



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

PRE PRIMARY II

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION FOR PRE-PRIMARY

S/NO	ACTIVITY LEARNING AREA	NUMBER OF LESSONS PER WEEK
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
Total		25

LEVEL LEARNING OUTCOMES

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

1. Demonstrate basic literacy and 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 society.

ESSENCE STATEMENT

Creative Activities at preprimary level entails; play, dance, songs and Art activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. Pre-primary learners at this formative stage learn effectively through the integration of related learning experiences (inter and multi-disciplinary approaches), with the sole aim of developing both fine and motor skills necessary for the control and coordination of different parts of their body.

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develops at their own pace. Creative activities enable the learner to develop imagination and creativity, build confidence, understand and express emotions, learn about the world around them, communicate thoughts, experiences or ideas, and practice social skills. In addition, creative activities help learners to practise and improve fine motor skills, gross motor skills and hand-eye coordination.



SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) Demonstrate basic knowledge, skills and values through exploration and performance in creative activities for sustainable learning.
- 2) Explore creativity, imagination, and self-expression for holistic well-being.
- 3) Exhibit positive intrapersonal and interpersonal skills of communication during performance in creative activities.
- 4) Demonstrate competence in the motor skills and movement patterns needed to perform a variety of creative activities.
- 5) Apply technological skills for learning and enjoyment within their local environment.
- 6) Demonstrate acquisition of social skills from creative activities for interpersonal relationships.

THEMES AT PRE PRIMARY TWO

1. OUR NEIGHBOURHOOD

- Our neighbours
- Families in the neighbourhood
- Work done by our neighbours
- Shops/kiosks in our neighbourhood
- Physical features in our neighbourhood
- Plants in our neighbourhood

2. MY SCHOOL

- My teachers
- People in our school
- Our school compound
- Road to our school
- Buildings in our schools

3. ANIMALS

- Domestic animals
- Wild animals
- Pests

4. WEATHER CONDITIONS

- Sunny
- Cloudy
- Rainy
- Windy

5. WATER

- Sources of water
- Uses of water
- Storage of water

6. OUR MARKET

- Things found in the market

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS
1.0 OUR NEIGHBOURHOOD	1.1 Doodling
	1.2 Painting
2.0 OUR SCHOOL	2.1 Mosaic
	2.2 Swinging and Stretching
	2.3 Body Percussions
3.0 OUR MARKET	3.1 Colouring
4.0 ANIMALS	4.1 Modelling
	4.2 Walking and Hopping
5.0 WEATHER	5.1 Paper Pleating
6.0 WATER	6.1 Water play

1.0 OUR NEIGHBOURHOOD

	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 OUR NEIGHBOURHOOD	1.1 Doodling (15 Lessons)	By the end of the sub strand the learner should be able to: a) identify dry media materials used in doodling, b) make simple pictures using doodling technique for fine muscle development, c) sing action songs with movements for fun, d) appreciate own	The learner is guided to: <ul style="list-style-type: none"> ● collect materials (<i>pencils, crayon, chalk, charcoal</i>) used in doodling, ● pick and name materials used in doodling, in turns, ● pick and share dry media (<i>coloured pencils, crayon, chalk, charcoal</i>) equitably, for use in doodling, in groups, ● doodle simple pictures using dry media materials, ● create new ideas with doodling technique, in pairs, ● sing action songs about things found in the neighbourhood, ● perform body movement in 	How does one make a doodle?

		and others' doodles.	<p>groups as they sing about things found in the neighbourhood,</p> <ul style="list-style-type: none"> • participate in a fun movement activity as they hold their artwork, • display their works and talk about their pictures. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learner undertakes group activities to explore new ideas in doodling. • Learning to learn: Learner carries out new activities with peers when performing body movements as they sing. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Learner appreciates others' opinions when developing simple pictures of things found in their neighbourhood in pairs. • Love: Learner puts the interest of others first, when sharing materials used in doodling. 				
<p>Pertinent and Contemporary Issues:</p> <p>Learner develops life skills of social awareness as they relate well with others when performing body movements in groups.</p>				
<p>Link to other learning areas:</p> <p>Learner collects materials from the environment in environmental activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 OUR NEIGHBOURHOOD	1.2 Painting (20 lessons)	By the end of the sub strand the learner should be able to: a) identify materials used for painting in the neighbourhood, b) paint picture cutouts of items found in the neighbourhood for fine motor development, c) make patterns using painted picture cutouts, d) sing an action song about painted pictures for enjoyment, e) appreciate own and others' painted	The learner is guided to: <ul style="list-style-type: none"> ● collect and name materials used for painting (<i>brushes, charcoal dust, ash, brick powder, chalk powder, containers, water, feathers</i>), ● watch a demonstration or video clips showing how painting is done in groups, ● pick and share painting materials among themselves, ● Use materials to paint picture cut outs of items found in the neighbourhood (observe safety by avoiding licking paints, and use paints responsibly), ● take turns as they make random patterns using the painted cut-out pictures, ● wash brushes and other painting materials after use for 	How does one paint on a surface?

		work for enjoyment.	storage without damaging the bristle, <ul style="list-style-type: none"> ● Sing songs while displaying their coloured pictures to peers. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self- efficacy: Learner identifies general features of their school when painting picture cutouts of items found in the classroom. ● Digital literacy: Learner connects to and uses the internet when watching video clips showing how painting is done. 				
Values: <ul style="list-style-type: none"> ● Unity: Learner takes turns in using the paints. ● Responsibility: Learner engages in assigned activities when washing brushes and other painting materials. 				
Pertinent and Contemporary Issues: Learner develops social cohesion as he or she acknowledges diversity when painting picture cutouts in groups.				
Link to other learning areas: Learner washes brushes and other painting materials in Environmental activities.				

Assessment Rubric for Our Neighbourhood (Doodling and Painting)

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in doodling and painting.	Identifies a variety of materials used in doodling and painting.	Identifies the materials used in doodling and painting.	Identifies some materials used in doodling and painting.	Identifies very few materials used in doodling and painting, even with prompts.
Ability to make pictures in doodling.	Makes creative pictures with clear doodling.	Makes pictures with clear doodling.	Makes pictures with some lack of clarity in doodling.	Makes pictures with total lack of clarity in doodling.
Ability to paint picture cutouts of items found in the neighbourhood for fine motor development.	Paint picture cutouts of items found in the neighbourhood for fine motor development with a lot of creativity and precise.	Paint picture cutouts of items found in the neighbourhood for fine motor development.	Paint picture cutouts of items found in the neighbourhood for fine motor development with some inconsistencies.	Paint picture cutouts of items found in the neighbourhood for fine motor development with some inconsistencies even with prompts.
Ability to sing action songs while doodling and painting.	Sings action songs while skillfully coordinating with scribbling, printing.	Sings action songs while coordinating scribbling and printing.	Sings action songs with some challenges coordinating with scribbling and printing.	Sings action songs with a lot of difficulty coordinating with scribbling and printing.

2.0 OUR SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 OUR SCHOOL	2.1 Mosaic 15 lessons	By the end of the sub strand the learner should be able to: a) Identify materials for making mosaic pictures, b) make mosaic pictures based on objects found in the school environment , c) perform action songs about objects found in our school for fun, d) appreciate making mosaics from locally available	The learner is guided to: <ul style="list-style-type: none"> ● collect materials (<i>scissors, glue, sand, grass, feathers, coloured paper, sacks, old small pieces of fabric</i>) for making a mosaic in school such as (<i>national flag, bell, chairs, tables, classroom, uniforms</i>), ● pick and name the collected materials for making mosaic, ● work in groups to make mosaic pictures using one of the collected materials, ● observes safety of self when collecting and making a mosaic pictures, ● sing action songs in groups about things found in school 	How do we make a mosaic picture?

		materials.	while displaying their mosaic work, <ul style="list-style-type: none"> ● march and engage in a fun game with peers as they showcase their mosaic artwork, 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: Learners work in groups when making mosaic pictures of objects found in our school. ● Citizenship: Learner appreciates interaction with others when making a mosaic of objects found in school. 				
Values: <ul style="list-style-type: none"> ● Patriotism: Learners show love for their school as they appreciate mosaic work of objects found in the school. ● Unity: Learner collaborates with others when making mosaic work in groups. 				
Pertinent and Contemporary Issues: Learner observes safety of self and materials used when collecting materials found in the school and making mosaic pictures.				
Link to other learning areas: Learner names materials used in mosaic work in Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 OUR SCHOOL	2.2 Swinging and Stretching 15 lessons	By the end of the sub strand the learner should be able to: a) differentiate swinging and stretching activities through practice, b) perform swinging activities while singing a song for fun, c) perform stretching activities for gross motor development, d) colour drawn pictures of learners swinging and stretching for enjoyment, e) acknowledge own	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips showing learners performing activities on swinging and stretching, ● demonstrate swinging and stretching activities, ● talk about safety during swinging activity in pairs, ● practise swinging the arms, waist, shoulders, head while observing safety, ● colour drawn pictures of learners swinging and stretching, ● stretch their hands and legs in groups, ● display and talk about own and others coloured pictures on swinging and stretching. 	How do you stretch and swing?

		and others' drawn swinging materials.		
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: Learner listens and talks clearly when talking about safety during swinging and stretching. ● Digital literacy: Learner manipulates digital devices to watch videos of learners performing swinging and stretching activities. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learner takes care of materials used when colouring. ● Unity: Learners work in groups when colouring drawn pictures of learners swinging or stretching. 				
Pertinent and Contemporary Issues: Safety: Learner takes care of own and others safety during the outdoor swinging and stretching activities.				
Link to other learning areas: Learner interacts with the immediate environment when performing swinging and stretching in environmental activities.				

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 OUR SCHOOL	2.3 Body Percussions 20 lessons	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a) identify parts of the body that can be used as percussion in performance of music in school, b) perform rhythmic sounds using parts of the body when singing in school, c) colour drawn pictures of parts of the body used as percussions for gross motor 	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups, ● name parts of the body that can be used to perform music (<i>clapping, stumping, snapping</i>), in pairs, ● practise rhythmic sounds (<i>clapping, stumping, snapping</i>) using body parts, ● practise singing while clapping, stumping and snapping in groups, 	How can we use parts of our body to create musical rhythms?

		<p>development,</p> <p>d) appreciate own and other's efforts in using parts of the body as percussion in a performance.</p>	<ul style="list-style-type: none"> ● colour drawn pictures of parts of the body used as body percussions, ● record in turns their performances in creating musical rhythms using body percussions, ● talk about own and others recorded musical rhythms using body percussions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner works collaboratively with others when identifying parts of the body used as percussions. ● Digital literacy: Learner operates digital devices when recording performances of musical rhythms using body percussions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: Learners fosters inclusivity when performing musical rhythms in turns. ● Respect: Learner appreciates diverse opinions of others when colouring parts of the body used as percussions in groups. 				
<p>Pertinent and Contemporary Issues:</p> <p>Learner practices musical rhythms using parts of the body as percussion to nurture talents in music.</p>				

Link to other learning areas:

Learner applies the concept of body percussion in number counting and recognition in Mathematics Activities.

Assessment Rubric for Our School (Mosaic, Swinging and Stretching, Body Percussions)

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials for making pictures.	Identifies a variety of materials for making pictures.	Identifies Materials for making pictures.	Identifies some materials for making pictures.	Identifies very few materials for making pictures, even with prompts.
Ability to make mosaic pictures based on objects found in the school environment.	Makes mosaic pictures with a lot of creativity based on objects found in the school environment.	Make mosaic pictures based on objects found in the school environment.	Makes mosaic pictures with less creativity based on objects found in the school environment.	Make mosaic pictures with less creativity based on objects found in the school environment, even with prompts.
Ability to perform swinging and stretching activities for gross motor development.	Performs swinging and stretching activities for gross motor development with high coordination.	Performs swinging and stretching activities for gross motor development.	Performs swinging and stretching activities for gross motor development with low coordination.	Performs swinging and stretching activities for gross motor development with low coordination, even with

				prompts.
Ability to perform rhythmic sounds using parts of the body when singing in school.	Performs rhythmic sounds using parts of the body when singing in school with high coordination.	Performs rhythmic sounds using parts of the body when singing in school.	Performs rhythmic sounds using parts of the body when singing in school with some challenges in coordination.	Performs rhythmic sounds using parts of the body when singing in school with some challenges in coordination, even with prompts.
Ability to colour drawn pictures.	Colours drawn pictures boldly in all the provided spaces.	Colours drawn pictures on the provided spaces.	Colours drawn pictures leaving some spaces.	Colours drawn pictures leaving some spaces, even with prompts.

3.0 OUR MARKET

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 OUR MARKET	3.1 Colouring 25 lessons	By the end of the sub strand the learner should be able to: a) identify colours of items found in the market, b) colour the drawn pictures of items found in the market for fine motor development, c) perform a singing game about items found in the market, while making movements, d) appreciate own and others coloured items.	The learner is guided to: ● watch video clips showing colours of common items found in the market (<i>fruits, grains, clothes</i>), ● collect and name materials used for colouring, ● pick and share equitably the colouring materials among themselves in groups, ● colour pictures of items found in the market in groups, ● colour pictures of items found in the market individually, ● hold their coloured pictures as they march in a singing game, ● display and talk about their	Why do people go to the market?

			coloured pictures, • Clean their working areas and dispose waste appropriately.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: Learner undertakes group activities and exchange new ideas when colouring pictures of items found in the market. • Digital Literacy: Learner manipulates digital devices when watching video clips showing different colours of common items found in the market. 				
Values: <ul style="list-style-type: none"> • Patriotism: Learner respects peers when colouring pictures in groups. • Responsibility: Learner cares for colours and their coloured work when colouring. 				
Pertinent and Contemporary Issues: Learner demonstrates proper waste disposal when cleaning their working areas.				
Link to other learning areas: Learner cleans working area and disposes waste in Environmental activities.				

Assessment Rubric for Our Market (Colouring)

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify colours of items found in the market.	Identifies a variety of colours of items found in the market.	Identifies colours of items found in the market.	Identifies some colours of items found in the market.	Identifies very few colours of items found in the market, even with prompts.
Ability to colour the drawn pictures of items found in the market for fine motor development.	Colours boldly drawn pictures of items found in the market within the margins.	Colours drawn pictures of items found in the market within the margin.	Colours drawn pictures of items found in the market leaving some spaces within the margins.	Colours drawn pictures of items in the market outside the margins, even with prompts.
Ability to perform a singing game about items found in the market while making movements.	Performs a singing game about items found in the market with well coordinated actions and movement.	Performs a singing game about items found in the market while making movements.	Performs a singing game about items found in the market with some difficulty in coordinating actions and movements.	With guidance, perform a singing game about items found in the market with assistance in coordinating actions and movements.

	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 ANIMALS	4.1 Modelling (20 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify materials for modelling, model domestic animals using rolling technique for skill acquisition, recite rhymes about domestic animals, appreciate modelled objects using rolling technique. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> collect materials used in modelling, name materials used in modelling in pairs, share in groups materials used in modelling , observe modelled items of domestic animals in groups, model domestic animals in groups using rolling technique, recite rhymes about domestic animals, collect used and unused materials and put them in appropriate places, display and talk about their modelled work. 	Why do we model?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner appreciates the use of locally available materials when collecting modelling materials. ● Critical thinking and Problem solving: Learner keenly observes the modelled items and applies the rolling technique when modelling.
<p>Values;</p> <ul style="list-style-type: none"> ● Love: Learner shares equitably modelling materials among themselves before modelling. ● Responsibility: Learner becomes keen to keep used, unused materials and their modelled work.
<p>Pertinent and Contemporary Issues: Learner talks about domestic animals and their welfare during modelling.</p>
<p>Link to other learning areas: Learner recites rhymes in Language activities.</p>

4.0 ANIMALS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4.0 ANIMALS	4.2 Walking and Hopping (15 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> differentiate walking and hopping activities through practise, imitate walking and hopping like animals for enjoyment, colour pictures of animals that can walk or hop for fun, appreciate walking and hopping like animals for enjoyment, 	The learner is guided to: <ul style="list-style-type: none"> watch a demonstration or videos of animals that walk and those that hop in groups, individually, demonstrate walking like animals such as <i>as (cow, goat, sheep, donkey, dog)</i> , individually, demonstrate hopping like animals such as (rabbit, kangaroo, monkey), imitate walking like animals in 	Why do animals walk?

			<p>groups,</p> <ul style="list-style-type: none"> • imitate hopping like animals in groups, • recite action rhymes about animals while imitating how they walk and hop, • colour the provided picture outline of animals that hops or walk, • display and talk about their coloured pictures of animals. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learner shows interest in watching videos of animals walking and hopping. • Digital literacy: Learner connects to and uses the internet when watching videos of animals walking and hopping. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: Learner respects diversity of how animals walk or hop. • Respect : Learner appreciates animals when they imitate how they walk or hop. 				

Pertinent and Contemporary Issues:

Learner expresses natural behaviour of animals when imitating walking and hopping of domestic animals.

Link to other learning areas:

Learner recites rhymes in Language Activities.

Assessment Rubric for Animals (Modelling, Walking and Hopping)

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials for modelling.	Identifies a variety of materials for modelling.	Identifies materials for modelling.	Identifies some materials for modelling.	Identifies very few materials for modelling, even with prompts.
Ability to model domestic animals using rolling techniques for skill acquisition.	Models a variety of domestic animals using rolling techniques for skill acquisition.	Models domestic animals using rolling techniques for skill acquisition.	Models some domestic animals using rolling techniques for skill acquisition.	Models a few domestic animals using rolling techniques for skill acquisition.

Ability to recite rhymes about domestic animals.	Recites rhymes about domestic animals with high expression and creativity.	Recites rhymes about domestic animals with good expression and creativity.	Recites rhymes about domestic animals with limited expression and creativity.	Recites rhymes about domestic animals with very limited expression and creativity.
Ability to differentiate walking and hopping activities through practise.	Differentiates walking and hopping activities very precisely through practise with excellent coordination.	Differentiates walking and hopping activities through practise with good coordination.	Differentiates walking and hopping activities through practise with some faults in coordination.	Differentiates between walking and hopping activities through practise with difficulty in coordination.
Ability to imitate walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with consistency.	Imitates walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with some inconsistencies.	Imitates walking and hopping like animals for enjoyment with difficulty, requiring much support.
Ability to colour pictures of animals that can walk or hop for fun.	Colours boldly drawn pictures of animals that can walk or hop for fun, within the margins.	Colours drawn pictures of animals that can walk or hop for fun, within the margin.	Colours drawn pictures of animals that can walk or hop for fun, leaving some spaces within the margins.	Colours drawn pictures of animals that can walk or hop for fun, outside the margins, even with prompts.

5.0 WEATHER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 WEATHER	5.1 Paper Pleating (20 lessons)	By the end of the sub strand the learner should be able to: a) identify materials used in paper pleating, b) make a paper fan using pleating technique for skill acquisition, c) sing action songs with movements while using paper fan for fun, d) appreciate own and others' paper folding work.	The learner is guided to: <ul style="list-style-type: none"> ● observe from actual samples of pleats or watch video clips of paper pleated images in groups, ● name materials used in paper pleating in pairs, ● Share materials used in making paper pleats equitably in groups, ● make paper fans in groups using paper pleating technique, ● sing songs about paper pleating, ● role play using paper fans with peers as they march, ● collect waste paper from the working area and dispose them appropriately, ● display and talk about their paper craft work. 	What materials do we use in paper pleating?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn: Learner carries out activities with others when paper pleating in groups. 				

<ul style="list-style-type: none"> • Digital literacy: Learner manipulates the digital devices when observing paper pleating images and watching paper pleating videos.
Values <ul style="list-style-type: none"> • Responsibility: Learner engages in assigned roles and duties when creating paper pleats in groups. • Unity: Learner embraces others when creating paper pleats in groups.
Pertinent and Contemporary Issues: Learner demonstrates proper waste disposal when collecting waste paper in the working area.
Link to other learning areas: Learner pleats papers in different shapes to make fans in Mathematics Activities.

Assessment Rubric for Weather (Paper Pleating)

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify materials used in paper pleating.	Identifies a variety of materials used in paper pleating.	Identifies materials used in paper pleating.	Identifies some materials used in paper pleating.	Identifies very few materials used in paper pleating, even with prompts.
Ability to make a paper fan using pleating technique for	Makes a variety of paper fan for skill	Makes a paper fan using pleating	Makes a paper fan for skill acquisition,	Makes a paper fan for skill acquisition,

skill acquisition.	acquisition in a creative way using pleating techniques.	techniques for skill acquisition.	with limited creativity using pleating techniques.	with no creativity using pleating techniques.
Ability to sing action songs with movements while using paper fan for fun.	Sings action songs with well coordinated movements while using paper fan for fun.	Sings action songs with movements while using paper fan for fun.	Sings action songs with little coordinated movements while using paper fan for fun.	Sings action songs without coordination in movements while using paper fan for fun.

6.0 WATER

Strand	Sub Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
6.0 WATER	6.1 Water play 15 lessons	By the end of the sub strand the learner should be able to: a) identify safety measures when squeezing water and bubbling activities, b) carry out squeezing water and bubbling activities for fun, c) sing a song while drawing materials used in squeezing water and bubbling for fine motor development, d) appreciate playing with water while observing safety.	The learner is guided to: <ul style="list-style-type: none"> ● watch a demonstration or videos of learners playing with water, ● Observe safety measures such as <i>avoiding drinking water used for play, avoid squeezing water in the ears, mouth, nose and eyes,</i> ● collect and name materials such as <i>sponges, water, detergents, straws, plastic bottles in groups,</i> ● use the sponges to squeeze water to other containers in groups, ● make bubbles using water in pairs, 	How do you make bubbles?

			<ul style="list-style-type: none"> ● draw materials used in squeezing and bubbling, ● use straws to make bubbles in pairs, ● talk about water safety, <ul style="list-style-type: none"> - <i>not to swallow the water while bubbling,</i> - <i>not to squeeze water in ears, eyes and nose,</i> ● sing a song as they play making bubbles using hands, ● talk about their experiences when playing with water. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn: Learner carries out water play activities of squeezing and bubbling. ● Self-efficacy: Learner shows interest in playing with water. 				
Values: <ul style="list-style-type: none"> ● Unity: Learners take turns to play with water using the sponges and making bubbles. ● Social justice: Learners share equitably the materials provided. 				

Pertinent and Contemporary Issues:

Learners observe safety by avoiding swallowing or drinking water with detergents.

Link to other learning areas:

Learner counts filled and emptied water containers in Mathematics activities.

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify safety measures when squeezing water and bubbling activities.	Identifies a variety of safety measures when squeezing water and bubbling activities.	Identifies safety measures when squeezing water and bubbling activities.	Identifies some safety measures when squeezing water and bubbling activities.	Identifies very few safety measures when squeezing water and bubbling activities, even with prompts.
Ability to carry out squeezing water and bubbling activities for fun.	Carries out squeezing water and bubbling activities for fun while assisting others.	Carries out squeezing water and bubbling activities for fun.	Carries out squeezing water and bubbling activities for fun with less assistance.	Carries out squeezing water and bubbling activities for fun, with much assistance.
Ability to sing a song while drawing	Sings a song while	Sings a song while	Sings a song while	Sings a song while

materials used in squeezing water and bubbling for fine motor development.	drawing materials used in squeezing water and bubbling for fine motor development displaying high creativity.	drawing materials used in squeezing water and bubbling for fine motor development.	drawing materials used in squeezing water and bubbling for fine motor development with less creativity.	drawing materials used in squeezing water and bubbling for fine motor development with limited or no creativity.
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APPENDIX 1

COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1& PP2).

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

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the

planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

Assessment of the 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 LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING

STRANDS	SUGGESTED LEARNING RESOURCES	SUGGESTED ASSESSMENT	SUGGESTED NON FORMAL PROGRAMMES
1.0 OUR NEIGHBOURHOOD	Coloured pencils, crayons, charcoal sticks, sticks. Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices.	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none">● Practise doodling at home with peers at home.● Showcasing their painted work during cultural days or parents day.
2.0 OUR SCHOOL	Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes,digital devices, tyres, ropes, hula hoops, swings, crayons, coloured pencils, manilla papers, plain drawing books.	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none">● Exhibit their work during academic/parents day.● Inter- school and inter-class competitions in sporting activities.● Music festivals at school level, county level and National level.

3.0 OUR MARKET	Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none"> ● Visit to a market place to see items found in the market.
4.0 ANIMALS	Plasticine, clay, water, paper mache, Digital devices, crayons, coloured pencils, charcoal, manilla paper.	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none"> ● Grazing of animals in company of elder siblings. ● Visiting farms rearing animals. ● Visiting museums and artefacts. ● Watch videos or animations of animals.
5.0 WEATHER	Paper, ruler, scissors, pencil, digital devices.	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none"> ● Nature walk. ● Make decorations at home using paper pleats.
6.0 WATER	Water, straws, detergents, containers, sponge (improvised from old mattresses, blankets, clothes),	Observation schedule, Oral questions, Portfolio, Checklist.	<ul style="list-style-type: none"> ● Play with balloons at home. ● Play with blowing bubbles at home.