honesty and discipline as they view weather pictures and talk about them. • Social justice: The learner shares learning resources such as picture flash cards equitably.
<p>Pertinent and Contemporary Issue(s): Preventive health awareness: The learner learns that we should dress warm clothes during cold weather conditions and light clothes on a sunny day to avoid illness.</p>
<p>Link to other Activity Areas: Environmental activities where the learner draws pictures on symbols of weather.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading syllables (3 lessons)	By the end of the sub strand the learner should be able to: a) recall syllables learned earlier, b) join letter sounds to read syllables (ma-mu, na-nu and pa-pu), c) take pleasure when performing activities that involve reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> • read out syllables learned, • view video clip/listen to audio clip on reading of syllables, • re-read syllables viewed, • join letter sounds to form syllables, • blend letter sounds to read syllables e.g ma, na, pa, • practice reading syllables collaboratively, • sing songs on syllables, 	Which syllables can you recall?

			<ul style="list-style-type: none"> get involved in a variety of activities to practice reading syllables, 	
Core competencies: <ul style="list-style-type: none"> Learning to learn: The learner explores more on reading of syllables with persistence. Self-efficacy: The learner reads syllables correctly and independently. 				
Values <ul style="list-style-type: none"> Responsibility: The learner with resilience in reads the syllables presented. Unity: The learner sing songs on syllables cooperatively. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works collaboratively with others in reading syllables.				
Link to other Activity Areas: In creative activities (music), the learner relates singing songs on syllables.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Recording skills (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise observed weather conditions,	The learner is guided to: <ul style="list-style-type: none"> Observe different weather conditions on a video clip, Observe weather conditions outside the classroom on a nature walk, 	What do we wear on a rainy day?

		b) Record observed weather conditions in a simple weather chart, c) Actively participate in activities related to weather conditions.	<ul style="list-style-type: none"> • Recognise pictures on weather symbols such as rainy, windy, sunny and cloudy from charts and books, • Tick weather symbol observed on a chart on the particular day, (the weather chart should have 5 days of a week, from Monday to Friday and the four weather conditions symbols for morning session and afternoon session. The learner should tick one symbol every morning after observation and one symbol every afternoon on the same day after observing weather for the 5 days) • Display recorded weather chart at the end of the week. 	
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner objectively records the weather chart on a daily basis after observation. • Self-efficacy: The learner displays the recorded weather chart for others to view and peer assess. 				
Values: <ul style="list-style-type: none"> • Unity: The learner works cooperatively with others to record the weather chart. • Responsibility: The learner records the weather chart persistently. 				

Pertinent and Contemporary Issue(s):

Social cohesion: The learner interacts with others in recording observed weather.

Link to other Activity Areas:

The learner records weather observed daily as done in Environmental Activities.

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise syllables in and out of class (ma-mu, na-nu and pa-pu), b) write syllables neatly in and out of class. c) with pleasure use basic tools for writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none">• write letters of the alphabet,• join dots to make syllables,• copy syllables properly in and out of class,• write syllables on the board and on books,• collaboratively make patterns using syllables.• display work done,• practise writing syllables on ICT devices where applicable ,others write on board, ground, books, cards and board.	1. How do we sit when writing? 2. Which tools do we use for writing syllables?
Core competencies: <ul style="list-style-type: none">• Digital literacy: The learner practices writing syllables on ICT devices by using technology.• Self-efficacy: The learner assertively displays in class work done on syllables.				

Values:

- **Respect:** The learner works in humility with others in making patterns using syllables.
- **Responsibility:** The learner writes syllables diligently on ICT devices.

Pertinent and Contemporary Issue(s):

Social cohesion: The learner interacts with others while displaying work done on syllable writing.

Link to other Activity Areas: Creative activities (Art), the learner models syllable patterns which relates to modelling in Art.

7.0 WATER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming (3 lessons)	By the end of the sub strand the learner should be able to; a) name different places and ways of getting water, b) identify different containers for storing water, c) demonstrate awareness of uses of water in our daily lives, d) appreciate the importance of water in our daily lives.	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip related to different sources of water, • mention different ways and places of getting water (sources), • talk about safety precautions surrounding water sources, • observe containers for storing water during a nature walk (water tank, pots, jerricans, buckets, drums), • name different containers used for storing water, • talk about uses of water, • role play uses of water (cooking, drinking, washing), • recite poems on uses to water. 	How do we use water at home?
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner explains different places and ways of getting water as others listen keenly and actively. 				

<ul style="list-style-type: none"> • Critical thinking and problem solving: The learner creatively demonstrates how we use water at home as they role play.
Value: <ul style="list-style-type: none"> • Responsibility: The learner demonstrates hard work while role playing uses of water. • Respect: The learner practises patience while taking turns in talking about sources of water.
Pertinent and Contemporary Issues: Disaster Risk Reduction awareness: The learner is cautioned to keep off dangerous water sources for safety.
Link to other Activity Areas: Water sources and uses link to Environmental Activities where the learner learns about water sources, uses, storage and even rain under elements of weather.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Articulating letter sounds (2 lessons)	By the end of the sub strand the learner should be able to; a) articulate letter sounds using letters of the alphabet in and out of school (a-z), b) demonstrate awareness of letter sound correspondence in and out of class, c) take pleasure in activities relating to articulation of letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> • view and listen to letter sounds from audio or video clips that enhance letter sound articulation, • in turns, identify the letter sounds using letters of the alphabet from charts and flashcards, • collaboratively match letter sounds with corresponding names of objects whose name 	Which letter sounds almost sound similar?

			begin with the letter sound (a for apple, b for boy...) • chant rhymes on letter sounds.	
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner correctly articulates letter sounds and as a team matches letter sounds with corresponding object names beginning with the letter sound. • Self-efficacy: The learner assertively chants rhymes on letter sounds in class. 				
Value: <ul style="list-style-type: none"> • Respect: The learner demonstrates patience while taking turns in articulating the letter sounds. • Integrity: The learner demonstrates discipline while chanting rhymes on letter sounds with others in class. 				
Pertinent and Contemporary Issue(s): Effective communication: The learner correctly articulates letter sounds in preparation for reading of words.				
Link to other Activity Areas: Articulation of letter sounds links to all Activity Areas since effective pronunciation is important across the curriculum.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Picture Reading (1 lesson)	By the end of the sub strand the learner should be able to; a) name activities that involve uses of water,	Learner is guided to; <ul style="list-style-type: none"> • view a video clip on different uses of water where applicable, • talk about different uses of water mentioning activities where water is used 	How do we use water at home?

		b) demonstrate ability to interpret illustrated uses of water, c) show excitement in activities related to picture reading.	(cooking, bathing, washing, drinking, farming), <ul style="list-style-type: none"> • observe uses of water during a nature walk in the school neighbourhood, • observe pictures depicting different uses of water, • collaboratively read pictures illustrating uses of water on charts, books while helping one another interpret correctly, • role play uses of water (pretend to cook, drink, wash, brush teeth wash handkerchief, bath, • sing songs, recite poems on uses of water. 	
Core competencies: <ul style="list-style-type: none"> • Learning to learn: The learner persists and pursues in observing pictures to acquire new information about uses of water. • Critical thinking and problem solving: The learner correctly interprets illustrations related to uses of water. 				
Values: <ul style="list-style-type: none"> • Peace: The learner demonstrates love to one another while working together to interpret pictures on uses of water. • Responsibility: The learner demonstrates self-drive while role playing uses of water at home. 				
Pertinent and Contemporary Issue(s): Health related awareness: The learner is enlightened on uses of water for personal hygiene as they role play bathing, washing handkerchief and brushing of teeth.				
Link to other Activity areas: Interpreting pictures illustrating uses of water link to drawing and colouring of pictures on uses of water in Art and craft (Creative Activities).				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2.Reading syllables (2 lessons)	By the end of the sub strand the learner should be able to; a) recall the syllables learnt, b) demonstrate ability to read syllables in and out of class (ra – ru, sa – su, ta – tu), c) acknowledge the use of syllables in daily communication.	The learner is guided to: <ul style="list-style-type: none"> listen to an audio clip on reading of syllables, re-read syllables already learned, join sounds to form new syllables (ra – ru, sa – su, ta – tu), blend sounds to make syllables ... ra, re, ri ,ro, ru, read syllables collaboratively and individually, practice reading syllables collaboratively, chant rhymes on syllables. 	Which words begin with the syllable ‘ra--’?
Core competencies: <ul style="list-style-type: none"> Self-efficacy: The learner assertively reads the syllables individually in class. Communication and collaboration: The learner listens to and correctly articulates the syllables collaborating with others. 				
Values: <ul style="list-style-type: none"> Responsibility: The learner engages in assigned roles of reading syllables. Respect: The learner demonstrates patience with others in class as they take turns in reading syllables. 				
Pertinent and Contemporary Issue(s): Effective communication: The learner articulates syllables effectively in communication while interacting.				

Link to other Activity Areas:

Reading of syllables is a skill that cuts across all other Activity Areas as the learner has to read sounds and syllables that make words for comprehension.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Word formation (5 lessons)	By the end of the sub strand the learner should be able to; a) identify syllables and sounds in preparation for reading words, b) blend syllables and sounds to form three letter words in and out of school, c) read three letter words in and out of school, d) perform activities that involve reading of three letter words in and out of school.	The learner is guided to: listen to audio clips on word formation where syllables and sounds are joined and read out, <ul style="list-style-type: none">• read sounds and syllables from charts, books and other materials,• blend syllables and sounds to form three words orally, example ca +t =cat pe+g =peg po + t =pot• read three letter words,• practice reading three letter words collaboratively,• play games in forming three letter words,	1. What do we need to do in order to read words? 2. How do we read words?

Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner reasons on how to join syllables and letter sounds to form 3 letter words. • Self-efficacy: The learner boldly plays games in forming three letter words.
Values: <ul style="list-style-type: none"> • Integrity: The learner without seeking assistance forms 3 letter words. • Social justice: The learner practices equity by allowing each other an opportunity to read sounds and syllables from charts, books and other materials.
Pertinent and Contemporary Issue(s): Social cohesion: The learner learns to work amicably with others and avoid conflicts even as they practice reading three letter words.
Link to other Activity Areas: Word formation is a prerequisite for reading and writing and so cuts across all the other Activity Areas in the curriculum.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Hand writing (5 lessons)	By the end of the sub strand the learner should be able to; a) recognise different syllables and sounds in preparation for writing words,	The learner is guided to: <ul style="list-style-type: none"> • explain how a good hand writing should be, • observe charts and books with good hand writing where letters are well shaped, arranged and of good size, • observe the shaping of letters from a digital device, 	Why are we supposed to write neatly?

		b) join syllables and sounds to form three letter words, c) write three letter words in and out of class, d) discover new ideas related to hand writing.	<ul style="list-style-type: none"> • read syllables from any available source; digital device, books, charts, • read three letter words from any available source; digital device, books, charts, • practice writing three letter words collaboratively and later individually. For example; bat, tab, mat / bet, met, pet, • display written words for others to read, • blend sounds and read them aloud as they write them down in books. 	
Core competencies: <ul style="list-style-type: none"> • Self –efficacy: The learner confidently writes and assertively displays written three letter words. • Creativity and imagination: The learner skilfully blends syllables and letter sounds to read three letter words. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner demonstrates resilience in writing three letter words. • Unity: The learner interacts with others in striving to achieve the common goal of writing three letter words. 				
Pertinent and Contemporary Issue(s): Effective communication: The learner practises writing neatly three letter words for readability purpose.				
Link to other Activity Areas: Good hand writing is a skill necessary in all other Activity Areas for easy reading and comprehension.				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s).
3.0 Writing	3.2 Writing syllables (2 lessons)	By the end of the sub strand the learner should be able to: a) write syllables in and out of class (ra-ru, sa-su and ta-tu), b) demonstrate ability to write syllables in and out of class, c) show excitement in using basic tools for writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none"> • write letters of the alphabet, • copy syllables already learned properly, • write syllables on different surfaces: the board, charts, ground and on books, • practise writing syllables on ICT devices where applicable , • make patterns using syllables, • display work done, • collaboratively chant rhymes on syllables as they write them. 	<ol style="list-style-type: none"> 1. Which do we need to write syllables? 2. Why do we write syllables?
Core competencies: <ul style="list-style-type: none"> • Digital literacy: The learner uses digital technology to write syllables. • Self-efficacy: The learner with confidence displays patterns written using syllables. 				
Values: <ul style="list-style-type: none"> • Respect: The learner works in harmony to chant rhymes on syllables as they write them in books. • Responsibility: The learner independently writes syllables in books. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner positively interacts with others in activities while writing syllables, chanting rhymes and even as they share the writing tools.				
Link to other Activity Areas: Writing skills are necessary in all other Activity Areas for effective communication.				

8.0 TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 News telling (5 lessons)	By the end of the sub strand the learner should be able to: a) tell news on daily happenings with an ease, b) narrate events as they happen in a sequence to communicate order and time, c) actively contribute in activities on news telling.	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip indicating activities done at different times of the day, • observe and talk about pictures showing activities done at different times of the day, • talk about different activities we do every day from morning to evening: waking up, taking breakfast, preparing for school, going to school, break time, lunch, evening, sleeping), • narrate in pairs the day's happenings, like what they did before coming to school and what they will do after school, • sing songs related to time. 	<ol style="list-style-type: none"> 1. What do we do before coming to school? 2. What do we do every day when not coming to school?
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner audibly and correctly articulates words in sentences while talking about different activities we do every day from morning to evening. 				

<ul style="list-style-type: none"> • Self-efficacy: The learner with confidence narrates to a partner the day's happenings, like what they did before coming to school and what they will do after school. • Critical thinking and problem solving: The learner recalls the order or routine of daily activities.
Values: <ul style="list-style-type: none"> • Integrity: The learner demonstrates self-discipline in keeping time through talking about different activities we do every day from morning to evening for this will help do the right thing at the right time. • Respect: The learner practices patience and takes turns with the partner when narrating the day's happenings.
Pertinent and Contemporary Issue(s): Interpersonal relationship: The learner maintains a positive relation with the partner as the two narrate to each other the day's happenings thus maintaining order.
Link to other Activity Areas: Telling news about time links to measurement of time in Mathematics Activities where the learner measures time through daily routine.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information on time (4 lessons)	By the end of the sub strand the learner should be able to: a) identify vocabulary related to time (morning, evening,	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip on daily routine, listen to audio clip on stories of time, • identify and talk about activities related time using periods, like morning and evening, days like yesterday and tomorrow, 	1. What do you do before coming to school? 2. What do you do on the days we do

		yesterday, today, tomorrow), b) use vocabulary related to time to make simple sentences, c) narrate stories of daily happenings, d) value the importance of passing information for communication.	<ul style="list-style-type: none"> • in turns, make simple sentences using time vocabulary like today, yesterday, tomorrow, morning, evening, • react on sentences made by each, • in groups, role play activities done at different times of the day, • tell stories about chores that take place at home before coming to school ,at school and in the evening, • sing songs related to time. 	not come to school?
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner listens attentively to sentences constructed by peers using time related words and comments on their how correct they are. • Critical thinking and problem solving: The learner recalls happenings so as to pass information on what happened previously (yesterday, in the morning). 				
Values: <ul style="list-style-type: none"> • Respect: The learner together with the partner patiently take turns while making sentences that depict time. • Peace: The learner demonstrates responsibility by telling stories about chores that take place at home before coming to school, at school and in the evening. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner, together with others role play activities done at different times of the day.				
Link to other Activity Areas: Singing songs on time links to Music in Creative Activities as the learner sings songs related to time and daily routine.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Story telling (4 lessons)	By the end of the sub strand the learner should be able to; (a) mention common public holidays, (b) identify days of the week, (c) role play activities done on different days of the week, (d) uphold celebration of various public holidays.	The learner is guided to: <ul style="list-style-type: none"> • identify common public holidays: -Christmas, Easter and mashujaa (christians), -Id ul Fitr and Mashujaa (Muslims), -Diwali and Mashujaa (Hindus), • watch a short video clip on people celebrating on a public holiday, • tell stories on how the public holidays are celebrated, • role play religious public holidays and Mashujaa day and any other public holiday they are familiar with, • identify days of week (Sunday – Saturday), • tell stories on different days of the week, • in groups, role play activities done on different days of the week (market, school, church / mosque), 	<ol style="list-style-type: none"> 1. Which days do we like celebrating? Why? 2. What activities do we do on our worship day?

			<ul style="list-style-type: none"> • sing songs related to Mashujaa Day, • sing songs related to days of the week. 	
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner tells stories on how public holidays are celebrated while others listen. • Creativity and imagination: Learner expresses own ideas and imaginations while role playing activities done on different days of the week. 				
Values: <ul style="list-style-type: none"> • Peace: The learner demonstrates love to others in the group as they role play activities done on different days of the week. • Patriotism: The learner demonstrates loyalty to own country by role playing what happens on Mashujaa day, (raising of flag, dances, and President's speech). 				
Pertinent and Contemporary Issue(s): Human rights awareness: The learner demonstrates awareness of human rights while role playing activities that take place on Mashujaa Day.				
Link to other Activity Areas: Religious Education as the learner learns about religious public holidays, their meaning and celebration.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading syllables (2 Lessons)	By the end of the sub strand the learner should be able to: a) recall syllables learnt earlier in and out of class, b) read blended sounds to make syllables, c) identify syllables in and out of class (va-vu,wa-wu,za-zu), d) discover activities that involve reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> • read syllables from charts, books or digital device, • recite syllables, • read blended sounds to make syllables e g, ta, pa, da ma, • read syllables (va-vu,wa-wu,za-zu) in and out of class, • read the syllables collaboratively, • chant rhymes on syllables. 	<ol style="list-style-type: none"> 1. How do we blend sounds to make syllables? 2. How do we form three letter words?
Core Competencies: <ul style="list-style-type: none"> • Self-efficacy: The learner assertively reads syllables with accuracy in class. • Learning to learn: The learner persists in and pursues reading syllables correctly. 				
Values: <ul style="list-style-type: none"> • Unity: The learner together with others chant rhymes on syllables in unison. • Integrity: The learner with others practice fairness when taking turns in blending sounds and reading syllables. 				
Pertinent and Contemporary Issue(s): Effective communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.				
Link to other Activity Areas: Reading across the other Learning Areas require blending of sounds to form syllables, syllables to form words, words to form sentences and later paragraphs. Syllables reading is necessary in all Activity Areas.				

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading three letter words (2 lessons)	By the end of the sub strand the learner should be able to: a) identify syllables and sounds for reading purpose, b) blend syllables and sounds to form three letter words in and out of class, c) read three letter words in and out of school, d) perform activities that involve reading three letter words in and out of class.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip with syllables, • read syllables and sounds from charts, books and other materials, • blend syllables and sounds to form three words example run, bat, sit, • read three letter words, • practice reading three letter words collaboratively. 	How do we read syllables?
Core competencies to be developed <ul style="list-style-type: none"> • Self –efficacy: The learner reads syllables accurately and independently. • Learning to learn: The learner persists and pursues reading syllables correctly. 				
Values: <ul style="list-style-type: none"> • Unity: The learner exercises fairness by including everyone in the group when chanting rhymes on syllables. • Integrity: The learner exercises discipline in taking turns as they blending sounds and read syllables. 				
Pertinent and Contemporary Issue(s): Effective communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.				
Link to other Activity Areas: Ability to read is necessary in every Activity Area and so the skill to read cuts across all Activity Areas.				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing three letter words (2 lessons)	By the end of the sub strand the learner should be able to: a) read three letter words in and out of school, b) join syllables and sounds to form three letter words in writing, c) perform activities that involve formation of three letter words.	The learner is guided to: <ul style="list-style-type: none"> • read three letter words from a chart or digital device, • blend syllables and sounds to read three letter words from different materials, (cat, run, bag, pen, set), • join syllables and sounds to write three letter words, • write three letter words by arranging cards of syllables and sounds on a pocket chart, • display work done, • practise writing three letter words on ICT devices or on board, ground, books, cards. 	How do we sit when writing?
Core competencies: <ul style="list-style-type: none"> • Digital literacy: The learner uses technology to write three letter words on ICT devices. • Self-efficacy: The learner assertively displays work done on writing of three letter words. 				
Values: <ul style="list-style-type: none"> • Respect: The learner works in humility with others. • Responsibility: The learner writes three letter words persistently. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner interacts with others in activities related to writing three letter words by sharing writing tools.				
Link to other Activity Areas: Writing skills are necessary in all other Activity Areas for effective communication.				

9.0 TRANSPORT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming (4 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) name different means of transport. b) tell commonly used means of transport within the environment. c) describe movement of different means of transport. d) enjoy imitating the movement of different means of transport. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • tell common means of transport commonly used within the environment (cars, bicycles, tuktuk, SGR/train, motorcycles, aero planes, donkeys, carts), • view a video clip on different means of transport or read pictures from cards, books, charts on means of transport, • collaboratively talk about different means of transport in relation to viewed video clip, or read pictures, • listen to different sounds made by different means of transport from the environment while on a nature walk within the school. • imitate sounds made by different means of transport. 	<ul style="list-style-type: none"> 1. How do we go to school and back home? 2. How do people move from one place to another?

			<ul style="list-style-type: none"> • Talk about safe practices when using different means of transport, • sing songs, recite poems and/or chant rhymes related to different means of transport. 	
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner in pairs and groups talk about different means of transport. • Learning to learn: The learner acquires new information on various means of transport. 				
Values: <ul style="list-style-type: none"> • Unity: The learner interacts with others to name and imitate sounds made by different means of transport. • Patriotism: The learner becomes aware of the different means of transport within and outside their country and this develops the learner's love to own country. 				
Pertinent and Contemporary Issue(s): Safety and security issues awareness: The learner is made to understand the need of being careful while using any means of transport to avoid accidents.				
Link to other Learning Areas: In Environmental activities the learner listens to different sources of sounds within the environment which relates to different sounds of means of transport.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 News telling (4 lessons)	By the end of the sub strand the learner should be able to: a) tell news on experiences of travelling using different means of transport, b) tell short stories on means of transport observed on the way to school, c) demonstrate ability to tell news on daily experiences, d) appreciate singing songs on different means of transport.	The learner is guided to: <ul style="list-style-type: none"> • listen to news from a peer, teacher, parent, neighbor and retell them, • role-play telling and listening to news in groups, • talk about different means of transport used, • report different means of transport seen on the way to school, • sing songs and recite poems related to different means of transport. 	<ol style="list-style-type: none"> 1. How do people move from one place to another? 2. What happens when one is travelling?
Core competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner interacts with others while telling news and talking about different means of transport. • Critical thinking and problem solving: The learner retells news told and connects words of the song repeatedly to master the words. 				
Values: <ul style="list-style-type: none"> • Unity: The learners cooperates with others when singing songs and reciting poems related to different means of transport. • Responsibility: The learner is cautioned to observe road safety precaution when using, boarding and alighting from a means of transport. 				

Pertinent and Contemporary Issue(s):

Social cohesion: The learner sings songs and recite poems together with others in relation to different means of transport.

Link to other Activity Areas: Learners sing songs and recite poems related to different means transport linking to singing in Creative Arts (music).

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Picture reading (2 lessons)	By the end of the sub strand the learner should be able to: a) recognize names of pictures on different means of transport, b) tell differences between various means of transport, c) match pictures of people working in the transport sector with the different means of transport, d) enjoy playing games with pictures on means of transport.	The learner is guided to: <ul style="list-style-type: none">• read pictures on different means of transport on charts, books or digital devices,• in groups or pairs tell the differences between various means of transport. Examples air, road, railway line, foot paths,• identify people with uniform and different protective working clothes in the transport sector examples, driver, captain, pilot, touts, cyclists,• match pictures of people with their relevant means of transport,• play games on picture identification.	Which kind of pictures have you come across?

			<ul style="list-style-type: none"> play a fishing game on flashing of pictures with people or means of transport. 	
Core Competencies: <ul style="list-style-type: none"> Critical thinking and problem solving: The learner works on identifying pictures of different means of transport correctly. Self-efficacy: The learner matches pictures of different means of transport and the people involved correctly and independently. 				
Values: <ul style="list-style-type: none"> Responsibility: The learner reads and matches pictures correctly and diligently. Unity: The learner works with others in a group with agreement to match pictures. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works in groups in matching pictures and playing games harmoniously.				
Link to other Activity Areas: The learner matches pictures of people in the transport sector with different means of transport in the same way they match numbers in mathematics activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading of three letter words	By the end of the sub strand the learner should be able to: a) recognize sounds, syllables and 3 letter words,	The learner is guided to: <ul style="list-style-type: none"> read sounds, syllables, and 3 letter words on charts, board, cards, from digital device, chant rhymes on letter sounds, 	1. Which means of transport do people around use?

	(4 lessons)	b) join syllables and single sounds to form words, c) arrange sounds correctly on a pocket chart to form 3 letter words, d) enjoy participating in activities related to reading of syllables and 3 letter words.	<ul style="list-style-type: none"> • read syllables on charts, board, cards, from digital device, • join syllables and sounds to form words (blending sounds) in pairs, groups and as individuals, • arrange syllables and sounds correctly to form 3 letter words in pairs, • play look and say game on silent blending and reading aloud of 3 letter words. 	2. What is the difference between a bus and a bicycle?
Core Competencies: <ul style="list-style-type: none"> • Self-efficacy: The learner correctly read letter sounds, syllables and 3 letter words confidently. • Critical thinking and problem solving: The learner joins syllables and one sound to form 3 letter words. 				
Values: <ul style="list-style-type: none"> • Unity: The learner cooperates with others to join syllables and sounds and make words. • Love: The learner works with others compassionately accepting each other as they join dots and blend syllables. 				
Pertinent and Contemporary Issue(s): Social cohesion: The learner works with others amicably to achieve common goal of joining syllables and blending sounds.				
Link to other Activity Areas: The learner arranges sounds on a pocket chart to form 3 letter words which is related to arranging numbers in mathematics activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Picture colouring (6 lessons)	By the end of the sub strand the learner should be able to: a) identify pictures on different means of transport correctly, b) draw pictures to reflect different means of transport, c) colour drawn pictures appropriately, d) enjoy participating in drawing and colouring activities.	The learner is guided to: <ul style="list-style-type: none"> • read pictures on different means of transport on charts, books, board and on digital devices, • colour drawn pictures on means of transport: buses, van, cars, bicycles, aeroplane, donkey, carts, motorbike, • draw pictures on different means of transport, • model cars, ship, bicycle, vans, buses in pairs and in group, • display drawn, coloured and modelled work, • sing songs as they colour pictures. 	Which materials do we use when colouring?
Core Competencies: <ul style="list-style-type: none"> • Creativity and imagination: The learner using own ideas models cars, ship, bicycles, buses, cars, collaboratively. • Learning to learn: The learner learns to model different means of transport with several trials towards perfection. 				
Values: <ul style="list-style-type: none"> • Peace: The learner works in groups with others agreeing and co-operating on issues while modelling. • Love: The learner works with others while drawing and colouring taking care of others by sharing materials while drawing and modelling. 				

Pertinent and Contemporary Issue(s):

Child security and safety: The learner works with caution not to put modelling materials and colouring tools in the mouth or nose for safety.

Link to other Activity Areas: Picture colouring links to Creative Activities where learners create or draw pictures and colour them.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing practice (5 lessons)	By the end of the sub strand the learner should be able to: a) write letters of the alphabet in the right sequence, b) write syllables by joining consonants and vowels, c) write patterns using syllables, form three letter words using syllables and sounds, d) form three letter words using syllables and sounds, e) show excitement in writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none">• read letters of the alphabet in upper case and lower case,• clear working area and wash hands with soap and clean water,• write the letters in upper and lower case on a digital device,• read letter sounds and syllables in groups and pairs,• write letter sounds and syllables,• join syllables and sounds and make 3 letter words in pairs,• make patterns using syllables,• write the patterns repeatedly,	What do you do to make a three letter word?

			<ul style="list-style-type: none"> • model letters of the alphabet clear working area and wash hands with soap and water, • chant rhymes on letter sounds while writing. 	
Core Competencies: <ul style="list-style-type: none"> • Self-efficacy: The learner correctly reads and writes three letter words by joining syllables and sounds. • Critical thinking and problem solving: The learner differentiates between lower and upper case, letters while writing them down in books. 				
Values: <ul style="list-style-type: none"> • Social justice: The learner chants rhymes on letter sounds working with others sharing opportunities equitably. • Integrity: The learner writes own work even in the absence of teacher with honesty and accountability. 				
Pertinent and Contemporary Issue(s): Personal hygiene awareness: The learner clears the working area and washes hands with soap and water.				
Link to other Activity Areas: Pattern writing links to Creative Activities where the learners make different patterns.				

Suggested Formative Assessment Rubric for Listening and Speaking

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use right vocabulary when greeting and bidding farewell in respect to time.	Always uses right vocabulary when greeting and bidding farewell in respect to time.	Uses right vocabulary when greeting and bidding farewell in respect to time.	Sometimes uses right vocabulary when greeting and bidding farewell in respect to time.	Rarely uses right vocabulary when greeting and bidding farewell in respect to time.
Ability to comprehend oral information and answer questions correctly from the listening experiences.	Comprehends oral information and answers all questions correctly from the listening experiences.	Comprehends oral information and answers questions correctly from the listening experiences.	Comprehends oral information but answers few questions correctly from the listening experiences.	Comprehends oral information with difficulty and only answers questions correctly from the listening experiences with assistance.
Ability to tell and retell news to communicate things that have happened.	Tells and retells news accurately and fluently to communicate things that have happened.	Tells and retells news to communicate things that have happened.	Attempts to tell and retell news to communicate things that have happened although lacks fluency.	Tells and retells news to communicate things that have happened only when guided and lacks fluency.
Ability to pay attention and respond to simple instructions.	Pays attention and always appropriately responds to simple instructions.	Pays attention and responds to simple instructions.	Pays attention but sometimes does not respond to simple instructions.	Exhibits challenge to pay attention and responds to simple instructions.

Ability to express own needs and ideas using the appropriate vocabulary.	Always expresses own needs and ideas using the appropriate vocabulary.	Expresses own needs and ideas using the appropriate vocabulary.	Sometimes expresses own needs and ideas using the appropriate vocabulary.	Rarely expresses own needs and ideas and if done, inappropriate vocabulary is used.
Ability to identify and use vocabulary depicting polite language.	Identifies and correctly uses vocabulary depicting polite language.	Identifies and uses vocabulary depicting polite language.	Identifies but rarely uses vocabulary depicting polite language.	Exhibits challenge in identifying and using vocabulary depicting polite language.
Ability to pass information accurately through conversations.	Always passes information accurately through conversations.	Passes information accurately through conversations.	Sometimes passes information accurately through conversations.	Rarely passes information accurately through conversations.
Ability to distinguish closely related letter sounds from the letters of the alphabet.	With details distinguishes closely related letter sounds from the letters of the alphabet.	Distinguishes closely related letter sounds from the letters of the alphabet.	Attempts to distinguish closely related letter sounds from the letters of the alphabet.	Assisted to distinguish closely related letter sounds from the letters of the alphabet.
Ability to identify and imitate different sounds in the environment.	Accurately identifies and imitates different sounds in the environment.	Identifies and imitates different sounds in the environment.	Identifies but exhibits challenge in imitating some sounds in the environment.	Exhibits challenge in identifying and imitating different sounds in the environment.
Ability to demonstrate audience awareness when communicating.	Every time demonstrates audience awareness when communicating.	Demonstrates audience awareness when communicating.	Sometimes demonstrates audience awareness when communicating.	Seldom demonstrates audience awareness when communicating.

Ability to recall observed details from the environment.	Perfectly recalls observed details from the environment.	Recalls observed details from the environment.	Attempts to recall observed details from the environment.	Recalls observed details from the environment when prompted.
Ability to interpret accurately pictures of different things within their environment.	Interprets accurately pictures of different things within and even outside their environment.	Interprets accurately pictures of different things within their environment.	Interprets some pictures of different things within their environment inaccurately.	Exhibits challenge in interprets pictures of different things within their environment.
Ability to recognise, letters of the alphabet, sounds of the same and syllables.	Recognises letters of the alphabet, sounds of the same, syllables and even attempts to read three letter words.	Recognises letters of the alphabet, sounds of the same and syllables.	Recognises letters of the alphabet and sounds of the same but exhibits challenge in recognising syllables.	Has a challenge in recognising letters of the alphabet, sounds of the same and syllables.
Ability to demonstrate awareness of letter-sound correspondence.	Demonstrates perfect awareness of letter-sound correspondence.	Demonstrates awareness of letter-sound correspondence.	Demonstrates partial awareness of letter-sound correspondence.	Exhibits challenge in demonstrating awareness of letter-sound correspondence.
Ability to narrate events sequentially as the happen.	Always narrates events sequentially as the happen.	Narrates events sequentially as the happen.	Sometimes narrates events sequentially as the happen.	Rarely narrates events sequentially as the happen.

Suggested Formative Assessment Rubric for Reading

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read text and pictures from left to the right of a page and turn pages from right to left in readiness for reading.	Reads text and pictures from left to the right of a page and carefully turns pages one by one from right to left in readiness for reading.	Reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading.	Does one of the two; either reads text and pictures from left to the right of a page but exhibits a challenge in turning pages from right to left in readiness for reading or vice versa.	With assistance reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading.
Ability to take care of books in different ways in readiness for reading.	Takes care of books in different ways in preparation for reading and supports/influences peers to do the same.	Takes care of books in different ways in readiness for reading.	Tries to take care of books different ways in preparation for reading although with difficulties in arranging the books on shelves/cupboards, bags and even may tear them due to difficulty turning of pages.	Greatly challenged in taking care of books through different ways in preparation for reading and so is always assisted in caring for the books.

Ability to interpret correctly pictures of familiar things in readiness for reading.	Always interprets correctly pictures of familiar things in readiness for reading.	Interprets correctly pictures of familiar things in readiness for reading.	Sometimes interprets correctly pictures of familiar things in readiness for reading.	Rarely interprets correctly pictures of familiar things in readiness for reading.
Ability to identify correctly letter sounds.	Identifies correctly letter sounds and letter names and chants rhymes to bring out the difference.	Identifies correctly letter sounds and letter names.	Identifies letter sounds and letter names though not all are correctly done.	Identifies correctly letter sounds and letter names when assisted by peers or teacher.
Ability to match lower case letters with upper case letters of the alphabet.	Perfectly matches lower case letters with upper case letters of the alphabet.	Matches lower case letters with upper case letters of the alphabet.	Tries to match lower case letters with upper case letters of the alphabet.	Exhibits challenge to match lower case letters with upper case letters of the alphabet.
Ability to join sounds to form syllables in preparation for reading.	Correctly joins sounds to form syllables and even three letter words in preparation for reading.	Joins sounds to form syllables in preparation for reading.	Attempts to join sounds to form syllables in preparation for reading.	Reads one sound after the other but finds it difficult to blend two sounds and form syllables in preparation for reading.
Ability to join sounds and syllables to form three letter words.	Joins sounds and syllables to form three letter words with an ease.	Joins sounds and syllables to form three letter words.	Joins sounds and syllables to form three letter words with difficulty.	Joins sounds and syllables to form three letter words only with assistance.
Ability to relate and differentiate things in	Relates and differentiates things in the environment with	Relates and differentiates things in	Relates and differentiates things in the environment using	Exhibits challenge in relating and differentiating things in

the environment using observable features.	clear details using observable features.	the environment using observable features.	observable features but with limitation of words.	the environment using observable features.
Ability to match and pair pictures using observable characteristics (size, shape, colour, use)	Always correctly matches and pairs pictures using observable characteristics (size, shape, colour, use)	Matches and pairs pictures using observable characteristics (size, shape, colour, use)	Sometimes incorrectly matches and pairs pictures using observable characteristics (size, shape, colour, use)	Always incorrectly matches and pairs pictures since relating them by use of observable characteristics is a challenge (size, shape, colour, use)

Suggested Formative Assessment Rubric for Writing

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to hold a writing tool properly in preparation for writing.	Always holds a writing tool properly in preparation for writing.	Holds a writing tool properly in preparation for writing.	Sometimes holds a writing tool properly in preparation for writing.	Rarely holds a writing tool properly in preparation for writing.
Ability to turn pages from right to	Carefully turns pages one by one from right	Turns pages from right to left in	Attempts to turn pages from right to left in preparation for	Exhibits challenge in turning pages from

left in preparation for writing.	to left in preparation for writing.	preparation for writing.	writing although picking a page at a time is a challenge.	right to left in preparation for writing.
Ability to demonstrate eye-hand coordination when writing.	Every time demonstrates eye-hand coordination when writing.	Demonstrates eye-hand coordination when writing.	Sometimes demonstrates eye-hand coordination when writing.	Seldom demonstrates eye-hand coordination when writing.
Ability to write letters of the alphabet in the right sequence.	Neatly and correctly writes letters of the alphabet in the right sequence.	Writes letters of the alphabet in the right sequence.	Writes letters of the alphabet in the right sequence although not correctly since shaping of the letters does not come out well.	Writes letters of the alphabet in the right sequence only when assisted.
Ability to write letters of the alphabet correctly and neatly.	Always writes letters of the alphabet correctly and neatly.	Writes letters of the alphabet correctly and neatly.	Sometimes writes letters of the alphabet correctly and neatly.	Rarely writes letters of the alphabet correctly and neatly.
Ability to write letters of the alphabet in both lower case and upper case.	Writes letters of the alphabet correctly and neatly in both lower case and upper case.	Writes letters of the alphabet in both lower case and upper case.	Writes letters of the alphabet in lower case but exhibits challenge in writing of upper case or vice versa.	Exhibits challenge in writing letters of the alphabet in both lower case and upper case.
Ability to write patterns using letters of the alphabet.	Creatively writes patterns using letters of the alphabet.	Writes patterns using letters of the alphabet.	Attempts to write patterns using letters of the alphabet.	Writes patterns using letters of the alphabet with a lot of guidance.

Ability to draw different objects within the environment.	Skillfully draws different objects within the environment.	Draws different objects within the environment.	Tries to draw different objects within the environment.	Exhibits challenge in drawing different objects within the environment.
Ability to colour own and other drawings appropriately.	Colours own and other drawings realistically and appropriately within borders.	Colours own and other drawings appropriately.	Colours own and other drawings though inappropriately by extending beyond borders.	Needs assistance to colour own and other drawings appropriately.
Ability to join sounds and write syllables.	Always joins sounds and writes syllables.	Joins sounds and writes syllables.	Sometimes joins sounds and writes syllables.	Rarely joins sounds and writes syllables.
Ability to join syllables and sounds to form three letter words.	Objectively joins syllables and sounds to form three letter words.	Joins syllables and sounds to form three letter words.	Attempts to join syllables and sounds to form three letter words.	Exhibits challenge in joining syllables and sounds to form three letter words.
Ability to write patterns using syllables.	Creatively writes patterns using syllables.	Writes patterns using syllables.	Tries to write patterns using syllables.	Writes patterns using syllables only with great assistance.
Ability to observe objects and record the observations using pictures.	Keenly observes objects and correctly records the observations using pictures.	Observes objects and records the observations using pictures.	Observes objects but experiences a challenge in recording the observations using pictures.	Experiences challenge in observing objects and recording the observations using pictures.
Ability to observe weather conditions and record the	Keenly observes weather conditions and correctly records the	Observes weather conditions and records the	Observes weather conditions but experiences a challenge in recording the observations	Experiences challenge in observing weather conditions and

observations in a weather chart using symbols.	observations in a weather chart using symbols.	observations in a weather chart using symbols.	in a weather chart using symbols.	recording the observations in a weather chart using symbols.
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APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

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

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

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

Assessment of the CSL Activity

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

APPENDIX 2: SUGGESTED ASSESSMENT METHODS FOR THE DIFFERENT LANGUAGE SKILLS

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

APPENDIX 3: SUGGESTED LEARNING RESOURCES

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

DRAFT