KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and ethical society

PRIMARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 1

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

    Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

    Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

    a) **Social Needs**

    Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

    b) **Economic Needs**

    Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

    c) **Technological and Industrial Needs**

    Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

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

    Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

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

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equality and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral Instruction Programme	1
Total		**31**

LEVEL LEARNING OUTCOMES

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

a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life
c) Demonstrate social skills, moral and religious values for positive contribution to society
d) Develop one's interests and talents for personal fulfilment
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
g) Acquire digital literacy skills for learning and enjoyment.
h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, indigenous language activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learners to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Express self, confidently in indigenous language in different contexts.
2. Use thematic vocabulary in indigenous language to communicate appropriately.
3. Read texts accurately and fluently in indigenous language to access information.
4. Express feelings, ideas, and opinions through writing in indigenous language.
5. Practice appropriate cultural norms and good conduct expected of societal members.
6. Apply indigenous knowledge to conserve and preserve the environment

STRAND: 1.0 THE HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening	1.1.1 Listening to Instructions	By the end of the sub strand, the learner should be able to: a) identify people found at home, b) follow simple instructions to accomplish tasks relating to home activities, c) use formal and informal greetings at home appropriately, d) enjoy listening and responding to instructions for communication.	The learner is guided to: • label pictures of people found at home, • listen to a variety of simple instructions relating to accomplishing home tasks through various media (oral, audio and audio- visual), • respond verbally or non-verbally to instructions, • play the "broken telephone game" (whisper game) with peers in class, • play singing games and recite rhymes related to formal and informal home greetings, • work collaboratively to role play formal and informal greetings at home.	1. Why is listening to instructions important? 2. Why do we greet people at home?
Core Competencies to be developed: • Communication and collaboration is developed as the learner works collaboratively with peers to listen to and respond verbally and non-verbally to different instructions. • Citizenship is enhanced as the learner appreciates their culture through role playing formal and informal greetings at home.				

Values:				

Values:
- Unity is achieved as the learner works with peers to play singing games and recite rhymes related to formal and informal greetings harmoniously.
- Respect is enhanced as the learner appreciates greeting different people with courtesy.

Pertinent and Contemporary Issues (PCIs):
Social cohesion is realised as the learner embraces peers as they give and respond to different instructions.

Links to Other Learning Areas:
The learner is able to relate the skills required during listening and responding to instructions to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	**1.2.1 Picture Reading**	By the end of the sub strand, the learner should be able to: a) describe items found at home from pictures, b) read names of simple pictures of things found at home, c) enjoy reading pictures accompanying texts.	The learner is guided to: • observe pictures of different items found at home, • work jointly with peers to talk about the pictures observed, • sort and group pictures of items found at home, • match pictures of things found at home with their names, • colour and paint pictures of things found at home, • read names of pictures on things found at home,	How do we describe objects?

			• work with peers to stick pictures onto a gallery board to form a simple collection about the home, • organise their pictures in a class portfolio.	

Core Competencies to be developed:
- Creativity and imagination is enhanced as the learner colours and paints pictures of things found at home.
- Critical thinking and problem solving is enhanced as the learner matches pictures of things found at home with their names.

Values:
- Unity is achieved as the learner cooperates with peers to stick pictures on a gallery board to form a simple collection about the home.
- Responsibility is enhanced as the learner works hard to organise their picture stories in a class portfolio.

Pertinent and Contemporary Issues (PCIs):
Cultural awareness is developed as the learner interacts with cultural elements such as names of different items found at home.

Links to Other Learning Areas:
The learner is able to connect the concept of picture reading with their learning in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.3 Writing	**1.3.1 Handwriting - Letters of the Alphabet**	By the end of the sub strand, the learner should be able to: a) Identify lower- and upper-case letters of the language	The learner is guided to: • match lower case letters with their corresponding upper-case letters, • colour and paint the letters of the language alphabet,	How do we write letters of the alphabet?

| | | alphabet,
b) write names of things found at home in upper and lower case,
c) develop interest in writing using letters of the alphabet. | • trace letters of the language alphabet neatly,
• work collaboratively to model letters of the language alphabet,
• fill in missing letters in words,
• work jointly with peers to solve letter puzzles,
• write names of simple words based on the theme e.g. *names of family members and things found at home*. | |

Core Competencies to be developed:
- Creativity and imagination is developed as the learner creatively models the letters of the alphabet.
- Critical thinking and problem solving is enhanced as the learner solves letter puzzles.

Values:
- Love is promoted as the learner portrays caring attitude as they work collaboratively with peers to model letters of the language alphabet.
- Peace is enhanced as the learner works harmoniously with peers to work jointly with peers to solve letter puzzles.

Pertinent and Contemporary Issues (PCIs):
Healthy relationships are fostered as the learner collaborates in sharing learning resources to complete tasks like painting and modelling letters of the alphabet.

Links to Other Learning Areas:
The learner is able to connect modeling and colouring skills to their learning in Creative Arts.

STRAND: 2.0 THE SCHOOL

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	**2.1.1 Word Formation**	By the end of the sub strand, the learner should be able to: a) pronounce syllables in words accurately for communication, b) blend syllables to form simple words for accuracy, c) enjoy blending syllables to form words in and out of school for effective communication.	The learner is guided to: • listen to pre-recorded clips with common syllables forming simple words, • imitate the syllables from an audio clips, • work with peers to blend the syllables to form words, • segment words into syllables, • work collaboratively to match syllables from flashcards to form complete words, • conduct a mini tour within the school to identify things found in school, • play a singing game involving pronouncing simple words related to the theme.	Why do we go to school?
Core Competencies to be developed: • Communication and collaboration is developed as the learner works with peers to blend the syllables to form words. • Learning to learn is enhanced as the learner conducts a mini tour within the school to identify things found in school.				

Values:
- Unity is achieved as the learner works collaboratively to match syllables from flashcards to form complete words.
- Responsibility is realised as the learner takes a role as they play a singing game involving pronunciation of simple words related to the theme.

Pertinent and Contemporary Issues (PCIs):
Environmental awareness is promoted as the learner participates in a mini tour to identify things found in the school environment.

Link to Other Learning Areas:
The learner is able to connect the concept of sounds and word formations to the learning of Kiswahili and English languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	**2.2.1 Reading Words**	By the end of the sub strand, the learner should be able to: a) identify vowel and consonant letter sounds in words for accuracy, b) read words related to school environment for comprehension, c) develop interest in reading written texts for information.	The learner is guided to: • recognise individual vowel and consonant letter sounds, • read the vowel letter sounds from charts, • work collaboratively to sing rhymes on words with the vowel letter sounds, • take turns to lead peers in reading letter sounds aloud, • watch video clips on letter sounds, • identify letter sounds from words on flash cards, • read words with target letter sounds	How do we words read correctly?

			collaboratively,
			• jointly sing rhymes on words related to the theme,
			• work with peers to conduct a mini-contest to read target words.

Core Competencies to be developed:
- Communication and collaboration is developed as the learner takes turns to lead peers in reading letter sounds aloud.
- Learning to learn is achieved as the learner works jointly with peers to conduct a reading mini-contest to practise reading target words correctly.

Values:
- Social justice is promoted as the learner gives others an equal opportunity to read letter sounds aloud.
- Unity is developed as the learner jointly sings rhymes on words related to the theme with peers.

Pertinent and Contemporary Issues (PCIs):
Citizenship is developed as the learner works jointly and mutually with peers to conduct a mini-contest to read target words.

Link to Other Learning Areas:
The learner is able to connect the vocabulary learnt on the theme of environment to their learning of concepts in integrated science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Writing	**2.1.1 Handwriting**	By the end of the sub strand, the learner should be able to: a) write words related	The learner is guided to: • differentiate neat and legible texts from illegible texts, • trace writing letters in the air and	What is a good handwriting?

| | | to school neatly and legibly,
b) compose simple sentences related to school,
c) enjoy writing words and simple sentences neatly and legibly. | on surfaces,
• fill in missing letters to complete words,
• write down dictated words and sentences,
• team up to complete word puzzles,
• fill in missing words to complete sentences,
• write words and simple sentences on digital slate boards,
• display their neatly written sentences in class for peer review. | |

Core Competencies to be developed:
- Self-efficacy is developed as the learner is able to express in texts neatly and legibly
- Digital literacy is developed as the learner confidently writes words and sentences on digital slate boards.

Values:
- Unity is developed as the learner works harmoniously with peers to complete word puzzles
- Respect is enhanced as learners peer review each other's displayed handwriting.

Pertinent and Contemporary Issues (PCIs)
Social cohesion is enhances as the learner is able to relate with peers positively and respectfully as they review their work.

Link to Other Learning Areas:
The learner is able to apply the concept of legibility and neatness in their writing of texts in Kiswahili and English.

STRAND: 3.0 GOOD MANNERS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and Speaking	**3.1.1 Listening to Stories**	By the end of the sub strand, the learner should be able to: a) identify words which show etiquette in a conversation, b) use polite words in a conversation, for communication, c) desire to observe etiquette in speech and action for clarity.	The learner is guided to: • listen to a conversation on good manners collaboratively, • list words or phrases that show etiquette and good manners from a conversation with peers, • listen to a variety of stories that teach good manners (from peers, teacher, resource person), • retell stories fluently and creatively with peers, • role play a telephone conversation using polite words, • play a 'shop-shop' fantasy game to show use of polite language, • play musical games on polite language and etiquette.	1. Why do we listen to stories? 2. Why is it important to observe etiquette in a conversation?
Core Competencies to be developed: • Self-efficacy is enhanced as the learners retell stories to their peers confidently and coherently. • Digital literacy is promoted as the learner interacts with digital devices to record and watch video clips with peers.				

Values:
- Respect is enhanced as the learner is able to apply polite language and etiquette as they retell and listen to stories in class.
- Peace is promoted as the learner works and plays games with peers in harmony and with love.

Pertinent and Contemporary Issues (PCIs)

Citizenship and cultural awareness is enhanced as the learner teams up with peers to tell stories from their communities to teach etiquette.

Link to Other Learning Areas:

The learner is able to relate the concept of politeness and etiquette in language to their learning English and Kiswahli languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	**3.2.1 Reading Words and Sentences**	By the end of the sub strand, the learner should be able to: a) identify words related to good manners in a written text, b) read words and sentences related to good manners, c) develop interest in reading words and simple sentences.	The learner is guided to: • identify courteous words in texts, • read words on flash cards related to good manners, • work collaboratively to build a vocabulary bank for words related to good manners, • compose simple sentences using the collection of words, • re-arrange jumbled words to make meaningful	1. Why should we use courtesy in communication? 2. How do we form sentences?

| | | | sentences, |
| | | | take turns to play reading games, use digital devices to search for texts (stories, poems or songs) related to good manners, | |

Core Competencies to be developed:
- Learning to learn is enhanced as the learner works with peers to search and build a vocabulary bank for etiquette words
- Critical thinking and problem solving is developed as the learner rearranges jumbled words to make meaningful sentences.

Values:
- Responsibility is developed as the learner observes integrity as they use digital devices to search for texts related to good manners.
- Respect is enhanced as the learner appreciates participation of peers as they take turns to play reading games.

Pertinent and Contemporary Issues (PCIs):
Digital literacy is promoted as the learner is able to confidently and responsibly use digital devices to search for texts related to politeness and etiquette.

Link to Other Learning Areas:
The learner is able to relate the concept of word and sentence formation to their learning of Kiswahili and Foreign Languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Writing	3.3.1 Spelling	By the end of the sub strand, the learner should be able to: a) spell simple words related to good manners accurately, b) use simple words related to good manners to make simple sentences, c) enjoy writing texts accurately for communication.	The learner is guided to: • spell simple words related to theme, • practice joining dots to create words related to good manners, • copy courteous words neatly and legibly, • write words from a dictation, • play spelling games with peers, • work collaboratively with peers to form polite words from jumbled letters, • use the words formed to write simple sentences, • fill in missing words in sentences correctly.	Why is spelling important in writing?

Core Competencies to be developed:
• Critical thinking and problem solving is enhanced as the learner works with peers to form polite words from jumbled letters.
• Learning to learn is developed as the learner spells words correctly as they engage in a spelling game with peers.

Values:
• Respect is enhanced as the learner shows love and tolerance to ideas of their peers as they play spelling games.
• Unity is achieved as the learner works collaboratively with peers to form polite words from jumbled letters.

Pertinent and Contemporary Issues (PCIs)
Healthy inter and intra personal relations are enhanced as the learner engages peers as they play spelling games.

Link to Other Learning Areas:
The learner is able to apply the concept of accurate spelling of words to their learning and use of Kiswahili language in communication.

STRAND: 4.0 PERSONAL HYGIENE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	**4.1.1 Songs**	By the end of the sub strand, the learner should be able to: a) identify personal hygiene practices from songs for comprehension, b) pronounce words to describe parts of the body, c) develop interest in the use of songs to promote good personal hygiene practices.	The learner is guided to: • identify parts of the body mentioned in the song, • sing rhymes related to personal hygiene, • work jointly with peers to identify personal hygiene practices for different parts of the body (*e.g. face, hands, legs, nose, hair, teeth*), • listen to songs and rhymes on personal hygiene and sing along, • collaboratively use digital devices to record themselves as they sing songs and rhymes on personal hygiene, • work with peers to role play personal hygiene practices.	1. How do songs help us in learning? 2. Why should we maintain good hygiene practice?

Core Competencies to be developed:
- Digital literacy is enhanced as the learner collaborates with peers to use digital devices to record themselves as they sing songs and rhymes on personal hygiene.
- Self-efficacy is developed as the learner works confidently with peers to role-play personal hygiene practices.

Values:
• Respect is enhanced as the learner teams up with peers and accommodates divergent ideas as they perform tasks such as singing and role-play.
• Responsibility is developed as the learner uses digital devices carefully and appropriately to record themselves singing songs and rhymes on personal hygiene.
Pertinent and Contemporary Issues (PCIs):
Health Education on personal hygiene is promoted as the learner works with peers to identify personal hygiene practices and sing songs based on theme
Link to Other Learning Areas:
The learner is able to relate the concept and skills of singing songs and rhymes to their learning in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	**4.2.1 Reading Simple Texts**	By the end of the sub strand, the learner should be able to: a) identify key messages related to personal hygiene from simple texts, b) read simple texts on personal hygiene for comprehension, c) develop interest in reading simple texts for information.	The learner is guided to: • read simple texts based on the theme aloud individually, • identify key messages from simple texts, • identify vocabulary from the texts, • work together to find out the meaning of the vocabulary, • organize the new words in a vocabulary bank or portfolio, • arrange word and sentence cards to form a short story on personal	Why is reading important?

			hygiene,
			• take turns to play reading games,
			• team up to read a variety of reading materials on personal hygiene,

Core Competencies to be developed:
- Communication and collaboration is developed as the learner teams up with peers to play reading games harmoniously.
- Critical thinking and problem solving is enhanced as the learner arranges word and sentence cards to create a story.

Values:
- Responsibility is enhanced as the learner take personal initiative to organise words to create a vocabulary bank or portfolio.
- Unity is achieved as the learner works with peers collaboratively to find out the meaning of the vocabulary.

Pertinent and Contemporary Issues (PCIs):
Social justice is enhanced as the learner teams up with peers and share roles as they read variety of materials on personal hygiene collaboratively.

Link to Other Learning Areas:
The learner is able to relate and apply simple text reading skills to their reading activities in Kiswahili learning area.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	**4.4.1 Creative Writing**	By the end of the sub strand, the learner should be able to: a) write simple words related to personal	The Learner is guided to: • practice word building using letter flash cards and letter cut outs, • arrange jumbled up letters to form words related to the theme,	How do we write creatively?

		hygiene for expression, b) use words related to personal hygiene to make sentences for communication, c) enjoy creating texts on personal hygiene for information.	• complete word puzzles with peers, • fill in missing letters to complete words on personal hygiene, • match pictures of parts of the body and hygiene practice items to their names, • fill in words in simple sentences with peers, • collaborate in writing simple sentences related to personal hygiene, • work jointly to develop a simple story by sequencing jumbled sentences strips.	

Core Competencies to be developed:
- Citizenship in enhanced as the learner collaborates with peers peacefully to write simple sentences related to personal hygiene.
- Critical thinking and problem solving is promoted as the learner arranges jumbled up letters to form words.

Values:
- Responsibility is achieved as the learner takes up group tasks as they sequence jumbled sentences strips to develop a simple story by about personal hygiene.
- Love is enhanced as the learners shows care to assist peers create a story from sentence strips and complete word puzzles

Pertinent and Contemporary Issues (PCIs):
Personal hygiene is enhanced as the learner works with peers to identify and match parts of the body with respective personal hygiene items.

Link to Other Learning Areas:
The learner is able to connect the skills and concepts of creative writing to their learning in Kiswahili and English Languages.

STRAND: 5.0 TIME AND SEASONS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.1 Listening and Speaking	**5.1.1 Responding to Information**	By the end of the sub strand, the learner should be able to: a) pronounce words correctly to express different aspects of time for clarity, b) listen and respond to instructions related to time for communication, c) enjoy giving and responding to instructions in varied communication contexts.	The learner is guided to: • listen to simple stories on times of the day, the week and months of the year, • pronounce words on different times correctly from the stories, • listen to a resource person talk about different times and activities that take place at those times. • respond to questions on times of the day, week and months of the year, • work collaboratively to sing rhymes and songs to depict various times of the day, week and months of the year, • role play various activities carried out in the community at various times.	How do we tell time?
Core Competencies to be developed: • Creativity and imagination is enhanced as the learner role plays various activities carried out in the community at various times, days, weeks and months of the year. • Communication and collaboration is enhanced as the learner works harmoniously with peers to sing rhymes and songs to depict various times of the day, days of the week and months of the year				

Values:
• Respect is enhanced as the learner works collaboratively and understanding with peers to sing rhymes and songs to depict various times.
• Peace is developed as the learner works with peers mutually to role play various activities carried out in the community at various times.

Pertinent and Contemporary Issues (PCIs):
Cultural Awareness is promoted as the learner engages with the resource person to understand various activities that happen in their community at various times of the day, week and year.

Links to Other Learning Areas:
The learner is able to relate and apply the skills of giving and responding to information to their learning and communication in Kiswahili language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	**5.2.1 Reading for Understanding**	At the end of the sub strand, the learner should be able to: a) identify key messages in written texts related to time for comprehension, b) respond questions on simple texts related to time	The learner is guided to: • work with peers to interpret the meaning of pictures related to time, days, week and months • read words related to time from flash card, charts or digital devices • construct simple sentences using the words provided, • collect simple stories from the community and organise them in story baskets, • read simple community stories related to time,	How do we read to understand texts?

		for comprehension, c) enjoy reading simple texts related to time for information.	• identify the main ideas from simple stories, • team up with peers to respond to questions related to the stories, • collaborate to play games involving words and simple sentences related to time.	

Core Competencies to be developed:
- Digital literacy is enhanced as the learner manipulates digital devices to read texts and identify words related to time.
- Creativity and imagination is enhanced as the learner constructs sentences using the words provided.

Values:
- Responsibility is developed as the learner takes initiative to read words and respond to questions from texts
- Unity is achieved as the learner collaborates and cooperates with peers to play games involving words and simple sentences on time.

Pertinent and Contemporary Issues (PCIs):
Peer teaching is promoted as the learner assists peers to respond to questions related to the stories correctly

Links to Other Learning Areas:
The learner is able to relate the comprehension reading strategies and sentence construction to their learning in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5. 3 Writing	**5.3.1 Descriptive Writing-** paragraph	By the end of the sub strand, the learner should be able to: a) write a simple text about what	The learner is guided to: • work with peers to play syllable fishing games to create names on time and seasons, • write names of different times of the	How are ideas organised to form story?

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| | | happens at different times for communication, <br> b) use the vocabulary acquired to write events at different times in sequence, <br> c) Appreciate writing of texts for self-expression. | days, weeks and months as dictated,
 • combine jumbled up words from cards to form correct sentences,
 • work jointly to sequence jumbled up sentences to form a text,
 • observe drawings and paintings describing different times,
 • work with peers to describe the pictures in a paragraph
 • team up to conduct a Pictionary session competition with peers to draw and paint different events at different times,
 • display pictures for a gallery walk to give feedback. | |

Core Competencies to be developed:
- Critical thinking and problem solving is enhanced as the learner works jointly with peers to sequence jumbled up sentences to form creative texts.
- Creativity and imagination is enhanced as the learner teams up with peers to conduct a competition to draw and paint different events at different times.

Values:
- Integrity is enhanced as the learner gives honest feedback as they conduct a gallery walk for the picture displays.
- Unity is enhanced as the learner cooperates with peers to conduct a drawing and painting competition.

Pertinent and Contemporary Issues (PCIs):
Social cohesion is enhanced as the learner work and relates positively with peers as they describe the pictures and participate in Pictionary session competition.

Links to Other Learning Areas:
The learner is able to apply the descriptive writing skills acquired to their learning of writing in English and Kiswahili Languages.

Appendix 1:

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 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.