



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

PRE-PRIMARY ACTIVITIES CURRICULUM

DESIGNS DRAFT PP2;

LANGUAGE, MATHEMATICS, PYSCHOMOTOR,

ENVIRONMENTAL,

CHRISTIAN RELIGIOUS EDUCATION,

ISLAMIC RELIGIOUS EDUCATION AND HINDU RELIGIOUS EDUCATION

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FOREWARD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen” while the mission is to “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

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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 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 the family, community, national, regional and international development.

b) **Economic Needs**

Education should prepare 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

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

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 Kenya Constitution. It should be geared towards developing 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 for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable 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 attitudes towards good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

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

1. Communicate appropriately using verbal and/or non-verbal modes
2. Demonstrate basic literacy and numeracy skills
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, proper sanitation, safety and nutrition to promote health
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living Exhibit appropriate organizational skills.
10. Exhibit appropriate organizational skills.

LANGAUGE ACTIVITIES CURRICULUM DESIGN

PRE-PRIMARY LANGUAGE

Strand	Sub-strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry questions
1.0 Listening	1.1 Common greetings and farewell related to relationship. (5 HRS)	<p>By the end of the Sub strand the learner should be able to;</p> <ol style="list-style-type: none"> Respond appropriately to greetings with reference to relationship in and out of school. Respond appropriately to farewell with reference to relationship in and out of school. Enjoy responding to greetings and farewell with reference to relationship in and out of school. 	<ul style="list-style-type: none"> Demonstrate responding to greetings and farewell with reference to relationship and encourage learners to imitate. In pairs or small groups, learners could practice responding to greetings and farewell with reference to relationship. Respond to learners' greetings and farewell with reference to relationship using verbal and non-verbal language. Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words. Learners should be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. Encourage learners to view and imitate responding to greetings and farewell with reference to relationship presented on recorded clips. Learners role play 	<ol style="list-style-type: none"> What opportunities arise for responding to greetings with reference to relationship at home and at school? What opportunities arise for responding to farewell with reference to relationship at home and at school? Whose greetings do you respond to at home and at school? Whose farewell do you respond to at home and at school?

			<p>responding to greetings and farewell with reference to relationship.</p> <ul style="list-style-type: none">Learners could sing interactive songs related responding to greetings and farewell with reference to relationship.	
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCIs: Life skills: Effective communication, inter-personal relationship,			Link to Values: Peace, cooperation, respect, social justice.	
Link to other activity areas: Environmental activities,			Suggested community service learning Arrange for a visit to a needy family in the neighborhood. Learners greet the family members with reference to relationship. Learners also collect litter within the compound and sing a song or recite a poem on greetings and farewell to the family before bidding them farewell.	
Suggested Non-formal activity to support learning through application Organize an inter class activity where learners visit pre primary one class and practice appropriate ways of responding to greetings and farewell with reference to relationship.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Video clips, Pictures of people greeting, charts, digital device, radio programmes				

Assessment Rubrics

Indicator	Exceeding expectation	Meets Expectation	Approaching Expectation	Below Expectation
Respond to greetings and farewell in relation to relationship	The learner listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses in and out of school e.g. Good Morning teacher, Good evening mother, Good night father	The learner listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses e.g. Good Morning teacher, Good evening mother, Good night father.	The learner consistently listens carefully and is able to respond to greetings and farewell appropriately both verbally and non-verbally, e.g. Hello, Good Morning, Good bye.	Appears to listen carefully but is not able to respond appropriately to greetings and farewell.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Listening	1.2 Listening for comprehension (7 HRS)	By the end of the Sub strand the learner should be able to; a) Answer questions correctly after a listening experience in class. b) Solve simple riddles in and out of school. c) Sing songs with actions in and out of school. d) Recite poems and rhymes with actions in and out of school. e) Take pleasure in activities that involve listening for comprehension.	<ul style="list-style-type: none">• Learners could respond to simple verbal instructions.• Learners could be engaged in listening to a story and be encouraged to answer questions.• Learners could answer simple questions after listening to a recorded story.• Learners could be guided to solve simple riddles.• Learners could be guided to solve oral language puzzles.• Learners could be guided to sing songs with actions.• Learners could be guided to recite poems and rhymes with actions.• Learners should practice singing songs with actions.• Learners could listen to audio-visual digital comics and answer simple questions.• In pairs, learners practice solving simple riddles.	<ol style="list-style-type: none">1. How does a child develop comprehension skills?2. How does a child demonstrate comprehension?3. What daily opportunities require listening for comprehension?4. What makes listening comprehension fun?
Core-competence developed: Communication and collaboration, Critical and creative thinking for problem solving, Learning to learn, Digital literacy				
Link to PCIs : Life skills: Problem solving, Effective communication, Critical thinking, Interpersonal skills.			Link to Values: cooperation.	
Link to other activity areas: Psychomotor and creative activities			Suggested community service learning Visit an elderly person for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host.	
Suggested Non-formal activity to support learning through application Organize for a story telling session at a suitable place outside the class. The learners tell or retell stories. Encourage learners to wear costumes and participate in story telling as guided.			Suggested assessment: Oral question, observation, portfolio	
Suggested Teaching/Learning Resources: Recorded songs , Musical instruments, Instrumental songs, poems, rhymes, puppets, pictures, animated clip, realia, resource person, radio programmes.				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching Expectation	Below Expectation
Respond with sustained attention	Pays attention and responds with actions e.g. nodding the head making movements, humming, singing along.	Responds with sustained attention	Responds but does not sustain attention	Appears to listen but makes no visible response to solve simple riddles, sing songs with action and recite poems and rhymes with action.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Listening	1.3 Active Listening (7HRS)	<p>By the end of the Sub strand the learners should be able to;</p> <ol style="list-style-type: none"> Pay attention to conversations in and out of school. Answer questions after listening to a story. Respond to simple instructions in and out of school. Appreciate the contribution of others during conversations. 	<ul style="list-style-type: none"> In pairs or small groups, learners tell stories and poems while others listen. They should be encouraged to ask and questions. Learners could be encouraged to retell stories told by the teacher and other learners. Learners could listen to and solve riddles. Learners could view and imitate recorded content using electronic devices. Learners should be given simple instructions and encouraged to respond. In pairs or small groups, learners could be guided to take turns in conversations. Learners could answer simple questions during conversations. Learners could view recorded clips of their own conversations as they are appreciated and corrected. Learners could be guided to appreciate the contribution of others during conversations. 	<ol style="list-style-type: none"> How do you show interest in a conversation? When should you speak during a conversation? How do you seek clarification in a conversation? How do people respond to instructions? How do people respond in a conversation?

			<ul style="list-style-type: none">• In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking.• A deliberate attempt could made to point out each learner’s turn to speak during conversations.• Learners demonstrate an activity involving turn taking.	
Core-competence developed: Digital literacy, Communication and collaboration, Critical thinking and problem solving				
Link to PCIs: Life skills: Effective communication, self -awareness, self-esteem, critical thinking.			Link to Values: Cooperation, peace.	
Link to other activity areas: Environmental Activities, Religious Education,			Suggested community service learning Organize for an elderly person to visit the class for a story telling session. Learners answer questions after listening to the stories. The learners also sing or recite poems to the host. Learners retell the stories later on in class.	
Non-formal activity to support learning through application Organize for a story telling session at a suitable place outside the class. The learners tell or retell stories. Encourage learners to wear costumes and participate in story telling as guided.			Suggested Assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded programmes, video clips, radio programmes, realia				

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaching Expectation	Below expectation
Responds to simple instruction and pays attention to conversation	Responds to simple instructions and consistently takes turns in a conversation without guidance in and out of school.	Responds to some simple instructions and sometimes takes turns in a conversation without guidance.	Responds to some simple instructions, takes turns in a conversation with guidance.	Responds to a few simple instructions but cannot pay attention in conversations

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Listening	1.4 Passing information (4HRS)	By the end of the Sub strand the learners should be able to; a) Convey verbal messages effectively in and out of school. b) Retell short stories in and out of school. c) Engage in dialogue in and out of school. d) Take pleasure in passing verbal messages and retelling short stories in and out of school.	<ul style="list-style-type: none">• Learners could be tasked to deliver verbal messages to and from parents/guardians.• In pairs and small groups learners could tell and retell news and short stories.• Learners should be appreciated when they convey verbal messages effectively.• Learners could be encouraged to engage in dialogue with parents.• Learners could be involved passing verbal information to and from parents /guardians.• Learners could be engaged in short discussions and encouraged to answer questions.• Encourage learners to ask and respond to questions.• Learners could be engaged in activities where they listen to an audio clip and then talk about it in pairs or in small groups.	<ol style="list-style-type: none">1. What opportunities arise for learners to pass information to and from parents?2. What do learners like to tell their teachers about their parents?3. What do learners like to tell their parents about teachers?
Core-competence developed: Digital literacy, Communication and collaboration,				
Link to PCIs: Life skills: Effective communication, inter-personal relationship.			Link to Values: Cooperation, respect, responsibility.	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning/ Organize learners to pay a visit to an elderly family. Learners could collect litter within the compound, sing songs or recite poems that on the importance of caring and respecting the elderly.	
Suggested Non-formal activity to support learning through application Learners could be involved in activities where the teacher sends a learner to pass information to another teacher. The learner is expected to bring feedback			Suggested Assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: audio clip, locally made telephone, envelopes, realia				

Assessment Rubrics.

Indicator	Exceeds expectation	Meets expectation	Approaching Expectation	Below Expectation
Convey verbal messages Retell stories Engage in dialogue	Listens attentively and conveys intended message, and actively engages in dialogue.	Listens and delivers intended messages	Listens but delivers a related but not fully accurate message	Listens but delivers distorted message.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Listening	1.5 Auditory discrimination (5HRS)	By the end of the Sub strand the learners should be able to; <ol style="list-style-type: none"> Identify all letter sounds in the classroom environment. Differentiate closely related letter sounds in and out of school. Experience pleasure through play in and out of school. 	<ul style="list-style-type: none"> Learners articulate letter sounds as guided. Learners could listen to audio clips depicting articulation of letter sounds and identify the articulated sounds. Learners articulate closely related letter sounds as demonstrated. e.g. /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/. Learners could listen to recorded audio clips of closely related sounds and recognize the sounds. In pairs and small groups learners could be involved in letter sound games. Learners could be exposed to digital content e.g DVDs related to letter recognition. Learners could recite letter sound rhymes. Learners could be guided to use interactive programs on letter sounds. 	<ol style="list-style-type: none"> What are some of the closely related letter sounds What experiences could enhance letter sound discrimination.
Core competence developed: Digital Literacy, Learning to Learn, communication and collaboration.				

Link to PCIs: Life skills: Effective communication, self-awareness.	Link to Values: Cooperation, patience.
Link to other activity areas: Psychomotor and Creative Activities	Suggested community service learning/ Arrange for children to present a singing game incorporating auditory discrimination in a community function.
Suggested Non-formal activity to support learning through application Organize for a nature walk in the school neighbourhood. Learners listen to and identify various sounds in the environment.	Suggested Assessment: Oral questions, observation, portfolio
Suggested Learning Resources: recorded audio clips, letter sound games, DVDs, interactive digital programmes, radio programmes, musical instruments, realia	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Responds appropriately to sounds	Identifies and consistently differentiates closely related sounds.	Recognizes and responds appropriately to sounds	Identifies letter sounds but does not necessarily respond	May identify some letter sounds but does not necessarily differentiate between closely related sounds.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Listening	1.6 Auditory memory	By the end of the Sub strand the learners should be able to; <ol style="list-style-type: none"> Say letter sounds after the teacher in class. Recall letter sounds in and out of class. Enjoy playing auditory memory games in and out of class. 	<ul style="list-style-type: none"> Learners could be guided to recall letters of the alphabet. Learners could listen to audio clips of letter sounds and be encouraged to recognize or name corresponding letters. Learners could be involved in letter recall/memory games e.g. fishing game, letter hunt. In pairs or small groups engage learners in letter recall games e.g. search and pair. 	<ol style="list-style-type: none"> What is the sound corresponding to each letter? Which letter sounds are closely related?
Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration.				
Link to PCIs: Life skills: Effective communication, critical thinking, turn taking.			Link to Values: Cooperation, respect.	
Link to other activity areas: Psychomotor and creative activities			Suggested community service learning	

	Arrange for children to present a singing game incorporating auditory memory during the school open day.
Non-formal activity to support learning through application: Organize for outdoor language games where learners use toy phones and walkie talkies and role play telephone conversations.	Suggested assessment: Oral questions, observations, portfolio

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Recall letters sounds	Recalls letters of the alphabet, can demonstrate letter sound correspondence through auditory memory games	Recalls letters of the alphabet and can demonstrate letter sound correspondence	Recalls most letters of the alphabet and the letter sounds	Recalls a few letters of the alphabet and letter sounds

Strand	Sub-strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry questions
2.0 SPEAKING	2.1 Common greetings and farewell related to relationship. (5HRS)	By the end of the Sub strand the learners should be able to; a) Use vocabulary related to greetings with reference to relationship in and out of school. b) Use vocabulary related to bidding farewell with reference to relationship in and out of school. c) Greet people appropriately with reference to relationship in and out of school. d) Bid people farewell appropriately with reference to relationship in and out of school. e) Appreciate greeting and bidding people farewell with reference to relationship in and out of school.	<ul style="list-style-type: none"> Demonstrate greetings and farewell with reference to relationship and learners to imitate. <i>(e.g good morning teacher, good evening mother, Good night father)</i> In pairs or small groups, learners could practice greetings and farewell with reference to relationship. Learners could be guided to greet as well as bid farewell to visitors who come to class with reference to relationship. Encourage learners to greet and bid farewell family members at home with reference to time and relationship using appropriate words. 	1. How do you greet your father? 2. How do you greet your mother? 3. How do you greet your sister? 4. How do you greet your brother? 5. What do you say when you bid your father farewell? 6. What do you say when you bid your mother farewell? 7. Who do you greet at home and at school? 8. Who do you bid farewell at home 9. Who do you bid farewell at school?

			<ul style="list-style-type: none">• Learners could listen to and imitate greetings and farewell with reference to relationship presented on recorded clips.• Learners could practice greetings and farewell with reference to relationship through role playing.• Learners could sing interactive songs on greetings and farewell with reference to relationships.	
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCIs: Life skills: Effective communication, inter-personal relationship.			Link to Values: Peace, cooperation, respect.	
Link to other activity areas: Environmental activities,			Suggested community service learning/ Arrange for the learners to welcome and greet parents appropriately during a school open day. The learners can also bid parents farewell appropriately after the function.	
Non-formal activity to support learning through application Learners visit the pre-primary one class and practice appropriate ways of greeting and bidding farewell.			Suggested assessment: Oral questions, observation, portfolio	
Suggested learning materials: video clips, realia, pictures, recorded clips				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Greets and bids farewell using a range of words related to relationship	Greets and bids farewell appropriately using a variety of general as well as greetings and farewell related to relationship.	Consistently greets and bids farewell using a range of words for greeting and bidding related to relationship	Attempts to greet and bid farewell but with a limited range of appropriate words.	Attempts to greet and bid farewell but has difficulty using appropriate words.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.2 Self expression	By the end of the Sub strand the learners should be able to;	<ul style="list-style-type: none"> Learners should be encouraged to express their needs and ideas. 	

	(7HRS)	<p>a) Express their needs and ideas verbally in and out of school.</p> <p>b) Use appropriate vocabulary to express their needs and ideas in and out of school.</p> <p>c) Take pleasure in expressing their ideas and needs verbally and non-verbally at home and in school.</p>	<ul style="list-style-type: none"> • Learners could be encouraged to sing songs that express their needs. • Appreciate when children express their needs and ideas. • Encourage learners to express their thoughts freely. • In pairs and small groups learners could tell each other news and stories. • Learners could be encouraged to participate in conversations on topics of their choice. • Learners could be engaged in discussions involving problem solving tasks such as puzzles, riddles among others. • Encourage learners to express themselves verbally in school and at home. • Learners should be encouraged to ask questions. • The learners could be encouraged to talk about what they are doing during activities. • Learners should be encouraged to talk about themselves e.g talk about how big, who they are, how they look, how unique and special they are among others. • Learners could be engaged in short discussions and encourage them to answer questions. • Learners should be discouraged from using inappropriate means when expressing needs such as grabbing, shouting, crying, fighting among others 	<ol style="list-style-type: none"> 1. What do you do when you need something? 2. What can you say about yourself? 3. What do you do when someone wrongs you?
Core-competence developed: Digital literacy, Communication and collaboration, Critical thinking and problem solving				
Link to PCIs:			Link to Values: Cooperation, respect, love, peace.	

Life skills: Effective communication, self-awareness, self-esteem, critical thinking.	
Link to other activity areas: Environmental Activities, Religious Education.	Suggested community service learning/ Involve learners in organizing, planning and conducting an end of year party for the class. Ensure learners are actively involved in decision making and buying items in the shop. Learners could invite children from needy families to the party.
Suggested Non-formal activity to support learning through application Organize an inter-group session on where learners tell stories, riddles, tongue twisters and puzzles.	Suggested assessment: Oral questions, Observations, portfolio
Suggested Learning resources: masks, puppets, costumes, realia, video clips, puzzles, pictures	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Use appropriate vocabulary to express their needs and emotions	Efficiently express her /him feeling and emotions using a variety of appropriate vocabulary.	Uses appropriate vocabulary to express her/his needs and emotions.	Expresses needs and emotions using appropriate vocabulary.	Express her needs and emotions but has difficulty using appropriate vocabulary.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	Polite Language (5 HRS)	By the end of the Sub strand the learners should be able to; <ol style="list-style-type: none"> Use appropriate vocabulary when making requests in and out of school. Use appropriate vocabulary to excuse self and apologize in and out of school. State the appropriate vocabulary for excusing self and making requests in and out of school. Apology using appropriate vocabulary when need arises. 	<ul style="list-style-type: none"> Demonstrate making requests, excusing self and apologizing. E.g. (<i>'May I', 'Excuse me' and 'I am sorry.'</i>) In pairs or small groups learners could practice making requests, excusing self and apologizing. Learners listen to stories that incorporate making requests, excusing self and apologizing. In pairs learners could role play making requests, excusing self and apologizing. Learners could view and imitate video clips on making requests, excusing self and apologizing. 	<ol style="list-style-type: none"> What do you say when you want to make a request? What do you say when you want to be excused to go somewhere? What do you say when you have wronged someone?

		e) Appreciate making requests excusing self and apologizing when need arises.	<ul style="list-style-type: none">• Learners could make requests, excuse self and apologize in response to interactive programmes.• Encourage learners to make requests, excuse self and apologize during relevant situations in school and at home.• Learners could view a video clip demonstrating situations for making requests, excusing self and apologizing.	
Core-competence developed: Digital literacy, Communication and collaboration,				
Link to PCIs: Life skills: Effective communication, inter-personal relationship,			Link to Values: Cooperation humility, peace, respect, integrity	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning Learners to present a role play on use of polite language during a school open day.	
Suggested Non-formal activity to support learning through application Involve learners in a pretend play activity depicting a classroom experience that incorporates scenes for making requests, excusing themselves and making apologies.			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: costumes, video clips, radio programmes, pictures,realia				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Makes requests, courteous expressions using appropriate vocabulary	Efficiently makes request, courteous expression and appreciation using a appropriate vocabulary.	Consistently makes request, courteous expression and appreciation using a variety of vocabulary.	Makes requests, courteous expression but with limited vocabulary.	Attempts to make request and appreciation but with limited vocabulary.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.4 Audience awareness	By the end of the Sub strand the learners should be able to;	<ul style="list-style-type: none"> Learners could be encouraged to listen to recorded pieces of their own voice. 	1. How should I speak to be heard?

		<p>a) Speak clearly when talking to others in and out of class.</p> <p>b) Speak loud enough for the audience to hear in school and at home.</p> <p>c) Demonstrate ability to speak confidently in and out of class.</p> <p>d) Enjoy speaking to others in and out of class.</p>	<ul style="list-style-type: none">• Learners could be encouraged to sing songs, tell stories and recite poems and rhymes with clarity.• Engage individual children in conversations whenever opportunities arise.• Use pictures to engage learners in a conversation with each other.• Learners could be encouraged to retell stories told by adults other learners.• Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade.• Learners should be encouraged to make presentations and be appreciated.• Learners should be given opportunities to dramatize.• In pairs and groups, learners can practice telling and retelling stories.	<p>2. What should I do to make myself clear e.g when narrating a story, reciting a poem or rhyme?</p>
Core competence developed: Digital Literacy, Communication and Collaboration.				
Link to PCIs: Life skills: Effective communication, self awareness, self esteem.			Link to Values: Cooperation, respect, responsibility.	
Link to other activity areas: Psychomotor and Creative Activities.			Suggested community service learning Organize learners to present songs, poems, rhymes and speeches during a joint learning fun day.	
Suggested Non-formal activity to support learning through application Organize a joint learning fun day with an emphasis on singing songs, reciting poems and rhymes and making speeches.			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: realia, recorded clips, masks, costumes, puppets,				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Speak with appropriate projection and variation	Efficiently projects and varies own voice. Speaks with confidence.	Consistently speaks with appropriate projection and variation.	Controls own voice but demonstrates difficulty in projection and variation.	Attempts to control own voice but demonstrates difficulty in projection and variation.

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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.5 Passing information (5HRS)	By the end of the Sub strand the learners should be able to; a) Convey messages effectively from school to home. b) Retell short stories in and out of school. c) Use relevant vocabulary when engaging in dialogue. d) Take pleasure in passing verbal messages and retelling stories in and out of school.	<ul style="list-style-type: none">• Learners should deliver verbal messages to and from home.• In pairs and small groups learners could tell and retell news and short stories.• Encourage learners to convey verbal messages effectively.• Encourage learners to engage in dialogue with parents.• Engage learners in short discussions and encourage them to answer questions.• Involve learners in asking and responding to questions.• Learners could be engaged in activities where they view a video clip and then talk about it in pairs or in small groups.• Encourage learners to talk about what they saw in a field trip or nature walk.	<ol style="list-style-type: none">1. What opportunities arise for learners to pass information to and from parents?2. What do learners like to tell teachers about their parents?3. What do learners like to tell parents about teachers?
Core competence developed: Digital Literacy, Communication and Collaboration.				
Link to PCIs: Life skills: Effective communication, self awareness, self-esteem, inter-personal relationship.			Link to Values: Cooperation, responsibility.	
Link to other activity areas: Environmental Activities.			Suggested community service learning Organize learners to present songs, poems, rhymes and speeches during a joint learning fun day. Emphasis should be on clarity and loudness.	
Suggested Non-formal activity to support learning through application Organize an inter-class contest that includes activities on speech, clarity and loudness			Suggested Assessment: Oral questions, observation, portfolio	
Suggested learning resources: realia, video clips, locally made telephones ,costumes, puppets, radio programmes				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Conveys information accurately	Efficiently and effectively passes information	Consistently passes information accurately and efficiently	Enjoys passing information accurately but not effectively.	Passes information accurately but not effectively.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.6 Naming (6HRS)	<p>By the end of the Sub strand the learners should be able to;</p> <p>a) Name objects, animals, people and colours in the immediate environment.</p> <p>b) Name safe objects in the immediate environment.</p> <p>c) Name unsafe objects in the immediate environment.</p> <p>d) Experience pleasure in naming colours, objects and people in the immediate environment.</p>	<ul style="list-style-type: none"> Engage learners in naming objects, people and colours. Learners could recite poems and rhymes related to and colours . Learners could be involved in naming colours with reference to relevant objects. Take learners for a nature walk and encourage them to identify colours safe and unsafe objects in the immediate environment. Integrate new words into the child's play and daily experiences by naturally weaving them in and out of conversations and vocabulary games. Emphasize naming through concrete objects and pictures. Involve learners in naming games using video clips. 	<ol style="list-style-type: none"> What objects, colours and people are we likely to find in our neighbourhood What safe and unsafe objects are we likely to find our environment?
Core competence developed: Digital Literacy, Learning to Learn				
Link to PCIs: Life skills: Effective communication, ECD:DRR; Safety			Values: Cooperation, love, responsibility .	
Link to other activity areas: Psychomotor and Creative Activities, Environmental Activities			Suggested community service learning/ Organize learners for a nature walk around a place of worship. Learners name objects ,people,colours and animals. Learners should also collect litter within such places.	
Suggested Non-formal activity to support learning through application			Suggested Assessment: Oral question, observation, portfolio	

Take learners for a nature walk or a field trip. Learners name objects, people and colours in that setting.	
Suggested learning resources: realia, pictures ,charts, flashcards, learning corners	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Use appropriate vocabulary to name objects, animals, people and colours	Efficiently name objects, animals, people and colours with a variety of vocabulary.	Consistently uses appropriate vocabulary to name objects, animals, people and colours	Name most objects, animals, people and colours appropriately.	Name some objects, animals, people and colours appropriately.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Speaking	2.7 Articulation of Letter Sounds (7HRS)	<p>By the end of the Sub strand the learners should be able to;</p> <p>a) Articulate vowels and consonants correctly in and out of class.</p> <p>b) Demonstrate awareness of letter-sound correspondence in and out of class.</p> <p>c) Take pleasure in activities relating to letter sounds in and out of class.</p>	<ul style="list-style-type: none"> • Display charts with all the letters of the alphabet on the wall. • Demonstrate articulation of consonant sounds guided by the theme and encourage the learners to articulate these sounds after him or her. • Learners should be guided to recite letters of the alphabet. • Learners should be encouraged to practice articulating vowel sounds. • Learners could be engaged in singing songs, reciting poems and rhymes relating to all letter sounds. • Learners could be engaged in activities e.g. Fishing games, skittle games, dice games among others to enhance sound articulation. • Integrate letter sounds into the learner's play and daily experiences. • Use of flash cards and charts to enhance articulation of all letter sounds. • The learners could be involved in viewing and listening to sound and video clips that enhance letter sound articulation. 	<ol style="list-style-type: none"> 1. What is the sound corresponding to each upper case (capital) letter and its equivalent lower case (small) letter? 2. What opportunities are there for learners to practice articulation of letter sounds? 3. e.g The sub-theme 'market' provides opportunities for learners to hear articulation of sound /p/ as in pineapple, pawpaw, peas, pepper, pumpkins, potatoes. <ol style="list-style-type: none"> 1. Which letter sounds are closely related?

			<ul style="list-style-type: none">• Guide to relate the upper case (capital) letters and the lower case (small) letters with the corresponding sounds.• Engage learners in articulating closely related letter sounds such as /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/and /q/.	
Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration.				
Link to PCIs: Life skills: Effective communication, turn taking.			Link to Values: Cooperation, responsibility.	
Link to other activity areas: psychomotor and creative activities			Suggested community service learning/ Learners to make a presentation on sound articulation during a school open day.	
Suggested Non-formal activity to support learning through application: Involve learners in an inter-group contest on sound articulation			Suggested assessment: oral questions, observation	
Suggested learning Materials: Flash cards, letter cut-outs, letter charts, glue, DVDs, tablets, projector, computer.				

Assessment Rubrics

Indicator	Below expectation	Meets expectation	Approaching expectation	Exceeds expectation
Articulate vowels and consonant Aware of letter sound correspondence	Fluently articulates vowels and consonant and corresponds letters and sounds appropriately.	Consistently articulates vowels and consonant and correspond letters and sounds.	Articulate vowels and consonants but has difficulty corresponding letters and sounds.	Articulate some vowels and consonants but has difficulty corresponding letters and sounds

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
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3.0 Reading	3.1 Book Handling Skills (5 Hrs)	By the end of the sub strand the learners should be able to; a) demonstrate book handling skills in and out of school b) demonstrate ability to arrange books properly c) take pleasure in book handling and storage activities	<ul style="list-style-type: none">• In pairs and groups learners can be encouraged to cover books• Learners could be engaged in book arranging activity and guided to store them properly• In pairs or small groups learners could practice arranging books topside up in shelves or book corner• Recite rhymes with simulated actions.• In pairs or small groups learners practice dusting, covering and arranging books at appropriate place	<ol style="list-style-type: none">1. How do we hold a book when reading?2. How do you take care of books3. How do you open pages of a book when reading?
Core competence developed: Communication and collaboration, digital, learning to learn				
Link to PCIs: Life skills: Creative thinking, critical thinking			Link to Values: Cooperation, responsibility.	
Link to other activity areas: Psychomotor and creative Activities			Suggested community service learning/ Organize learners to arrange books in the staffroom, book shelves and book corners in their school	
Suggested Non-formal activity to support learning through application: Organize a book handling day where the ECD teachers guide children on holding books properly, turning pages, left-right orientation, covering and arranging books			Suggested assessment: oral questions, observation, portfolio	
Suggested learning resources: book covers, books, shelves, boxes, bags, video clips, pictures, realia				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Arrange books and stores books appropriately	Consistently arranges books properly and demonstrates effective topside up orientation	Consistently arranges books topside up	Arranges books without guidance and attempts to sustain the top side up	Arrange books with guidance and does not sustain the top side up orientation

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Speaking	3.2 Reading readiness skills (5 HRS)	By the end of the Sub strand the learners should be able to; a) Demonstrate left-right eye orientation when reading b) Demonstrate top-down orientation skills when reading c) Turn pages from right to left when opening a page d) Enjoy participating in pre-reading activities in and out of school		
Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration.				
Link to PCIs: Life skills: Effective communication, turn taking.			Link to Values: Cooperation, responsibility.	
Link to other activity areas: psychomotor and creative activities			Suggested community service learning/ Learners to make a presentation on sound articulation during a school open day.	
Suggested Non-formal activity to support learning through application: Involve learners in an inter-group contest on sound articulation			Suggested assessment: oral questions, observation, portfolio	
Suggested learning resources: books, pictures, video clips				

Assessment Rubrics

Indicator	Below expectation	Approaching expectation	Meets expectation	Exceeds expectation
Demonstrate right-left and to-down eye orientation	Consistently turns pages from right to left, and	Turns pages from right to left and sustains left to right	Turns pages from right to left and attempts to sustain	Turns the pages from right to left with guidance but

		effectively sustains left to right and top	and top to bottom eye orientation most of the time	left to right top to bottom eye orientation	does not demonstrate left to right, top to bottom eye orientation
Strand	Sub Strand	Specific learning outcome	Suggested learning experience		Kenya inquiry question
3.0 Reading	3.3 Print Awareness 5 Hours	By the end of the sub stand the learners should be able to; a) Talk about pictures in and out of school b) Demonstrate awareness of print in and out of school c) Show interest in reading in and out of school d) Enjoy reading pictures in and out of school	<ul style="list-style-type: none">• Learners could be provided with relevant pictures and encouraged to talk about them• In pairs learners could be involved in reading pictures stories to each other• Learners could view animated pictures and encouraged to answer questions• Learners could view video clips depicting stores and be courage to answer questions on the story.• In pairs or in small groups learners could ask and answer questions• Learners could be encouraged to bring pictures related to safe and unsafe places• Learners could be encouraged to bring their own pictures from home and talk about them• Encourage learners to share pictures and books		<ol style="list-style-type: none">1. What pictures do you enjoy looking at?2. What pictures interest learners?
Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration.					
Link to PCIs: Life skills: Effective communication, critical thinking			Link to Values: Cooperation, respect, sharing		
Link to other activity areas: psychomotor and creative activities			Suggested community service learning/ Organize for a school open day where parents are invited to view the learners displayed work in class. Encourage parents and the learners to talk about and appreciate the work displayed		
Suggested Non-formal activity to support learning through application: Organize for a school open day where learners from other classes are invited to view the learners displayed work in class. Encourage learners to talk about and appreciate the work displayed			Suggested assessment: oral questions, observation, portfolio		
Suggested learning resources: flash cards, letter cut-outs, letter charts, glue, DVDs, tablets, projector and computer					

Assessment rubrics

Indicator	Exceeds expectation	Meets expectation	Meets expectation	Below expectation
Observes and talks about pictures with interest	Observes and talks about pictures with interest and detail	Consistently observe and talks about pictures with interest and sustained attention	Observes and talks about pictures with interest and sustained attention	Observes and talks about pictures but with little interest and attention

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.4 Visual Discrimination (5 HRS)	By the end of the sub strand learners should be able to: a) Identify differences and similarities in objects and pictures at home and at school. b) Match and pair pictures and objects at home and at school. c) Take pleasure in visual discrimination activities at home and at school.	<ul style="list-style-type: none">Learners could identify odd-one out pictures, objects from a set of pictures or objects respectfully.In pairs and small groups learners could be involved in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities.	<ul style="list-style-type: none">What visual discrimination experiences do children enjoy?
Core-competence developed: Communication and collaboration, Learning to learn, Critical and creative thinking for problem solving.				
Link to PCIs: Life Skills: Decision making, Critical thinking, creative thinking			Link to Values: Cooperation, responsibility, sharing.	
Link to other activity areas: Environmental activities			Suggested Community service learning Organize an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in visual discrimination activities	
Suggested Non-formal to support learning through application Involve learners in an inter-group contest that includes visual discrimination activities.			Suggested assessment: oral questions, observations, portfolio	
Suggested Learning Resources: puzzles, pictures, charts, video clips, learning corners				

Assessment rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Recognizes similarities and differences in pictures and objects	Efficiently recognizes similarities and differences in objects and pictures.	Recognizes similarities and differences in objects and pictures.	Identifies differences or similarities in objects and pictures.	Attempts to identify differences or similarities in objects and pictures

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.5 Visual memory (5HRS)	By the end of the sub strand learners should be able to: <ol style="list-style-type: none"> Recall objects, colours and pictures in the immediate environment. Recall letters of the alphabet in and out of class. Talk about what they have seen in the immediate environment. Have pleasure in visual memory activities in and out of class. 	<ul style="list-style-type: none"> Individually, in pairs or small groups, learners could be engaged in visual memory games. In pairs or small groups, learners could be guided to play letter memory games. Learners visit a learning corner within the class and recall they what they saw. In pairs and small groups learners could be engaged in interactive digital visual memory games. Learners could be encouraged to recall what they saw at home, on the way and in school. 	<ol style="list-style-type: none"> What do you see around the home? What do you see on your way from home to school?

Core-competence developed: Communication and collaboration, learning to learn, digital literacy	
Link to PCIs: Life skills: Effective communication, problem solving.	Link to Values: Cooperation, honesty.
Link to other activity areas: Psychomotor and creative activities, Environmental activities	Suggested Community Service Learning Organize for learners to make cards for parents and give them during school open day.
Suggested Non- Formal Activity to support learning through application Involve learners in an inter-group contest that incorporates visual memory activities.	Suggested Assessment: oral questions, observations, portfolio
Suggested learning resources: language games, picture, learning corners, video clips, flash cards ,radio programmes, digital memory games	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Recalls objects, colours, pictures and letters of the alphabet	Effectively recalls colours, pictures and all letters of the alphabet in the immediate environment.	Recalls colours, pictures and all letters of the alphabet in the immediate environment.	Recalls colours, pictures and most letters of the alphabet in the immediate environment.	Recalls colours, pictures and some letters of the alphabet in the immediate environment.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	3.5 Reading Posture (4HRS)	By the end of the sub strand learners should be able to: <ol style="list-style-type: none"> Identify correct reading posture in pictures. Sit appropriately when reading in and out of class. Enjoy participating in activities for reading posture in and out of class. 	<ul style="list-style-type: none"> Learners could be guided to visit a local library to experience reading posture. Learners could view video clips on appropriate reading posture. Demonstrate the appropriate reading posture and encourage learners to practice. Learners could practice sitting properly when picture reading in class. Learners could sing songs and recite poems and rhymes related to appropriate reading posture. In pairs, learners practice correct reading posture. Consistently model the correct reading posture and discourage inappropriate reading posture. 	<ol style="list-style-type: none"> How do we sit when reading? Why should you sit appropriately when reading? What are the inappropriate reading postures?

Core-competence developed: Learning to learn, Digital literacy, Communication and collaboration	
Link to PCIs: ESD: Health education	Values: Responsibility, cooperation.
Link to other activity areas: Psychomotor and creative activities.	Suggested Community Service Learning Organize learners to role play and recite poems on appropriate reading posture during school assembly and open days.
Suggested Non- Formal Activity to support learning through application Visit a library or another class and identify correct and incorrect reading postures.	Suggested Assessment: oral questions, observations, portfolio
Suggested learning resources: video clips, pictures ,recorded (songs, poems ,and rhymes), library, chair and table	

Assessment rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Sits in appropriate reading posture	Effectively sits in appropriate posture.	Sits in appropriate posture.	With some guidance sits and sustains appropriate posture.	With guidance sits in appropriate posture for some time.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.7 Letter recognition (5HRS)	<p>By the end of the sub strand learners should be able to:</p> <p>a) Match upper case letters with corresponding lower case letters in class.</p> <p>b) Take pleasure in letter matching activities in and out of class.</p>	<ul style="list-style-type: none"> Learners could be engaged in matching upper and lower case letters using skittle game. Label objects using letter stickers and encouraged learners to identify the letters. Learners could be guided to fix letter jigsaws. Learners could be exposed to talking walls, which contain various materials on letters. E.g. charts, cards, classroom labeling to enhance letter recognition. Demonstrate matching lower and upper case letters. Learners could sing letter songs or reciting poems and rhymes related to letter recognition while displaying letters. Individually or in small groups, learners could be engaged in activities related to letter recognition games e.g letter fishing games, letter sorting trays, letter basket balls, letter hunting games among others. Learners could compete in letter recognition competition games. Encourage fairness in winning and acceptance in losing. Learners could be exposed to digital content on letter recognition. Make deliberate efforts to incorporate letters in learners' play to enhance letter recognition. 	<ol style="list-style-type: none"> How do we match lower and upper case letters? In which play experiences can we integrate letter recognition?
Core-competence developed: Learning to learn, digital literacy, communication and collaboration.				
Link to PCIs Life skills: Effective communication			Link to Values: Fairness, cooperation, Peace	
			Suggested Community Service Learning	

Links to other activity areas: Psychomotor and creative activities, Religious education	Organize learners to engage in letter recognition as presentations during school open day.
Suggested Non- Formal Activity to support learning through application Organize an interschool language contest incorporating letter recognition activities.	Suggested Assessment: oral questions, observations, portfolio
Suggested learning resources: letter stickers, letter jigsaw, charts, talking walls, recorded poems and rhymes, letter basket balls.	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Recognize and match letters in upper and lower	Recognizes letters in upper and lower and matches all letters consistently.	Recognizes letters in upper and lower and can match all letters.	Recognizes letters in lower and upper case and can match some of them.	Recognizes some letters in lower case and upper case but has difficulty matching them.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Reading	3.8 Reading syllables (SHRS)	By the end of the sub strand learners should be able to: <ol style="list-style-type: none"> Read syllables in and out of class. Demonstrate ability to read syllables in class. Enjoy participating in activities that involve reading syllables. 	<ul style="list-style-type: none"> Demonstrate the blending sounds to make syllables e.g ta, pa, da, ma and encourage learners to read. Introduce different consonants and guide learners to master reading syllables relating to all letters. Learners could practice reading syllables in pairs and small groups. Involve learners in a variety of activities to practice reading syllables. 	<ol style="list-style-type: none"> How do we blend letter sounds to make syllables? What activities would enhance the learner's ability to read syllables.
Core competence to be developed: digital literacy, critical thinking for problem solving, learning to learn, communication and collaboration				

Link to PCIs: Life skills: Effective communication, self-esteem, critical thinking.	Values: cooperation, responsibility, sharing, turn taking.
Link to other activity areas: psychomotor and creative	Suggested community service learning activities: Organize an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in activities that involve reading syllables.
Suggested Non-formal activity to support learning: Organize an inter-group contest where learners will participate in reading syllables.	Suggested assessment: observation , oral questions. Oral questions, observation, portfolio
Suggested resources: video clips, charts, flash cards, letter cut-outs, letter basketball, letter sorting tray, electronic devices, dominos, letter formation items(stones ,blocks, bottle tops, dice)	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Reads syllables	Recognizes syllables can read a variety of words using syllables.	Recognizes syllables and can read words.	Recognizes some syllables but has difficulty joining them to form words.	<ul style="list-style-type: none"> Recognizes some syllables.

	3.8 Reading three to four letter words (SHRS)	By the end of the sub strand learners should be able to: <ol style="list-style-type: none"> Demonstrate ability to blend syllables to read three to four letter words in and out of class. Read three to four letter words correctly in and out of class. Enjoy participating in activities that involve reading three to four letter words in and out of class. 	<ul style="list-style-type: none"> Demonstrate blending of syllables to form three to four letter word and guides learners to read the words. Learners could practice reading three and four letter words in pairs and small groups.. Learners could be involved in a variety of activities to read three to four letter words. 	<ol style="list-style-type: none"> How do we blend syllables to make words? What activities enhance learner's ability to read words?
Core competence developed: Learning to learn, Digital literacy,				

Link to PCIs: Life skills: Effective communication, .	Values: Cooperation, peace, self esteem, critical thinking, responsibility
Link to other activity areas: Psychomotor and creative activities.	Suggested Community Service Learning/ Organize an inter-school reading day. Learners to be gathered in common reading tents/ under trees and provided with materials to engage in activities that involve reading syllables.
Non- Formal Activity to support learning through application Organize an inter-class or inter-group reading contest. Learners participate in activities that involve reading three to four letter words.	Suggested Assessment: oral, questions, observation, portfolio
Suggested learning resources: charts, books, electronic devices, flashcards, newspapers, radio programmes	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Blends syllables Reads three to four letter words	Can read a variety of words.	Consistently read three to four letter words.	Blends syllables and sounds to read some words.	With guidance blends syllables but has difficulty joining them to form words.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 Writing	4.1 Book handling (SHRS)	By the end of the sub strand the learner should be able to: a) Demonstrate ability to handle books appropriately in and out of class. b) Arrange books properly in and out of class. c) Enjoy participating in book handling activities in and out of class.	<ul style="list-style-type: none"> Learners should practice arranging books appropriately (top side up). Learners to practice writing in their books (with the correct grip of writing material) without pressing forcefully. Learners practice caring for and storing books in the appropriate places. Learners practice handling books with clean hands. Learners sing songs and rhymes related to book handling, care and proper storage. In pairs and groups learners take turns in keeping books on book shelves. Learners clean and arrange books in the book corner. 	1. How do we handle books? 2. How do we keep books? 3. Where do we place our books when writing? 4. How do we keep our books clean? 5. How do we keep our books intact?

			<ul style="list-style-type: none">• Learners should be guided to avoid leaning on their books and writing forcefully during a writing activity.• Learners should be guided on how to cover their books properly.	
Core Competence to be developed: Communication and collaboration , Learning to learn.				
Link to PCIs: ESD: Care for learning resources. Citizenship: Leadership.			Link to Values: Unity, Responsibility	
Link to other activity areas: Environmental activities			Suggested community service learning Organize learners to carry out a book handling activity in a pre-primary 1 classroom/ book corner/library/self. Involve learners in dusting, covering and arranging books.	
Suggested Non-formal activity to support learning through application Organize a book handling day where the ECD teachers guide children on holding books properly, turning pages, left-right orientation, covering and arranging books.			Suggested application: portfolio, observation, oral questions	
Suggested learning resources: Books, realia ,boxes, shelves ,book covers, materials, video clips, school bags				

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Handle and arranges books appropriately	Handles books appropriately and consistently arranges books properly on shelves	Handles books appropriately and arranges books on shelves properly	Can handle books appropriately but arranges book on the shelf with guidance	Attempts to handle books appropriately and arranges books on shelves with guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
Writing	4.2 Writing readiness skills (5HRS)	By the end of the Sub strand the learners should be able to; a) Hold a writing tool properly in and out of class.	<ul style="list-style-type: none"> Learners could practice a writing walk where they turn pages from right to left as they write on each page. Demonstrate how to write patterns from left to right. In groups learners could be guided to write patterns from left to right. 	1. Where do we place our books when writing? 2. Where do we place our hands when writing? 3. How do we position our hands while writing?

		<p>b) Turn pages from right to left during a writing activity in and out of class.</p> <p>c) Take pleasure in pre-writing activities in and out of class.</p>	<ul style="list-style-type: none">• Demonstrate the appropriate grip of the writing tool: pencil between the index finger and the thumb, while resting on the middle finger and encourage learners on the same.• Learners practice holding the writing tool with the right grip.• Learners to practice writing in their books without pressing forcefully.• Learners could be engaged in activities where they write line and cursive patterns from left to right across a line and filling each page from the top to the bottom.• Learners could view video clips demonstrating appropriate pencil grip and encouraged to imitate and practice.	<p>4. How do we hold the writing tool when writing?</p>
Core competence to be developed: Learning to learn, communication and collaboration				
Link to PCIs: self esteem, effective communication			Link to values Responsibility, cooperation	
Link to other subjects: Psychomotor and creative activities,			Suggested community service learning activities Invite parents to class to observe and recognize learners work	
Suggested non –formal activity to support learning: Organize for learners to visit other classrooms within the school to observe the languages corner.			Suggested assessment: Observation, oral questions, portfolio	
Suggested Assessment				

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Turns pages from right to left, holds writing tool properly	Turns pages from right, writes from left to right across the line and effectively sustain eye hand coordination.	Turns pages from right to left, writes from left to right across the line with sustained eye hand.	Turns pages from right to left, writes from left to right across the line and attempts to coordinate eye hand.	Turns pages from right to left but does not demonstrate eye hand coordination.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
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	4.3 Writing Posture (5HRS)	By the end of the sub strand the learner should be able to: a) Sit appropriately when writing in and out of class. b) Have pleasure in activities for writing posture in and out of class.	<ul style="list-style-type: none">• Learners continue practicing the correct writing posture every time they are involved in a writing activity.• In pairs learners could practice the correct writing posture.• Learners could recite rhymes on the appropriate writing posture as they write. After adopting the appropriate writing posture learners could be encouraged to practice writing.• Learner could view a video clip demonstrating the correct writing posture and practice it.• In pairs and groups learners could practice the appropriate writing posture.• In pairs or small groups learners could take turns reciting a writing posture rhyme as others practice it.	<ol style="list-style-type: none">1. How do we sit when we are writing?2. How do we place a book when writing?3. How do we position hands when writing?4. Where do you place your feet while writing?
Core Competence: Communication and collaboration , Learning to learn.				
Link to PCIs Life-skills: Self awareness Health Education: Caring for my body. Citizenship: Team work.			Link to Values: Cooperation, Responsibility.	
Links to other activity areas: Psychomotor and Creative			Suggested community service learning Organize for learners to present a writing posture, rhyme, poem or song during a school open day.	
Non-formal activity to support learning through application Organize an interschool language contest that incorporates games, songs, rhymes and play relating to writing posture			Suggested assessment: oral questions, observation, portfolio	
Suggested learning resources: Books, writing materials, chairs ,tables, video clips, radio programmes, pictures, charts				

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Sit appropriately using correct sitting posture	Effectively coordinates eye to hand	Coordinate eye hand most times (80%)	Attempts to coordinate eye hand some time (50%)	Has difficulty coordinating eye to hand

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Writing	4.4 Eye-hand coordination skills (5HRS)	By the end of the sub strand the learner should be able to: a) Demonstrate eye-hand coordination when writing in and out of class. b) Enjoy participating in eye-hand coordination activities in and out of class.	<ul style="list-style-type: none">Learners could be involved in pegging puzzles and fitting templates.Learners could fix jigsaw puzzles.Learners could fix letter jigsaws.Learners could practice typing letters on a computer key board.Learners could be involved in modeling letters using clay, dough or plasticine.Learners could be involved in painting and printing activitiesLearners could join dots to make letters or trace letters.Learners could play digital games that enhance eye-hand coordination.In pairs and groups learners could practice eye-hand coordination activities.	<ol style="list-style-type: none">What are the necessary skills for preparing a learner to write?What activities/experiences will promote eye hand co-ordination?
Core Competence developed: Communication and collaboration, Digital literacy, Learning to learn.				
Link to PCIs: Life-skills: Self awareness, Self-esteem. Citizenship: Team work.			Link to Values: Cooperation, responsibility	
Links to other subjects: Psychomotor and Creative activities			Suggested community service learning Learners to visit the pre-primary one class and play games, sing rhymes, songs that enhance eye-hand coordination.	
Non-formal activity to support learning through application Organize an inter-group language contest that incorporates eye-hand coordination activities including singing games/ Learners can continue playing games that enhance eye-hand coordination at home.			Suggested Assessment: observation, portfolio, oral questions	
Suggested learning resources: Video clips, jig saw puzzles, objects(stones, clay, dough, plasticine, bottle tops, beads, marbles, thread, string), charts, computer, brushes, paint				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Coördinate eye and hand when writing	Effectively coordinates eye to hand	Coordinate eye hand most times (80%)	Attempts to coordinate eye hand some time (50%)	Has difficulty coordinating eye to hand

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
	4.5 Pattern Writing (5HRS)	By the end of the sub strand the learner should be able to: a) Write simple cursive patterns in and out of class. b) Use audio visual materials to make simple cursive patterns in and out of class. c) Hold writing tools appropriately when writing. d) Experience pleasure in cursive pattern writing activities in and out of class.	<ul style="list-style-type: none">• Demonstrate writing simple cursive patterns in the air.• Learners practice writing cursive patterns in the air.• Learners could be engaged in tracing simple cursive patterns.• Learners could join dots to form simple cursive patterns.• Learners could be guided in copying cursive patterns.• Learners practice writing simple varied cursive patterns.• Learners could view the process of drawing cursive patterns on the computer and copy them.• Learners could write cursive patterns using digital audio visual materials such as using the writing wizard application.• Demonstrate writing cursive letter patterns and encourage learners to practice.• Learners could practice writing cursive patterns using a computer.	<ol style="list-style-type: none">1. Which cursive patterns are easy for learners to write?2. What materials can learners use to form cursive patterns?3. What items in the environment could have cursive patterns?
Core competence developed: Learning to learn, Creativity and imagination, Digital literacy.				
Link to PCIs: Citizenship: Harmony. Life Skills: Creative thinking.			Link toValues: Cooperation	
Links to other activity areas: Psychomotor and Creative activities.			Suggested community service learning Learners write/make cursive patterns and show case to parents during open days.	
Non-formal activity to support learning through application Involve parents in helping their children to collect and bring to school materials with cursive patterns and materials for forming patterns.			Suggested assessment Observation, portfolio, oral question	
Suggested Learning Resources: charts, worksheet, objects with cursive shapes, writing tools, books, flashcards, video clips				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Draw simple line pattern Arranges objects in line	Effectively arranges objects in a line, forms a variety of print and simple line patterns.	Consistently arranges objects in line, forms print patterns and draws simple line patterns.	Holds writing tools appropriately and with guidance arrange objects in line and draw simple line pattern.	Holds writing tools appropriately but demonstrates difficulty in arranging objects in a line and drawing simple line pattern.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
Writing	4.6 Letter formation (5HRS)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Form letters correctly in and out of class. b) Demonstrate ability to form letters correctly in and out of class. c) Have pleasure in letter formation activities in and out of class. 	<ul style="list-style-type: none"> • Learners sing rhymes related to letter formation. • Learners practice modeling, colouring and painting letters while singing related rhymes. • Threading beads and lacing through holes on a card to make letters. • Shading within letter outlines. • Learners recite letter formation rhymes as they write letters in air and on the sand. • Pricking the edges of letter outlines and cutting out the letters. • Learners could be guided to do drag and drop activities that enhance eye-hand coordination using digital devices. • In pairs and small groups learners practice various letter formation activities. • Learners join dots to form letters. • Learners could view video clips demonstrating letter formation and practice writing letters. • Learners recite letter formation rhymes as they write letters. • Demonstrate letter formation movements; beginning with the starting point followed by successive movements until the end. 	<ol style="list-style-type: none"> 1. How do you shape each letter of the alphabet? 2. How can a teacher incorporate letter formation in children's play?
Core Competence: Learning to learn, Communication and collaboration, creativity and imagination				
Link to PCIs				

Citizenship: Harmony. Life-skills: Creative thinking.	
Links to other activity areas: Psychomotor and Creative Activities	Suggested community service learning Involve children to assist adult learners in the community how to form letters.
Non-formal activity to support learning through application	Suggested Assessment: observation, oral questions, portfolio
Involve the parents in collecting print materials at home with the learners. Learners bring these to school and use them to trace letters.	
Suggested Learning Resources: Video clips, radio programmes, letter cutouts, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils	

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaching expectation:	Below expectation
Forms letters correctly	Demonstrates proper writing-tool grip and forms all letters legibly	Demonstrate proper writing tool grip and forms most letters legibly.	Demonstrate proper writing –tool grip but forms letter shape with difficulty.	Has developed proper writing tool grip but forms letter shape with difficulty.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Writing	4.7 Writing letters of the alphabet (5HRS)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Demonstrate ability to write letters properly in and out of class. Write letters of the alphabet properly in and out of class. Enjoy using basic tools for letter writing activities in and out of class. 	<ul style="list-style-type: none"> Learners could be encouraged to join dots to make letters of the alphabet Learners could be encouraged to trace letters of the alphabet. Learners could copy letters of the alphabet. Learners to be guided in writing letters of the alphabet. Learners could be involved in pattern making using letters of the alphabet. In pairs and in small groups learners could make patterns using letters of the alphabet. 	<ol style="list-style-type: none"> What opportunities arise for writing letters of the alphabet? How can a teacher incorporate letter writing in children's play?

			<ul style="list-style-type: none">• Learners could practice writing letters of the alphabet using digital device.• In pairs and learners write letters and appreciate each other’s work.• Learners to display their work in class and be encouraged to appreciate each other’s work.• Learners practice writing letters on worksheets.	
Core competence developed: Learning to learn, Digital literacy, Communication and collaboration				
Link to PCIs: Citizenship: Harmony. Life-skills: Creative thinking, self esteem.			Values: Cooperation.	
Links to other activity areas: Psychomotor and Creative activities, Religious education			Suggested community service learning Learners take letters they have written in worksheets in class to their homes for parents to see and appreciate.	
Non-formal activity to support learning through application Invite an ICT person to guide learners on how to write letters using digital tools.			Suggested Assessment: Observation, oral questions, writing activities, portfolio	
Suggested Learning resources: Video clips, radio programmes, letter cutouts, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils				

Assessment Rubrics:

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Writes letters of the alphabet properly	Holds varied writing tools appropriately and consistently writes all the letters appropriately.	Without guidance, holds writing tools appropriately and writes most letters correctly	Holds the tools and write a few letters correctly	With guidance, holds the tools and write a few letters correctly

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Writing	4.8 Writing three to four letter words (5 HRS)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Write three to four letter words in class.</p> <p>b) Copy own name in class.</p> <p>c) Experience participating in writing activities in and out of class.</p>	<ul style="list-style-type: none"> • Demonstrate the writing of three to four letter words based on learners demonstrated ability to read the words. • Demonstrate writing of syllables with reference to one vowel as it is read. Learners are then encouraged to read and write the syllables. e.g /pa/,/ba/, /ca/. • Learners should be introduced syllables relating to three to four consonants and the first vowel. • Once learners have practiced and gained ability to write and read syllables relating to three to four consonants and the first vowel, introduce another set. • Learners practice writing syllables related to one vowel • Demonstrate writing two letter words relating to each vowel beginning with the vowel 'a' sound e.g 'ba', 'ta 'ma' and encourage learners to write and read the words. • Guide learners to join a syllable and a sound and read it as a word. • Learners practice writing (as they read) these words. • Learners to be engaged in coloring letters of their own name • Encourage learners to practice copying their own name. • Learners to write their own name. • Learners to be encouraged to use letter cut-outs, fishing letter games to make words. 	<ol style="list-style-type: none"> 1. What activities are required for writing practice? 2. What resources would you use for writing practice?

			<ul style="list-style-type: none">• Learners could be guided to write simple words using flashcards among others.• Learners could view video clips on word formation and writing.• In pairs and in groups, learners could be engaged in writing three to four letter words and• Learners should display their own work and be encouraged to appreciate others work.	
Core-competence: digital literacy, learning to learn.				
Link to PCI: Life skills: Self awareness, Self esteem.			Link to Values: Cooperation.	
Suggested Link to other Activity areas: Psychosocial and creative activities			Suggested community service learning Learners take home their work sheets with words and their names for parents to see and appreciate.	
Suggested Non-formal activity to support learning through application Write three to four letter words and label some items in class.			Suggested Assessment: Observation, oral questions, portfolio	
Suggested Learning resources: Video clips, radio programmes, letter cutouts, flash cards, plasticine, clay ,paint, paint brush, crayons, realia, pencils				

Assessment Rubrics:

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Writes three to four letter words	Effectively writes three to four letter words and copies own name with variation.	Consistently writes three to four letter words and copies own name correctly.	Without guidance writes most three to four letter words and copies own name correctly.	With guidance writes three to four letter and sometimes copies own name.

MATHEMATICS ACTIVITIES CURRICULUM DESIGN DRAFT

Essence statement

Mathematics activities at the pre-primary level empower children to engage in basic analysis of problems and to develop appropriate solutions in day to day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for primary school readiness. They also enhance the learner's development and acquisition of basic number, classification and measurement skills during early years.

General learning outcomes

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

- a) use acquired classroom skills to solve problems in daily life,
- b) demonstrate basic number concepts as a basis for future learning,
- c) demonstrate interest in measurement and dispositions in physical and social world.

MATHEMATICS ACTIVITIES CURRICULUM DESIGN DRAFT

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S) SUGGESTED LEARNING RESOURCES
.0 CLASSIFICATION	.1 Sorting & grouping 8 lessons	By the end of the sub-strand, the learner should be able to: a) Identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) Group objects in the environment according to more than one attribute d) Appreciate the materials in the environment for their uniqueness and diversity	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colours/size/shapes/texture/use • Learners demonstrate sorting and grouping objects by more than one attribute (colour/size/shape/texture/ use /type) • Two learners demonstrate Sorting , grouping and comparing objects by more than one attribute (colour/size/shape/texture/use/type) up to four groups • Learners in groups/pairs, individually, sort and group objects according to more than one attribute up to four groups • Learners relate specific attributes to other objects in the environment • Sing songs related to sorting and grouping objects • Collect and store materials in their respective corners 	<ol style="list-style-type: none"> 1. Which objects are similar or look alike? 2. What objects have same colour/shape/size/texture/use? 3. Which objects look alike? 4. Which objects are different? 5. Why have you grouped these objects together? 6. Why should we store materials after use?
Core Competencies: critical thinking , problem solving, Communication and collaboration, Digital literacy				
Link to PCIs: <ul style="list-style-type: none"> - <i>Citizenship:</i> - team work; - <i>Life skills:</i> effective communication, - <i>Values:</i> unity. 				
Link to other subjects: Language, environmental, psychomotor and creative activities				
Suggested community service learning/ non-formal activity to support learning through application: Go round the school compound picking the useful objects that can be recycled for sorting and grouping				
Suggested resources: Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers.				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying similarities and differences in objects within the environment	Able to identify similar and different objects using more than 4 attribute (colour size, shape, texture, use & type)	Able to identify similar and different objects using 4 attributes (colour size, shape, texture, use & type)	Able to identify similar and different objects using 3 attributes (colour size, shape, texture, use & type)	Able to identify similar and different objects using 2 attributes (colour size, shape, texture, use & type)
Sorting and grouping objects in their environment	Sort and group objects according to more than four attributes (colour, size, shape, texture, use and type)	Sort and group objects according to four attributes (colour, size, shape, texture, use and type)	Sort and group objects according to three attributes (colour, size, shape, texture, use and type)	Sort and group objects according to two attributes (colour, size, shape, texture, use and type)
Grouping objects according to more than one attribute	Group objects according to more than four attributes (colour, shape, size, texture, use and type)	Group objects according to four attributes (colour, shape, size, texture, use and type)	Group objects according to 3 attributes (colour, shape, size, texture, use and type)	Group objects according to 2 attributes (colour, shape, size, texture, use and type)
Ability to use ICT in sorting and grouping	Able to sort and group objects using ICT up to four and beyond	Able to sort and group objects using ICT up to four	Able to sort and group objects using ICT up to 3 with teacher's guidance	Able to sort and group objects using ICT 2 with teacher's guidance

	1.1 Matching and pairing	<ul style="list-style-type: none"> a) Identify similarities among objects in the environment b) Identify differences among objects in the environment c) Match objects according to likeness or sameness in the environment d) Pair objects related to each other according to sameness/likeness/use/type, relationship, part and whole e) Use appropriate vocabulary related to matching and pairing objects for effective communication f) Appreciate the use of different objects in the environment 	<ul style="list-style-type: none"> • Learners collect a variety of objects from the environment • Demonstrate how to match and pair objects according to likeness/sameness/use • Few learners demonstrate matching and pairing according to more one attribute (sameness/likeness/use) • In groups/pairs, individually learners match and pair objects according to more than one attribute (likeness/sameness/use) • discuss the use of items matched or paired 	<ol style="list-style-type: none"> 1. Which objects look alike? 2. What makes them look alike? 3. What is the use of these items? 4. How can we care for these objects?
	8 lessons			

			<ul style="list-style-type: none"> Learners sing songs/recite poems on relationship/use of objects from the environment 	
Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing)				
Link to other subjects: Environmental activities, psychomotor and creative activities				
Link to PCIs and values: <ul style="list-style-type: none"> Citizenship: unity, harmony & cohesion; Life Skills: effective communication and self esteem Decision making; Value: unity. 				
Suggested community service learning: Collecting materials for learning and recycling some waste materials, while clearing the learning environment to keep the learning environment clean and safe.				
Suggested resources: Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, flash cards)				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying similar and different objects in the environment	Identifying similar and different objects in the environment and talk about them	Identifying similar and different objects in the environment	Identifying only a few similar and different objects in the environment	Cannot easily identify sameness in objects
Matching objects according to more than one attribute	Matching objects according to more than one attribute and talk about them	Matching objects according to more than one attribute	Matching a few objects according sameness	Can match objects with teacher's guidance
Matching and pairing objects according to more than one attribute	Matching and pairing objects according to more than one attribute and talk about them	Matching and pairing objects according to more than one attribute	Pair some objects according to more than one attribute	Pair some objects with teacher's guidance

	1.2 Ordering	a) Collect and identify different objects in their environment for exploration and enjoyment b) Arrange objects in the immediate environment	<ul style="list-style-type: none"> Learners talk about different objects in the environment in relation to size Demonstrate ordering objects according to size up to five objects 	1. Which objects are (shorter, taller, smaller, bigger) 2. Which among these two objects is short/long/small/big?
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		<p>according to size in ascending up to five objects for comparison.</p> <p>c) Arrange objects in the immediate environment according to size in descending order.</p> <p>d) Arrange objects in the environment according to more than one attribute</p> <p>e) Differentiate objects of different sizes in the environment</p> <p>f) Use different objects in the environment in their daily activities</p> <p>g) Use appropriate vocabulary related to ordering in their daily life experiences for effective communication</p> <p>h) Appreciate different objects/materials in the environment</p>	<ul style="list-style-type: none"> • A few learners demonstrate ordering objects according to size up to five objects • Learners in small groups, pairs, individually order objects according to size up to five objects • In groups learners compare objects of different sizes up to five 	
Core competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving (shown when ordering different objects) • Communication and collaboration (when ordering in groups and talking) 				
Link to PCIs: <ul style="list-style-type: none"> - ESD: Appreciate environment as a source of learning materials; - Life skills: Effective Communication ; - Values: unity. 				
Link to other subject: Psychomotor and creative activities				
Suggested Community service: Collect waste materials in the community for re-use in learning, Cleaning learning environment after use of materials.				
Suggested resources Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles				

Suggested assessment rubrics:

Indicator	Achievement
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	Above expectation	Meets expectation	Approaches expectation	Below expectation
Ordering objects according to size	Be able to identify at least 9 objects in their environment and talk about their size	Be able to identify at least 6 objects and in their environment talk about their sizes	Be able to identify at least 3 objects in their environment but unable to talk about their sizes.	Be able to identify at least 1 object in their environment and talk about their sizes with teachers' assistance.
Differentiating objects in the environment according to size	Differentiate at least 9 objects in the environment according to size	Differentiate at least 6 objects in the environment according to size	Differentiate at least 3 objects in the environment according to size	Differentiate at least 1 object in the environment according to size

	1.3 PATTERNS 8 lessons	a) Observe objects in the environment for the purpose of identifying patterns. b) Identify similarities and differences among objects c) Arrange similar objects to make a pattern d) Use different objects to make patterns e) Identify patterns in different objects within the environment(clothes, animals, seeds, leaves f) Identify the repeating part of the patterns. g) Appreciate patterns in their environment h) Enjoy making different patterns with objects found in the environment	<ul style="list-style-type: none"> Learners observe and talk about different objects in the environment. Learners demonstrate arranging objects to make a pattern A few learners demonstrate arranging objects to make patterns (shape, colour,) In small groups/pairs, individually, learners arrange objects to make pattern(shape, colour, number cut-outs,) Learners fill in the missing objects in a series to make a pattern Learners observe and talk about different patterns on their clothes, foot prints, buildings, flower gardens 	<ol style="list-style-type: none"> Which objects look alike? Which objects comes next in the series? What object has been used to make a pattern? Which other pattern can you make? Which part of the pattern repeats itself?
	Core competencies: <ul style="list-style-type: none"> Collaboration and communication (through group work and discussions) Critical thinking and problem solving as they make different patterns 			

	<ul style="list-style-type: none"> Digital literacy as they make patterns using ICT
	Link to PCIs and Values: <ul style="list-style-type: none"> Citizenship: harmony; Life skills: effective communication; Values: respect for environment; ESD: (environmental awareness) non-formal education.
	Link to other subjects: Psychomotor and Creative activities during construction
	Suggested community service learning: plant flowers in the school following different patterns.
	Suggested resources: Pencils, books, crayons, paint, paper cut-outs, leaves.

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Observe and talk about different objects in their environment	Can observe and talk about different objects in their environment	Observe and talk about different objects in their environment	Can observe and talk about different objects in their environment	Observe and talk about different objects in their environment
Identify patterns on different objects in the environment	Identify patterns on different objects in the environment and talk about them	Identify patterns on different objects in the environment	Identify patterns on different objects in the environment and talk about them	Identify patterns on different objects in the environment
Arrange similar objects to make a pattern	Arrange similar objects to make a pattern using different objects	Arrange similar objects to make a pattern	Arrange similar objects to make a pattern using different objects	Arrange similar objects to make a pattern

2.0 Numbers	2.1 Rote counting	a) Rote count numbers 1-50 for developing numeracy skills	Demonstrate rote counting 1-50	Are you able to count 1-50 with action?
	8 lessons	b) Rote count using actions up to 50 for enhancing acquisition of numeracy	Learners to rote count 1-50 with actions (clapping, nodding, jumping, skipping, hopping)	Can you count 1 - 50?

		c) Enjoy rote counting up to 50 in their daily life	In groups/pairs Learners perform singing games/rhymes related to rote counting	
Core competence: Learning to learn as children sing about numbers and count on their own				
Link to PCIs: <ul style="list-style-type: none"> - <i>Education for sustainable development</i> ; count objects in their environment; - <i>Life Skills:</i> effective communication, self awareness as they count personal objects and body parts; - <i>Value:</i> unity. 				
Link to other subject: Psychomotor and creative activities as they sing				
Suggested community service: Collect materials from the environment to be used for learning; cleaning the environment.				
Suggested resources: Bottle tops, pebbles, sticks, seeds, etc.				

Suggested assessment rubrics:

Rote counting 1-50	Rote count numbers 1-50 and beyond			
	Rote count numbers 1-50 and beyond	Rote count numbers 1-50	Rote count numbers 1-30	Rote count numbers 1-20

	2.2 Number recognition	1) Identify numerals 1-20 for enhancement of acquisition of formation of number symbols 2) Appreciate use of numbers and develop curiosity for numbers in daily life experiences	<ul style="list-style-type: none"> • Learners observe and read numerals on number flash cards/number charts • Learners to identifying numbers on flashcard/charts • Identify and talk about numbers found on objects in the environment • Learners sing songs / model numbers 1-20 • Match numbers that look alike • In pairs/small groups learners play number recognition games (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game) 	1. Which number can you see on the chart/flashcard? 2. How many letters does your name have? 3. Which number have you modelled? 4. Which two numbers look alike on the chart?
	Core competencies:			

	<ul style="list-style-type: none"> • Self efficacy as they sing and dance number songs • Communication and collaboration as they work in pair/small groups • Learning to learn as they identify numbers on objects found in their environment • Digital literacy as they identify numbers using ICT
	Link to PCIs: <ul style="list-style-type: none"> - Education for sustainable development: when they use numbers later in their careers/business/home - Citizenship: when working in pairs/groups (develop social skills) - Life skills: effective communication; - Value: unity.
	Link to other subject: <ul style="list-style-type: none"> • Psychomotor and creative as they sing and dance songs on numbers • Language as they talk about number on flash cards/charts
	Suggested community service: <ul style="list-style-type: none"> • Collecting materials from the community to use them in making number flash cards hence making their environment clean. • Visiting local children football clubs and talk about the numbers of players as written in their T-shirts.
	Suggested Resources: Number flash cards/charts/calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards, bottles

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Recognizing and identifying number numerals between 1-20 Recognizing and	Identify and read number numerals 1-20 and beyond	Identify and read number numerals 1-20	Identify and read number numerals 1-10 with teacher's guidance	Identify and read number numerals 1 -5

3.0	2.1 Counting concrete objects 10 lessons	a) Observe objects in different groups/sets for distinguishing different types of similar objects b) Count concrete objects 1-20 for developing skills	<ul style="list-style-type: none"> • Teacher demonstrates counting objects 1-20 • Few Learners count objects for numbers 1-20 (body parts, colours of the national flag, 	1. How many (books, pencils rubbers are on the table? 2. How many learners are in your group?
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		c) Demonstrate one to one correspondence while counting concrete objects d) Enjoy counting objects within their environment e) Appreciate the use of one to one correspondence in real life situations f) Demonstrate number value by counting concrete objects	different types of food, objects in the class) <ul style="list-style-type: none"> In groups/pairs, individually, learners count people/objects in their class up to 20 Learners play counting games involving counting objects 1-20 Learners match numerals with concrete objects for numbers 1-20 	3. How many boys/girls are in your group?
Core competencies: <ul style="list-style-type: none"> Critical thinking and problem solving as they count specific number of objects Communication and collaboration as they count in groups 				
Link to PCIs: <ul style="list-style-type: none"> <i>Life Skills</i> - Self awareness as they count (fingers, family members) <i>Citizenship</i>- Harmony, patriotism as they count colours of the national flag <i>Health and nutrition</i> – as they count different types of food 				
Link to other subjects: Creative and psychomotor as they sing number songs				
Suggested community service: Count objects/animals at school or at home and take good care of them				
Suggested resources: Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, blocks				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Counting concrete objects in the environment	Count concrete objects up to 20 and beyond	Counting concrete objects in the environment	Count concrete objects up to 20 and beyond	Counting concrete objects in the environment

	2.4 Number sequencing 10 Lessons	a) Identify number symbols 1-20 for acquisition of numeracy skills	<ul style="list-style-type: none"> Learners randomly pick number cut outs/number cards from a pile and identify the number 1-20 	1. Which number is written on the card/chart/board? 2. Which number comes before/after this number?
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		b) Arrange number cards in sequence 1-20 for appreciation of increase in value c) Arrange number cards in sequence by completing missing numbers d) Enjoy arranging numbers in sequence in day to day experiences	<ul style="list-style-type: none"> Learners demonstrates arranging numbers in sequence 1-20 A few learners demonstrate arranging numbers 1-20 in sequence by placing the appropriate number cards /cut outs In pairs/groups, individually, learners complete missing numbers in sequence by placing the appropriate number cards/cut out Learners sing songs on number sequence comprising numbers 1-20 	3. Which number is missing in the sequence? 4. How can these numbers be arranged in sequence?
	Core competencies: <ul style="list-style-type: none"> Critical thinking and problem solving when identifying number and filling missing number in a sequence Communication and collaboration when working in pairs/groups 			
	Link to PCIs: <ul style="list-style-type: none"> Citizenship: harmony; Life Skills: self awareness , skills of knowing and living with oneself and others ; Values: unity 			
	Link to other subjects: Environmental			
	Suggested community services: Recycling materials such as old cartons, empty plastic water bottles from the environment			
	Suggested resources: Flash cards, charts, number cut outs, calendars, number line			

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying numbers 1-20 in sequence on flash cards/cut outs	Identifying numbers 1-20 and beyond in sequence on flash cards/cut outs	Identifying numbers 1-20 in sequence on flash cards/cut outs	Identifying numbers 1-10 in sequence on flash cards/cut outs with teacher's guidance	Identifying numbers 1-10 in sequence on flash cards cut-outs with teacher's guidance
Arranging numbers 1-20 in sequence	Arranging numbers 1-20 and beyond in sequence	Arranging numbers 1-20 in sequence	Arranging numbers 1-10 in sequence with teacher's guidance	Arrange some numbers in sequence with teacher's guidance
Completing missing numbers 1-20 in sequence	Completing missing numbers 1-20 in sequence and beyond	Completing missing numbers 1-20 in sequence	Completing missing numbers 1-10 in sequence with teacher's guidance	Completing missing numbers 1-5 in sequence with teacher's guidance

	2.5 Number Value	a) Collect objects from the environment b) Count groups of objects in the environment and select the corresponding number symbol. c) Differentiate the number value of objects in the environment d) Appreciate the value of numbers in their daily life experiences e) Relate number value with objects in the environment.	<ul style="list-style-type: none"> Learners demonstrate and relate the number symbol and their value A few learners demonstrate and relate the number symbol and their value In groups learners count concrete objects and relate them to the number symbol In groups , pairs and individually learners complete number value puzzles 	1. Which group has 3,4,5,...20 objects?
Core competences: Communication and collaboration ; critical thinking and problem solving				

Link to PCI: <ul style="list-style-type: none"> - Citizenship: team work; - Life skills: creative and critical thinking, problem solving, effective communication and interpersonal relationships; - Value: unity.
Link to other subjects: Language and environmental.
Community service learning: <ul style="list-style-type: none"> • Visit homesteads and count the animals kept at home • Feeding small domestic animals
Suggested learning resources: Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys.

Suggested Assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Count objects in the environment correctly 1-20	Count objects in the environment correctly 1-20 and beyond	Count objects in the environment correctly 1-20	Count objects in the environment correctly 1-10	Count objects in the environment correctly below 10
count groups of concrete objects	count groups of concrete objects 1-20 and beyond	count groups of concrete objects 1-20	count groups of concrete objects 1-10	count groups of concrete objects less than 10
match numerals to respective groups of objects	match numerals to respective groups of objects up to more than 20	match numerals to respective groups of objects up to 20	match numerals to respective groups of objects up to 10	match numerals to respective groups of objects less than 10

	2.6 Symbolic representation of number (number writing) 10 lessons	a) Identify number symbols up to 20 for association of spoken number and its symbolic representation b) Form/write numbers 1-20 on a surface for representing quantities of objects/items by symbols c) Write number symbols 1-20 on a surface for enjoyment d) Form number symbols 1-20 using ICT for digital literacy	<ul style="list-style-type: none"> • Learners demonstrate number formation from number cut outs • Learners observe number cut-outs and talk about number formation • In groups/pairs, individually, learners trace/model/thread/join dots colour number cut-outs up to 20 	1. Which number can you see on the calendar/chart/clock face/flashcard?
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		e) Appreciate the use of numbers within their environment.	<ul style="list-style-type: none"> Learners write number symbols 1-20 on a surface Learners use number symbols found on materials in their environment (calendar, clock) Learners use ICT to form number symbols 1-20 	
	Core competence: Imagination and creativity			
	Link to PCIs: <ul style="list-style-type: none"> ESD: learner support programme, service learning; Citizenship: harmony Values: patience. 			
	Link to other subjects: Psychomotor and creative activity			
	Suggested community service: learners can assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.			
	Suggested resources: Calendar, plasticine, pebbles, clock face, number charts, number flashcards,			

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying number symbols 1-20	Identifying and recognizing number symbols at least up to 20	Identify and recognize number symbols at least up to 20 and beyond.	Identify and recognize number symbols at least up to 10	Identify and recognize number symbols at least up to 1-5 with teachers' assistance.
Modelling/tracing /joining dots to form number symbols 1-20	Modelling/tracing/ joining dots number symbols using locally available materials at least 1-20	Model/tracing/joining dots number symbols using locally available materials 1-20	Model/tracing/joining dots number symbols using locally available materials at least 1-10 with teachers' assistance.	Model/tracing /joining dots number symbols using locally available materials at least 1-5 with teacher's guidance.

	2.7 Number puzzle	a) Rearrange number cards 1-20 in the correct order	<ul style="list-style-type: none"> Learners look at and talk about different parts of number symbols Guide the learners to identify different parts of number symbols 	1. Which number can be formed using the selected pieces?
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	10 lessons	b) Identify different parts of numerals 1-20 using not more than ten parts c) Join different parts of numbers to form complete number symbols 1-20 with not more than 10 parts d) Enjoy completing number puzzles in daily life e) Relate number symbols with the objects in the environment f) Use ICT to complete number puzzles	<ul style="list-style-type: none"> Learners demonstrate how to join different parts of numerals to form a complete numeral A few learners practice joining parts of numerals to form a complete numeral In pairs/groups learners join different parts of number symbols to form a complete numeral Learners listen to and sing songs on number symbols as they complete the number puzzle Learners relate number symbols with the objects in the environment Play games on number puzzles (hopscotch, Learners complete number puzzles using ICT 	2. How many pieces are these? What number can they form? 3. How many parts have you used to form numbers 1, 2, 3, 4, 5.....20?
Core competencies: <ul style="list-style-type: none"> Critical thinking and problem solving as learners join parts to form a whole Digital literacy as they complete number puzzles using ICT 				
Link to PCIs: <ul style="list-style-type: none"> <i>Citizenship:</i> Teamwork <i>Life Skills:</i> Critical Thinking. 				
Link to other subjects: <ul style="list-style-type: none"> Environmental activities Psychomotor and creative activities 				
Suggested resources: Number cut outs, number charts, puzzle pieces				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying different parts that can be used to complete a number symbol	Identifying different parts that can be used to complete a number	Identifying different parts that can be used to complete a number	Identifying different parts that can be used to complete a number symbol at least for	Identifying different parts that can be used to complete a number symbol at least for 2 numbers with teacher's guidance

	symbol at least for 5 numbers	symbol at least for 3 numbers	3 numbers with teacher's guidance	
Joining different parts of numbers to form a complete number symbol	Joining different parts of numbers to form a complete number symbol at least for 5 numbers and beyond	Joining different parts of numbers to form a complete number symbol at least for 5 numbers	Joining different parts of numbers to form a complete number symbol at least for 3 numbers	Joining different parts of numbers to form a complete number symbol at least for 2 numbers with teacher's guidance

	2.8 Putting together	a) Collect different groups of similar objects for counting b) Identify sets of similar objects in the environment for counting c) Put similar objects together with a sum not exceeding 9 d) Enjoy the activities of putting together objects in their day to day experiences e) Appreciate that things become more when put together	<ul style="list-style-type: none"> Learners observe and talk about similar objects within their environment Teacher demonstrates putting similar objects together with a sum not exceeding 9 and count Two learners demonstrate putting similar objects together with a sum not exceeding 9 and count In small groups learners put objects together with a sum not exceeding 9 and count Learners sing songs related to putting together with sums not exceeding 9 eg 1 little brown bird sitting on a wall along came another one and that made two. 	1. Which objects look alike? 2. How many objects are there altogether?
Core competencies; <ul style="list-style-type: none"> Collaboration and communication as learners join parts to form a whole Digital literacy as they complete number puzzles using ICT 				
Link to PCIs: <ul style="list-style-type: none"> Citizenship: Collaboration; Life Skills: Self awareness as they count body parts, critical thinking as they put objects together; Values: patience. 				

Link to other subjects: Environmental activities.
Suggested community service: Children to assist community members in counting animals, utensils and farm produce
Suggested resources: Number cut outs, number charts, puzzle pieces, counters sticks; blocks

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying similar objects in the environment	Identify similar objects in the environment up to 9 and beyond	Identify similar objects in the environment up to 9	Identify similar objects in the environment up to 5	Identify some similar objects in the environment with teacher's guidance
Put similar objects together with a sum not exceeding nine	Put similar objects together with a sum exceeding nine	Put similar objects together with a sum not exceeding nine	Put similar objects together with a sum not exceeding 5	Put similar objects together with a sum not exceeding 5 with teacher's guidance

	2.9 Taking away	a) Collect different groups of similar objects/items b) Count objects in different sets to establish the number in each set c) Take away fewer objects from sets not more than 9 d) Count the number of the remaining objects after taking away e) Enjoy the activities of taking away objects and counting the remainders in the day to day life experiences	<ul style="list-style-type: none"> Learners count objects in different sets Teacher demonstrates taking away objects different Few learners demonstrate taking away of objects from different sets less than 9 In pairs, groups and individually learners take away objects from sets not exceeding 9 and count the remainder Singing related to taking away Listen and tell stories related to taking away Recite poems related to taking away NB: Ensure learners do not take away a number equal to the number of objects from the set.	1. How many objects are in the set? 2. How many objects are left?
Core competencies: Critical thinking and problem solving				
Link to PCIs :				

<ul style="list-style-type: none"> - ESD: skills of taking away; - Life skills: critical thinking; - Values: Patience.
Link to other subjects: Environmental activities, Language
Suggested community service: Collecting materials from the community and using them for learning environment after use.
Suggested resources: Counters(sticks; blocks, pebbles, bottle tops)

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Take away similar objects from sets not more than 9 and count the number that is left	Take away similar objects from sets more than 9 and count the number that is left	Take away similar objects from sets not more than 9 and count the number that is left	Take away similar objects from sets not more than 5 and count the number that is left	Take away similar objects from sets not more than 5 and count the number that is left with teacher's guidance

3.0 Measurement	3.1 Sides of objects 10 lessons	a) Observe different objects with straight sides in the environment b) Identify different sides of objects in the environment c) Manipulate objects of different sides in the environment d) Enjoy measuring sides of objects using arbitrary units	<ul style="list-style-type: none"> • Learners are guided learners to talk about different sides of objects in the environment • Learners are guided learners to compare objects with different sides • Few learners demonstrate comparison of objects with different sides • In groups/pairs, individually, learners measure sides of objects using arbitrary units (hand, foot, sticks) 	1. Which of these sides is longer/shorter? 2. What is the difference in length between any two sides of an object? 3. How will you tell which side is longer/shorter?
Core competencies: Learning to learn when measuring sides of objects				
Link to PCIs: <ul style="list-style-type: none"> - Education for sustainable development: when measuring sides of objects ; - Citizenship: collaboration; - Life Skills: critical thinking and self awareness - Value: patience (sharing and turn taking). 				

Link to other subjects: Language as they learn vocabularies such as long/short
Suggested community service: Collecting objects from the environment for purpose of cleaning up.
Suggested learning resources: Objects of different lengths such as sticks, chairs, tables books, pencils, pieces of paper, strings, body parts, objects in the class

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify different sides of objects	Able to identify sides of objects in the classroom and in the environment and able to identify long and short objects	Able to identify sides of objects in the classroom and in the environment	Able to identify sides of objects in the classroom	Able to identify sides of objects in the classroom through leading questions
Measure objects of different sides using arbitrary units	Measure objects of different sides using arbitrary units in classroom and environment and count the arbitrary units	Measure objects of different sides using arbitrary units in classroom and environment.	Measure objects of different sides using arbitrary units in classroom	Unable to Measure objects of different sides using arbitrary units
Relates, compare, differentiate objects that have same or different sides	Able to relate, compare and differentiate objects in a given group comprising short and long objects	Able to relate and compare sides objects in a given group comprising short and long objects	Able to relate objects when given three characteristics	Able to relate, sides of objects when given two characteristics – long and short
Using different arbitrary units to measure objects with different sides	Able to use more than three different arbitrary units to measure sides of objects	Able to use three different arbitrary units to measure sides of objects	Able to use at least two different arbitrary units to measure sides of objects	Able to use one arbitrary unit to measure sides of objects

	3.2 Mass (heavy and light) 8 lessons	a) Collect different objects from the environment b) Lift different objects in the environment for comparing their heaviness c) Compare heavy and light objects in the environment d) appreciate objects of different mass in their environment e) enjoy manipulating objects of different mass in daily life experiences	<ul style="list-style-type: none"> Learners demonstrate lifting objects of different mass Few learners demonstrates lifting objects of different mass In groups/pairs, individually, learners compare mass of different objects in their environment In groups/pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting) Listen to stories on heavy/ light objects 	1. Which object is heavier/lighter? 2. How can you tell the object is heavier/lighter? 3. Who between you is heavier/ lighter?
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Core competencies: <ul style="list-style-type: none"> • Communication and collaboration when working in pairs/groups • Learning to learn when comparing mass of different objects • Digital literacy when playing games involving mass using ICT
Link to PCIs: <ul style="list-style-type: none"> - Education for sustainable development: (business and career that involve mass); - Citizenship: collaboration; - Life Skills: problem solving; - Values: patience.
Link to other subjects: <ul style="list-style-type: none"> • Psychomotor and creative as they play games and lift different objects • Language as they talk about heaviness and lightness of objects
Suggested community service: Collect garbage in paper bags of different sizes and dispose in the compost pit
Suggested resources: Sand, water, stones, blocks, leaves, chairs, tables and children themselves

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Lift objects in the environment	Lift objects of different mass in their environment and talk about them	Lift objects of different mass in their environment	Lift some objects of different mass in their environment	Lift one or 2 objects of different mass in their environment
Compare heavy and light objects in the environment	Compare heavy and light objects in the environment and describe how they feel	Compare heavy and light objects in the environment	Compare the mass of objects in the classroom.	Unable to compare heavy and light objects in the environment
Appreciate objects in the environment	Enjoys lifting light and heavy objects	Play games on comparison of mass	Watch others as they play games on comparison	Does not show any interest in games on comparison of objects with different mass

	3.4 Capacity (how much a container can hold)	a) Fill and empty different containers with different objects and substances b) Compare sizes of containers using through filling and emptying using different substances and objects c) Appreciate the use of objects of different sizes in the environment	<ul style="list-style-type: none"> • Guide learners in filling and emptying small and large containers using sand/water/seeds • Learners demonstrates comparing big and small containers by telling how many small ones fill the big ones and vice versa 	1. How many of the small containers can fill the big container? 2. From the big container, how many small ones can be filled? 3. Which container holds more/less?
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		d) Enjoy filling and emptying containers in the environment	<ul style="list-style-type: none"> Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa In groups/pairs, individually, learners tell how much a container can hold compared to another one of a different size 	
Core competencies: <ul style="list-style-type: none"> Critical thinking and problem solving as they compare how much a container can hold Communication and collaboration as they work in groups 				
Link to PCIs: <ul style="list-style-type: none"> Food and nutrition: by filling containers using different types of seeds and food stuffs; Citizenship: collaboration and responsibility; Life skills: effective communication, critical thinking and problem solving; Values: patience. 				
Link to other subjects: <ul style="list-style-type: none"> Environmental activities as they play filling and emptying Psychomotor and creative as they balance pouring content from one container to the other 				
Suggested community services: Non-formal activity to support learning through application				
Suggested resources: Containers of various sizes, water sand, seeds				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Filling and emptying different containers	Able to fill and empty containers small and large containers and goes further to count how many small containers fill the big ones and vice versa	Able to fill and empty containers small and large containers and goes further to count how many small containers fill the big ones but cannot do the reverse	Able to fill and empty containers small and large containers	Able to fill small and large containers
Compare sizes of containers	able to compare capacity of different containers by telling how many of the small one fill the large one and vice versa	able to compare capacity of different containers by telling how many of the small one fill the large one	able to compare capacity of different containers through observation	unable to compare capacity of different containers

	3.5 Time (Daily routines) 10 lessons	a) Compare sizes of shadows at different times of the day to determine their sizes b) Use vocabulary related to time for effective communication c) Observe tools used for telling time d) Name tools used for telling time (clock ;calendar; mobile phone; animals and birds) e) Name the days of the week and the months of the year f) Appreciate management of time when doing different activities	<ul style="list-style-type: none"> Learners are guided in comparing shadows at different times of the day Learners talk about vocabulary related to time morning ;afternoon; evening ;day ;night Learners talk about tools and animals used to tell time clock ;calendar; mobile phone; animals and birds Teacher guides learners to identify days of the week Teacher guides learners to talk about months of the year 	1. Which shadow is longer /shorter? 2. At what time of the day is it longer/ shorter? 3. How do we tell time at home /school? 4. Which are the days of week? 5. Which are the months of the year? 6. Which activities do we carry out during the day?
Core competencies: <ul style="list-style-type: none"> Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups Self efficacy- learner develop self esteem, self confidence and will be capable performing tasks as expected 				
Link to PCIs: <ul style="list-style-type: none"> ESD: Service learning and parental involvement and engagement Citizenship: collaboration; Life skills: Skills of knowing and living with oneself and others Values: patience. 				
Link to other subjects: Time management as they adhere to daily routines, as they move to different activity areas.				
Suggested community service: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work				
Suggested resources: Clock face, pictures, picture cut outs, watch, radio, mobile phones, calendars, shadow positions at different times of the day				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Compare sizes of shadows at different times of the day	Able to mark and compare sizes of shadows at different times of the day	Able to compare sizes of shadows at different times of the day	Unable to compare and relate the sizes of shadows with time	Unable to compare the sizes of shadows

Identify vocabulary related to time (morning; afternoon; evening; day; night)	Able to Identify and use vocabulary related to time (morning; afternoon; evening; day; night)	Able to use vocabulary related to time (morning; afternoon; evening; day; night)	able to use few vocabulary related to time (morning; afternoon; evening; day; night)	Unable to use vocabulary related to time
Name tools used for telling time (clock; calendar; mobile phone; animals and birds)	Able to name and talk about tools used for telling time (clock; calendar; mobile phone; animals and birds)	Able to name tools used for telling time (clock ;calendar; mobile phone; animals and birds)	able to name some tools used for telling time (clock ;calendar; mobile phone; animals and birds)	Unable to name all tools used for telling time
Name days of the week, months of the year	Able to tell and count the days of the week in the correct order and also tell the months of the year	Able to tell days of the week, and months of the year	Able to name days of the week, months of the year but not in order	Unable to name all days of the week, months of the year but not in order
Appreciate management of time when doing different activities	Able to appreciate the importance of time when doing different activities	Able to appreciate time when doing different activities	Unable to appreciate time when doing different activities	Unable to appreciate time.

	3.6 Money (Kenyan currency) coins and notes 10 lessons	a) Observe types of Kenyan currency for familiarity b) Identify Kenyan currency coins/notes for distinguishing them from other currencies c) Buy items using Kenyan coins and notes of different denominations d) Save money for future use e) Make a simple budget basing on own needs f) Appreciate the use of Kenyan currency in their daily life	<ul style="list-style-type: none"> Learners are guided to look at and talk about different sample currencies and identify Kenyan coins/notes A few learners identifies Kenyan coins and notes In groups/pairs, learners role play buying and selling from a shop corner 	<ol style="list-style-type: none"> What can you see on the coin/note? What item do you need most? What do we use money for? What can we do with extra money (balance)? Where do we keep money for future use? Which coins look alike?
Core competence: citizenship, communication and collaboration.				
Link to PCIs: <ul style="list-style-type: none"> ESD: (financial literacy – monetary skills and career choosing; Citizenship: collaboration and responsibility; Life skills: effective communication; Values: integrity, honesty and transparency. 				
Link to other subjects: Psychomotor, language				

Suggested community service: when children are sent to buy items from the shop/market by the community members
Suggested resources: Coins and notes, tins, boxes, papers pencils, shop corner

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify Kenyan currency , coins and notes	Able to identify and talk about different samples of Kenyan currencies notes and coins	Able to identify samples of Kenyan currencies notes and coins without talking about them	Able to identify different samples of Kenyan currencies coins and not notes	Able to identify Kenyan currencies notes and coins
Tracing Kenyan coins	Able to trace Kenyan coins up to 20 shillings freely and talk about it	Able to trace Kenyan coins up to 20 shillings freely, but cannot talk about it	Able to trace Kenyan coins up to 20 shillings with teachers assistance	unable to trace Kenyan coins
Role play buying and selling	Able to role play buying and selling using coins and notes	Able to role play buying and selling using coins and notes but cannot express self	Able to role play buying and selling using coins only	unable to role play buying and selling using coins and notes
Making simple budgets	Able to make a list of personal needs Able to make simple budgets. Able to save	Able to make a list of personal needs But unable to make simple budgets	Able to make a list of personal needs without priority	Able to make a list of personal needs Able to make simple budgets

	3.7 Area (surface of objects) 10 lessons	a) Observe objects with different surfaces in the environment for determining their sizes b) Identify surfaces of different objects in the environment c) Cover surfaces of different objects by using not more than 20 smaller similar objects d) Use appropriate vocabulary related to surfaces of objects for effective communication e) Appreciate different surfaces of objects in the environment	<ul style="list-style-type: none"> • Guide learners to observe/identify different surfaces of objects in the environment • Few learners identify different surfaces of objects in the environment • In small groups/pairs, learners measure and compare different surfaces of objects • Learners cover surfaces using small objects in the environment • Learners cover surfaces using smaller objects and count the number of objects used. 	1. How many small pieces can cover a given surface? 2. Which surface is smaller /bigger? 3. What else can we use to cover a given surface?
Core competence: <ul style="list-style-type: none"> • Communication and collaboration as they work in groups • Critical thinking and problem solving as they cover and find out pieces that can cover a surface 				
Link to PCIs: <ul style="list-style-type: none"> - <i>Citizenship:</i> collaboration as they share and appreciate one another; 				

<ul style="list-style-type: none"> - Life skills: problem solving and critical thinking; - Value: patience as they share materials.
Link to other subjects: <ul style="list-style-type: none"> • Psychomotor and creative activities • Language activities • Environmental activities
Suggested community service: Children participate in cleaning their neighbourhood
Suggested resources: Pieces of paper, bottle tops, hands, feet, blocks etc.

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify surfaces of objects in the environment	Able to identify different surfaces in the classroom and out of classroom and tell their differences	Able to identify different surfaces in the classroom and tell their differences	Able to identify different surfaces in the classroom and out of classroom and but cannot tell their differences	Able to identify different surfaces in the classroom
cover surfaces of different objects by using smaller objects	Able to cover bigger surfaces of objects using smaller objects Able to count the smaller objects that cover the bigger ones	Able to cover bigger surfaces of objects using smaller objects but cannot count accurately	Unable to cover bigger surfaces of objects using smaller objects well	Able to cover bigger surfaces of objects using smaller objects with assistance

PSYCHOMOTOR AND CREATIVE ACTIVITIES

PSYCHOMOTOR AND CREATIVE ACTIVITIES

ESSENCE STATEMENT

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. These activities enhance exploration and development of personal talents as well as appreciation of cultural heritage.

GENERAL OUTCOMES

By the end of the Pre-Primary the learner should be able;

1. Coordinate various body parts for movement, creativity and relaxation
2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, and play materials using locally available and recycled materials for creativity and self reliance.
5. Appreciate own and other peoples' cultures for preservation and transmission of our rich cultural heritage
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learners' wellbeing

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	2.0 Drawing 6 Lesson	By the end of the sub-strand the learner should be able to; a) Use appropriate tools to draw simple pictures b) Draw simple representation from observation c) Draw symbolic representation of things found in the classroom from memory d) Appreciate each other’s, drawing	<ul style="list-style-type: none">• Learners to be guided on how to use drawing tools.• Learners draw simple picture from observation• Learners to be encouraged to draw pictures within margin• Learners to discuss their drawings in pairs and groups• Learners to be observe personal safety as they handle and sharpen pencils.	<ol style="list-style-type: none">1. What do you use for drawing?2. Why do you like drawing?3. What would you like to draw?4. What do you like about your drawing?
Core-Competence: Creativity and imagination				
Link to PCIs <ul style="list-style-type: none">• ESD-DRR; Safety;			Link to Values: sharing	
Links to other subject(s): Mathematics, Language and Environmental Activities			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	
Suggested Non-Formal Activity to support learning through application: Display finished work within the classroom			Suggested assessment: <ul style="list-style-type: none">• Observation /demonstration,• Open-ended questions,• Self assessment,• Portfolio.	
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, learning laptops				

Suggested assessment rubrics:

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Drawing	<ul style="list-style-type: none"> Can do all successfully: 	<ul style="list-style-type: none"> Can handle drawing tools well 	<ul style="list-style-type: none"> Attempts to handle to: Attempt to make picture Very few terminology 	<ul style="list-style-type: none"> Scribbles No terminology Draws out of margin

	<ul style="list-style-type: none"> • Handling of drawing tools • Make picture • Draw to express feeling • Tell all the terminology • Draw within margin 	<ul style="list-style-type: none"> • Make pictures not complete • Some terminology • Draw within margin 	<ul style="list-style-type: none"> • Draw out of margin 	
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Printing 3 Lessons	By the end of the sub-strand the learner should be able to, a) Create shape using printing patterns for creativity	<ul style="list-style-type: none"> • Learners make print patterns using different objects 	<ol style="list-style-type: none"> 1. Which materials do you use for making printing patterns? 2. Which printing do you like?
Core Competence <ul style="list-style-type: none"> • Creativity and Imagination • Self-efficacy • Communication and Collaboration 			
Link to PCIs <ul style="list-style-type: none"> • ESD:DRR; Safety • Health Education 		Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking 	
Link to other subjects: <ul style="list-style-type: none"> • Environmental and Language Activities 		Suggested Community service learning <ul style="list-style-type: none"> • Mentorship 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have painting activities 		Suggested Assessment	

Suggested assessment rubrics:

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Printing	<ul style="list-style-type: none"> • identify different printing tools • develop simple printing tools 	<ul style="list-style-type: none"> • identify some printing tools • attempt developing simple printing tools 	<ul style="list-style-type: none"> • attempt identifying printing tools • fairly attempt developing simple printing tools 	<ul style="list-style-type: none"> • does not printing • no appreciation • no attempt of appreciation of work done

	<ul style="list-style-type: none"> • appreciate the use of printing tools • create patterns using finger and others objects technique • perform free choice successfully 	<ul style="list-style-type: none"> • create some patterns using finger printing technique fairly • perform free choice successfully 	<ul style="list-style-type: none"> • fairly creates some patterns using finger and other objects printing technique • fairly perform free choice successfully 	
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STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
PICTURE MAKING	1.2 Colouring 6 lessons	By the end of the sub-strand the learner should be able to; a) Recognize common colours in the environment for use in colouring b) Display ability to use colour media freely for enjoyment c) Appreciate and talk about their work	<ul style="list-style-type: none"> • Guide learners to identify colours of different objects around them. • Learners to do free colouring individually or in groups as they observe personal safety. • Learners clear working area in turns and store the colouring materials. • Display learners work and encourage to talk about it in pairs and in groups. 	<ol style="list-style-type: none"> 1. Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring?
Core-Competence <ul style="list-style-type: none"> • Imagination and creativity • Self-efficiency 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Health education: • ESD: DRR; • Financial literacy: 			Links to Values Responsibility	
Links to other subject(s): <ul style="list-style-type: none"> • Environmental Activities • Language Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Draw and colour found objects from their community. • Culture and Diversity; artwork reflects a broad spectrum of cultures. 	

	<ul style="list-style-type: none"> Supporting learning at home to enhance drawing skills.
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Make colours from locally available material 	Suggested assessment <ul style="list-style-type: none"> Open-ended Questions, Portfolio, Self assessment, Rating forms,
Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops.	

Suggested assessment rubrics:

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Colouring	<ul style="list-style-type: none"> Recognizes common colours in the environment Colour successfully Talks about work done with ease 	<ul style="list-style-type: none"> Recognizes common colours Colour successfully Attempts to take about art work done 	<ul style="list-style-type: none"> Recognizes some colours Colours with assistance Has difficult talking about work done 	<ul style="list-style-type: none"> Needs assistance in almost all areas

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.3 Painting 5 lessons	By the end of the sub-strand the learner should be able to; a) Paint freely on paper for familiarization of materials b) Paint freely for enjoyment c) Paint items according to their natural colour for recognition d) Use finger technique for painting e) Appreciate own and others painted work	<ul style="list-style-type: none"> Learners to identifying different colours. Organize learner to paint freely in pairs/groups Guide learners to paint different objects according to the colours they like. Learners to paint objects using finger technique. Learners to appreciate own and others paintings Display their paintings and take a gallery walk naming items they have painted. 	1. What can we paint? 2. Why do we paint? 3. What do we use to paint?

	Printing 3 Lessons	By the end of the sub-strand the learner should be able to,. b) Create shape using printing patterns for creativity	<ul style="list-style-type: none">Learners make print patterns using different objects	<ol style="list-style-type: none">Which materials do you use for making printing patterns?Which printing do you like?
Core-Competence <ul style="list-style-type: none">Critical thinking and problem solvingImagination and creativity:Self-efficacy:Life skills				
Health Education: Personal Hygiene				
Link to PCIs: ESD:DRR;			Links to Values: Responsibility	
Links to other subject(s): Environmental, CRE, Language Activities			Suggested Community Service Learning <ul style="list-style-type: none">Paint found objects from their community.	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Supported learning at home and within community to enhance painting skills			Suggested assessment: <ul style="list-style-type: none">Observation/ demonstration, Question/ answer, portfolio	
Suggested Resources: Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library.				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Painting	<ul style="list-style-type: none"> Uses painting tools appropriately Uses paints to express feeling successfully Appreciate own and others work Identify types of paints Names items painted 	<ul style="list-style-type: none"> Uses painting tools appropriately Use paints to express feelings Attempts to appreciate other work and own Identify some points Names some items 	<ul style="list-style-type: none"> Attempts to use paints Attempts to express Attempt to appreciate work Name a few 	<ul style="list-style-type: none"> Needs assistance Attempts to talk about Name a few

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.4 Mosaic 4 lessons	By the end of the sub-strand the learner should be able to; a) Identify materials for making mosaic b) Make mosaic pictures using locally available materials for aesthetics. c) Appreciate the use of locally available materials for making mosaic	<ul style="list-style-type: none">Collect and assemble the materials for making mosaic.Guide learners to creatively make mosaic pictures from the collected materials.Learners to pick and keep materials safely and neatly.<ul style="list-style-type: none">Gallery walks /critique each other’s work.	<ol style="list-style-type: none">What materials do we use for mosaicWhy do we make pictures?Which activity of makingMosaic did you like most?Where do we get materials for mosaic pictures
Core-Competence <ul style="list-style-type: none">Self-efficacy:Communication and collaboration:Critical thinking and problem solving;				
Link to PCIs <ul style="list-style-type: none">Financial literacyLife skillESD: DRR; Safety			Link to Values <ul style="list-style-type: none">Co-operation	
Links to other subject(s):. <ul style="list-style-type: none">Environmental, CRE, Language, Mathematics Activities			Suggested Community Service Learning <ul style="list-style-type: none">Collect materials from the community for use in school to make mosaic picture	
Suggested Non-Formal Activity to support learning through application: Exhibit their work during academic/parents day			Suggested assessment: <ul style="list-style-type: none">Observation, Open-ended questions,Self assessment,Portfolio	
Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops.				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Mosaic	<ul style="list-style-type: none"> Collects materials that are appropriate Can identify the correct mosaic material Learner make mosaic picture that is attractive Handle glue and tools well 	<ul style="list-style-type: none"> Collects material from environment Identify the mosaic material Make mosaic pictures with assistance 	<ul style="list-style-type: none"> Collects material Identify the materials Needs assistance to glue Needs assistance to complete the work 	<ul style="list-style-type: none"> Collects just a few Not sure of mosaic material Attempts to start

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
PICTURE MAKING	1.5 Collage 5 lessons	By the end of the sub-strand the learner should be able to; a) Identify material for making collage b) Make collage pictures using locally available materials for aesthetics c) Appreciate their own and other pupils work and develop self esteem.	<ul style="list-style-type: none"> Collect and assemble the materials for making collage. Guide learners to make collage picture in pairs and in groups Learners glue found materials and objects to make collage of their choice. Learners to clean up the work area. Critique /gallery walk 	<ol style="list-style-type: none"> Where do we get materials for making collage? How do we make collage? Which part of the activities of making collage did you like most?
Core-Competence <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Critical thinking and problem solving 				
Link to PCIs <ul style="list-style-type: none"> ESD: DRR safety. 			Links to Values Responsibility, sharing	
Links to other subject(s):. <ul style="list-style-type: none"> Environmental 			Suggested Community Service Learning	

<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Involve the community in collecting and assembling of materials to be used in school.
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about 	Suggested assessment: <ul style="list-style-type: none"> Observation, Open ended questions, Checklist, Portfolio
Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils, and more, learning laptops.	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Collage	<ul style="list-style-type: none"> Collects materials Sticks the different types of material Makes a colourful collage picture Works with others well and appreciates what other are doing 	<ul style="list-style-type: none"> Collects materials Stick some well but cannot complete a picture Make a colourful picture using collage technique Attempts to see how good other learners work is 	<ul style="list-style-type: none"> Collects some material Glues some materials Leaves some empty spaces Not very interested in what others are doing 	<ul style="list-style-type: none"> Correct sticking is a challenge Needs a lot of assistance to complete making a collage

TRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
MODELLING	1.0Modelling Techniques 5 lessons	By the end of the sub-strand the learner should be able to; a) Identify different types of material used in modelling b) Model items using slab and ball techniques c) Modelling for enjoyment d) Express their ideas, feelings and emotions through modelling.	<ul style="list-style-type: none"> Collect and interact with the modelling materials and tools. Make simple materials using coil, ball and slab techniques. Learners to clear working area and wash their hands. Critique and appreciate their own and others work. 	<ol style="list-style-type: none"> What type of materials do you use for modelling? What type of materials do you enjoy modelling with? Where do you get modelling materials? What do you like modelling?

Core-Competence <ul style="list-style-type: none"> • Self-efficacy • Critical thinking and problem solving 	
Link to PCIs Health education	Link to Values Responsibility
Links to other subject(s): <ul style="list-style-type: none"> • Environmental Activities • Religion CRE • Language Activities • Mathematics Activities 	Suggested Community Service Learning <ul style="list-style-type: none"> • Caring for the environment through recycling of used paper.
Suggested Non-Formal Activity to support learning through application: Group art activities	Suggested assessment: <ul style="list-style-type: none"> • Observation, • Walk and watch, • Listen to conversation as they work, • Noticing and collecting information
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Slab method Coil method Pinch method Ball method	<ul style="list-style-type: none"> • Collect clay and manipulate the clay effectively • Uses plastacine and peppier machie • Can explain what was done to come up with the item 	<ul style="list-style-type: none"> • Collects and models • Manipulate material successfully • Makes items successfully using two methods • Can use plastacine • Works with papier-mâché • Talks about the work done 	<ul style="list-style-type: none"> • Collects material <ul style="list-style-type: none"> – Manipulates – Can use one method successfully – Can work with others with assistance 	<ul style="list-style-type: none"> • Attempts to collect • Attempts to model • Not able to talk about own work

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
PAPER CRAFT	6.1 Paper Folding	By the end of the sub-strand the learner should be able to; a) Identify different methods of folding papers for creativity b) Make items using folding techniques e.g. umbrellas propellers for problem solving c) Make items using paper folding techniques for fun	<ul style="list-style-type: none">The learner observes different objects made out of folding techniques.Practice in groups how to make items using paper folding techniques.Learner fold paper to make items of their choice,	<ol style="list-style-type: none">What items do we make by folding papers?Which items do you like making most using paper?
Core-Competence <ul style="list-style-type: none">Critical thinking and problem solving				
Link to PCIs <ul style="list-style-type: none">CitizenshipLife skills			Link to Values <ul style="list-style-type: none">Unity	
Links to other subject(s):. <ul style="list-style-type: none">Environmental activities, languageMathematics			Suggested Community Service Learning <ul style="list-style-type: none">Recycling paper to enhance cleanliness in the environment.	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Organised hobby/talent day show			Suggested assessment <ul style="list-style-type: none">Listening,Observation,Open-ended questions,Portfolio,Self assessment.	
Suggested Resources: Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Paper folding	<ul style="list-style-type: none"> • Able to identify different folding methods of folding paper • Name the material • Name the tools • Fold paper to make items • Fold paper to make items for play with joy 	<ul style="list-style-type: none"> • Identifies different folding methods • Names materials • Names some tools • Folds paper and make some items • Enjoy making a few 	<ul style="list-style-type: none"> • Identifies some methods • Names some materials • Names some few tools 	<ul style="list-style-type: none"> • Identify some methods • Name some few tools

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
CREATING SHAPES AND FORMS USING ICT	8.1 Creating shape forms. 5 lessons	By the end of the sub-strand the learner should be able to; a) Identify drawing icons for familiarization with digital devices b) Use digital device to create shapes and forms creativity c) Appreciate the use of ICT in creating shapes and forms	<ul style="list-style-type: none"> • Learners to access drawing icons from digital devices independently • learners to draw shapes and forms using IT randomly • Use electronic devices independently while observing personal safety. • Learners to create shapes and forms using digital device 	<ol style="list-style-type: none"> 1. Which are the digital devices tools used in drawing? 2. What is your favourite shape? 3. Which form do you enjoy drawing most? 4. Which digital device do you like using
Core-Competence to be developed Self efficacy Learning to learn				
Link to PCIs <ul style="list-style-type: none"> • ESD-DRR; Safety • LSP 2- Collaboration and Cooperation: 			Links to Values <ul style="list-style-type: none"> • Responsibility 	
Links to other subject(s): <ul style="list-style-type: none"> • Mathematics, language, environmental Activities 			Suggested Community Service Learning	

	<ul style="list-style-type: none"> Work with parents and community to perfect their skills/ visit each other and share their gadgets
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group art activities outside the classroom 	Suggested assessment: <ul style="list-style-type: none"> Portfolio, Graphs, Observation use rating forms, Videotaping, Self assessment.
Suggested Resources: books, e learning, resource persons, computers and smart toys and appropriate software	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Creating shapes and forms	<ul style="list-style-type: none"> Display familiarity of using drawing tools Draws shape and form on the electronic gadgets with ease Colours using ICT successfully With minimum guidance can draw shapes and colour them 	<ul style="list-style-type: none"> Uses ICT drawing tools on the electronic with ease Draw shapes and forms Colour shapes and forms Needs some assistance at some point 	<ul style="list-style-type: none"> Uses drawing tools with assistance Draw shapes and forms but with assistance 	<ul style="list-style-type: none"> Depend a lot on assistance to identify and use tools to draw shapes

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
PAPER CRAFT	6.2 Weaving 8 Lessons	By the end of the sub-strand the learner should be able to; a) Identify materials for weaving b) Make weaves using paper for creativity	<ul style="list-style-type: none"> Learner assembles assorted materials and tools for weaving. Guide learners cut paper strips for weaving 	<ol style="list-style-type: none"> What do we use to make a twine weave? What are some of the tools used in weaving? Where can weave articles be used?

		<div>c) Display ability of weaving techniques for creativity</div> <div>d) Appreciate the use of local materials for making woven articles</div> <div>e) Appreciate the use of woven materials in their lives</div>	<div>• Learners to weave simple item using twining technique.</div> <div>• Learners to use technique of their choice to weave article.</div> <div>• Display learners work and encourage them to critique their work</div>	
Core-Competence Learning to learn Communication and Collaboration				
Link to PCIs Life skill			Link to core value ; respect.	
Links to other subject(s): Language, Mathematics and IRE			Suggested Community Service Learning <div>• Recycling paper to enhance cleanliness in the environment.</div>	
Suggested Non-Formal Activity to support learning through application: <div>• Group art activities</div>			Suggested Assessment <div>• Listening, Observation, Checklist,</div> <div>• Question and answer,</div> <div>• Portfolio.</div>	
Suggested Resources: Works of paper craft artists like Su Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning				
INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Weaving	<div>• Identify materials for weaving with ease</div> <div>• Makes innovative weaves</div> <div>• Make over 2 under 3 mats with ease</div> <div>• Talks of mats made and how they are made</div> <div>• Identify local materials suitable for the weaving</div> <div>• Talks of use of mats</div>	<div>• Identify materials for weaving</div> <div>• Makes innovative weaves</div> <div>• Makes over 2 under 3 mats with ease</div> <div>• Talks of how to make</div> <div>• Attempts to talk of local materials</div> <div>• Attempts to talk about use f mats made</div>	<div>• Makes mat with assistance</div> <div>• Attempts to talk of the materials</div> <div>• Attempts to talk about the use</div>	<div>• Attempts to make but with a lot of assistance</div>

Strand	SUBSTRAND	Specific Learning Outcomes	Suggested Learning Experiences (Key Inquiry Question(s)
Construction	3-Dimensional forms 4 Lessons	By the end of the sub-strand the learner should be able to; a) Identify materials for construction b) Create forms in 3-D using locally found materials for innovation c) Handling construction materials for interaction exploration and enjoyment	<ul style="list-style-type: none">Learner to familiarise with the found materials for making 3-D forms.Guide learners make 3D forms.The learners dismantle identified materials and invent new uses for them.Learners arrange and rearrange the found objects to create the 3D items, keenly observing personal safety.Learners to clean the found objects	<ol style="list-style-type: none">What do you like making most?What materials are used for construction?Where do we get the materials for construction?
Core-Competence <ul style="list-style-type: none">Creativity and imaginationCritical thinking				
Link to PCIs Self efficacy; Learning to learn ESD: DRR; Safety			Links to Values <ul style="list-style-type: none">UnityResponsibilitySharing	
Links to other subject(s): Environmental activities, Mathematics, Language Activities			Suggested Community Service Learning <ul style="list-style-type: none">Recycle material within the school	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Group construction activities			Suggested Assessment <ul style="list-style-type: none">ObservationQuestion and answerSelf assessmentportfolio	
Suggested Resources: open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more;videos on 3D making, artifacts of renown artists, Resource persons				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
3D Form	Can successfully; <ul style="list-style-type: none"> Construct 3D objects using found materials Identify materials for constructing 3D objects from their environment Observe safety precaution as they construct 3D objects 	Can successfully; <ul style="list-style-type: none"> Identify 3D objects from the environment Construct 3D objects using found materials Observe safety as they construct 3D 	<ul style="list-style-type: none"> Can perform the activity to some extent Identify 3D objects from the environment Construct 3D objects using found materials Observe safety as they construct 3D objects 	<ul style="list-style-type: none"> Can perform the activity with assistance Identify 3D objects from the environment May not attempt to construct 3D objects using found materials

Strand	SUBSTRAND	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
ORNAMENTS	1.0 Beading Lesson 4	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> Identify different types of locally available materials for beading Make an article using coloured beads in sequence for creativity Appreciate the aesthetic essence of the beads 	<ul style="list-style-type: none"> Learners to use assorted beads to make free choice ornaments Guide learners to Sort and group the beads according to the colour scheme Learners to thread the beads in sequence to come up with prescribed ornament. Learners to observe safety as they make the ornaments. 	<ol style="list-style-type: none"> Which materials do we use for beading? How can do we make a beading pattern? Where do we get beading materials? Which ornament do you like making most?
Core-Competence <ul style="list-style-type: none"> Imagination and Creativity 				
Link to PCIs <ul style="list-style-type: none"> ESD –DRR – Safety 			Links to Values <ul style="list-style-type: none"> Patriotism 	

• Life skills:	
Links to other subject(s): Environmental activities, Mathematics Activities	Suggested Community Service Learning • Make ornaments using locally available materials and use them for cultural functions and festivities
Non Formal	
Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of renowned artist, resource persons, e books, internet; art websites, assorted beads, locally available materials.	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Beading	Can successfully; <ul style="list-style-type: none"> Identify materials for beading Make beads for his/her choice from locally available materials Can do beading sequentially without assistance Confidently can describe his/her work 	<ul style="list-style-type: none"> Can identify material for beading Make beads of his/her choice Can try doing beading sequentially with assistance Can describe his/her work 	<ul style="list-style-type: none"> Identify materials for beading Make beads of his or her choice Cannot bead sequentially Cannot talk about his/her work confidently 	<ul style="list-style-type: none"> Can identify materials for beading Cannot make beads Cannot bead sequentially Cannot talk about his or her work confidently

Strand	SUBSTRAND	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
ORNAMENTS	Bracelets	By the end of the sub-strand the learner should be able to; a) Identify materials for making bracelets. b) Make and decorate bracelets for friendship. c) Making bracelets for enjoyment	<ul style="list-style-type: none"> Learners identify materials for making bracelets Learners to make bracelets using locally available materials. Learners decorate bracelets using techniques of their choice;(paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads , ribbons of choice) Observe safety as they make the bracelets. 	<ol style="list-style-type: none"> What are the beads strung on? What do you use to strung the beads How do we make bracelets beautiful?
Core-Competence <ul style="list-style-type: none"> Imagination and creativity; Selecting materials Communication and collaboration: Working together 				
Link to PCIs ESD-DRR; Safety – Safety when stringing Health Education; - Observe cleanliness as they handle the beads			Link to Values <ul style="list-style-type: none"> Sharing, co-operating, unity 	
Links to other subject(s): Environmental activities, languageMathematics activity			Suggested Community Service Learning <ul style="list-style-type: none"> Recycling material within the school 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Decorating activities and share 			Suggested assessment: <ul style="list-style-type: none"> Answering open ended questions Observation; the students can demonstrate that they have in fact learned the skill of using their fine motor skills by demonstrating to the teacher. Portfolio, self assessment, records 	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Bracelet making	<ul style="list-style-type: none"> Can successfully identify at least five materials used for making bracelets Can successfully make bracelet from locally available materials Make bracelet individually; and in pairs 	<ul style="list-style-type: none"> Can successfully identify at least material used for making bracelets Can successfully make bracelets with assistance Make bracelets in pairs and groups 	<ul style="list-style-type: none"> Can successfully identify at least three materials used for making bracelets Can successfully make bracelets with assistance Make bracelets in pairs 	<ul style="list-style-type: none"> Cannot identify at least two materials used for making bracelets Fairly make bracelets with assistance May not make bracelets individually

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 PERFORMANCE	3.1 Dance 12 Lessons	By the end of the sub-strand the learner should be able to; a) Free dancing style for enjoyment. b) Dance in pairs and groups for co-operation c) Respond to changes in tempo and a variety of musical rhythms through body movement for enjoyment d) Perform traditional dances within the locality to enhance culture	<ul style="list-style-type: none"> Guide learners to dance freely in pairs, small groups or individually. Organize learner to dance individually, in pairs and groups Learners to observe a variety of dance and movement activities accompanied by music and/or props from different cultures. Dance using improvised costumes. 	<ol style="list-style-type: none"> Which dancing style do you love most? Whom will you dance with? Which costumes would you use while dancing?
Core-Competence <ul style="list-style-type: none"> Communication and Collaboration 				

Link to PCIs	Links to Value
<ul style="list-style-type: none"> Citizenship 	Respect
Links to other Subjects	Community Service Learning
<ul style="list-style-type: none"> Language Activities Environment Activities Mathematics Activities 	Musical artefacts
Non-Formal Activity to support learning through application:	Suggested Assessment:
<ul style="list-style-type: none"> Clubs, Fun day 	<ul style="list-style-type: none"> Observation and actions, checklist, self assessment.
Suggested Resources: Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.	

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
PERFORMANCE	3.2 Musical Rhymes. 12 Lessons	By the end of the sub-strand the learner should be able to; a) Recite rhymes with repetitive phrases and rhythmic patterns b) Display the ability to recite simple rhymes c) Perform simple rhymes for entertainment d) Recite a range of musical rhymes to enhance creativity e) Appreciate others talents as they perform simple rhymes	<ul style="list-style-type: none"> Organize learners in groups recite different rhymes Play recorded rhymes. Learners interact with each other during play to enhance social play. Individual learners to perform simple rhymes through dramatization such as in Miss Poly Sing along and perform actions as done in the rhymes e.g. Baa baa black sheep 	a) What rhyme did you recite? b) Whom did you recite the rhyme with? c) Which rhyme did you love most?
Core-Competence <ul style="list-style-type: none"> Self efficacy Communication and Collaboration 				
Link to PCIs LSP; Mentorship and peer education			Links to Values <ul style="list-style-type: none"> Respect 	

Links to other subject(s): • Language, Environment and Mathematics Activity.	Community Service Learning • Visit the elderly and entertain by reciting and dramatizing rhymes
Non-Formal Activity to support learning through application: • Children to participate in music club	Suggested Assessment: • Observation and actions, Self assessment, Progress record.
Suggested Resources: Resource persons, resource centres, library, e-books.	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Musical Rhymes	<ul style="list-style-type: none"> The learner has the ability to recite rhymes independently Has the ability to appreciate how well he can say the words in the rhymes Has the ability to compose own rhymes 	<ul style="list-style-type: none"> The learner has the ability to recite simple rhymes Has the ability to repeat simple words in the rhymes Can compose own rhythms 	<ul style="list-style-type: none"> The learner has the ability to listen to the rhymes has others are recite May have difficulty in pronouncing some words The learner may not compose own rhymes 	<ul style="list-style-type: none"> The learner is able to listen to the rhyme; enjoy but unable to say the words correctly Cannot compose own rhymes

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
PERFORMANCE	3.3 Rhythmic Patterns No. of lessons 12	By the end of the sub-strand the learner should be able to; a) Identify percussion instruments for familiarization b) Display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment	<ul style="list-style-type: none"> Guide learners to identify percussion instruments Organize learners in small groups, pairs and individually to create rhythmic movements Learners create rhythmic patterns using percussion instruments 	<ol style="list-style-type: none"> Which rhythmic pattern do you like playing? Which percussion instruments produce rhythmic pattern? What do you use to make percussion instruments? Which is your favourite percussion instrument

		c) Crate rhythm using percussion instruments to enhance tempo d) Appreciate others talent as they perform rhythmic patterns using percussion instruments		
Core-Competence <ul style="list-style-type: none">• Creativity and imagination• Critical thinking• Self efficacy				
Link to PCIs ESD: DRR; Safety		Links to Values <ul style="list-style-type: none">• Patriotism		
Links to other subject(s):. <ul style="list-style-type: none">• Language activities, Mathematics activities, CRE, IRE, HRE activities		Community Service Learning <ul style="list-style-type: none">• Perform in festivals, places of worship		
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Dance club		Suggested Assessment: <ul style="list-style-type: none">• Observation, question and answer		
Suggested Resources: drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Rhythmic patterns	<ul style="list-style-type: none"> • Creates rhythmic patterns well • Can identify several percussion instruments that produce sound • Can follow the sounds and may coordinate patterns • Show fun in daily in the rhythmic activities 	<ul style="list-style-type: none"> • Follow rhythmic patterns well • Show skills in creating patterns accurately • Identify percussion instruments that produce rhythmic patterns • Co-ordinates the body movement 	<ul style="list-style-type: none"> • Follow few rhythmic patterns accurately • Can coordinate the body fairly to follow few patterns • Can identify few percussion instruments used to make rhythmic patterns 	<ul style="list-style-type: none"> • May not create any pattern • May not co-ordinate the body parts to follow pattern • Have difficulty in identify percussion instruments

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
PERFORMANCE	3.4 Singing Games 12 Lessons	By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation	<ul style="list-style-type: none">Learners to listen to and sing songs from different cultural backgroundsLearners to display the ability to use props.Have fun and enjoy as they sing and dance.Learners to be encouraged to sing and dance cooperatively in pairs and small groups.	<ol style="list-style-type: none">Which is your favourite singing game?How do you use props in singing games?Which props would you prefer to use in singing games?
Core-Competence <ul style="list-style-type: none">Self efficacy				
Link to PCIs <ul style="list-style-type: none">Co-operation Citizenship; Our diversity			Links to Values <ul style="list-style-type: none">Unity	
Links to other subject(s): Mathematics, Language, Environmental Activities			Suggested Community Service Learning <ul style="list-style-type: none">Visit the elderly in community to learn songs and meanings.	
Non-Formal Activity to support learning through application: Role play as they do the singing game			Suggested Assessment: <ul style="list-style-type: none">ListeningObservationSelf-assessment	
Suggested Resources:				
Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems				
INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Singing Games	<ul style="list-style-type: none">The learner is able to perform singing games and enjoy using props	<ul style="list-style-type: none">The learners has the ability to sing songs from different cultures	<ul style="list-style-type: none">The learner has the ability to have fun and enjoy as they sing and dance	<ul style="list-style-type: none">The learner has the ability to listen, hear and sing but may not have the ability to make sequential movements

	<ul style="list-style-type: none"> Express feelings through singing games Identify different cultural singing games 	<ul style="list-style-type: none"> Display the ability to use prop in singing games 	<ul style="list-style-type: none"> Sing cooperatively in pairs and in small groups but not individually 	
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STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
PERFORMANCE	3.4 Play simple music	By the end of the sub-strand the learner should be able to; a) Identify various music gadgets for familiarization b) Play simple musical instruments for enjoyment c) Display ability to play various simple musical instruments including electronic gadgets d) Play simple instruments and make movement for talent development	<ul style="list-style-type: none"> Learners to interact with electronic gadgets. Guide learners to play music using electronic gadgets. E.g. piano, guitar. Learners to play independently and cooperatively in pairs and small groups. Guide learners to play, listen and make movements. Encourage learners to assist one other in operating the gadgets. Guide learners to observe safety and care of the gadgets. 	<ol style="list-style-type: none"> What are some of the gadgets used for playing music? Which gadgets do you enjoy playing music from? How do you play music on/from the gadget you love? Which is your favourite music?
Core-Competence <ul style="list-style-type: none"> Creativity and Imagination Learning to learn 				

<ul style="list-style-type: none"> • Self efficacy 	
Link to PCIs: ESD: DRR; Safety – observe safety precautions Lifeskills: Effective communication Financial Literacy: Care for the <u>gadgets</u>	Link to Value Responsibility
Links to other subject(s): Mathematics, Language, Environmental Activities	Suggested Community Service Learning Visit old peoples' home
Suggested Non Formal Activity to support learning through application: <ul style="list-style-type: none"> • Music club • Entertain in Church/Mosque/Temple 	Suggested Assessment <ul style="list-style-type: none"> • Listening • Observation •
Suggested Resources: Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Play Simple Music	<ul style="list-style-type: none"> • The learner has the ability to listen to the music and make movements • Has the ability to play simple music using electronic gadgets • Has the ability to identify different electronic gadgets used to play music 	<ul style="list-style-type: none"> • The learner has the ability to listen to music and interact with the gadgets • Learn to play simple music and make movement 	<ul style="list-style-type: none"> • The learner is able to listen to music and make movements • May not have the skill of playing the electronic gadget 	<ul style="list-style-type: none"> • The learner can be able to interact with the gadget but may not be able to play music from the gadgets • May not be able to make any rhythmic movement

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
LISTENING AND RESPONDING	5.1 Musical Sounds	By the end of the sub-strand the learner should be able to;	<ul style="list-style-type: none"> • Learners to interact with the sounds within the school environment 	1. Which musical sound do you enjoy listening to?

	12 Lessons	a) Listen to sounds from the environment for familiarisation b) Imitate sounds made from the environment for vocal development c) Appreciate sounds from the environment for correct response	<ul style="list-style-type: none">Encourage learners to imitate sounds from the environment.Learners imitate the different sounds within the environment.Learners to name sources of sound from within the school environment.	2. Where does the sound come from? 3. Which sound do you like to imitate?
Core-Competence <ul style="list-style-type: none">Communication and collaboration; interaction with one another.				
Link to PCIs ESD: DRR; Safety			Link to Values <ul style="list-style-type: none">UnityResponsibility	
Links to other subject(s):. Environmental activities, language Mathematics and CRE, IRE and HRE			Suggested Community Service Learning <ul style="list-style-type: none">Collect litter	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Nature Walk			Suggested assessment <ul style="list-style-type: none">Listening,Observation,Question and answer	
Suggested Resources: Resource persons, e- books, internet; music websites, toys, videos.				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Musical Sounds	<ul style="list-style-type: none"> The learner has the ability to identify musical sounds from the environment Has the ability to imitate sound they hear Name the source of sound and its differentiate 	<ul style="list-style-type: none"> Has the ability to listen to and identify musical sounds Is able to appreciate the music sounds from the environment and imitate the sounds 	<ul style="list-style-type: none"> Learner is able to name the source of music Has the ability to listen to musical sounds from the environment 	<ul style="list-style-type: none"> The learner is able to listen to and appreciate anyone of the musical sounds The learner is not able to imitate the musical sounds heard

	<ul style="list-style-type: none"> Learner is able to dance to the musical sounds 			
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STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
BASIC MOTOR SKILLS	4.1 Locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) Identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response b) Climbing and sliding on playing objects for enjoyment c) Observe safety during climbing and sliding on playing objects	<ul style="list-style-type: none">• Guide learners throw and catch, climb and glide.• Encourage learners to throw and catch objects, e.g. balls, bean bags• Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games.• Guide learners on simple First Aid skills.	<ol style="list-style-type: none">1. Which activity do you enjoy most?2. What objects do you enjoy throwing and catching?3. How do you climb and slide?
Core-Competence Self efficacy Learn to learn				
Link to PCIs Life skills; ESD: DRR; Safety			Link to Value <ul style="list-style-type: none">• Patience	
Links to other subject(s): Language activity Mathematical activity Environment activity			Suggested Community Service Learning Help the elderly hang and unhang things from high level.	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Fun day for creativity			Suggested assessment: <ul style="list-style-type: none">• Observation,• Question and answers, Progress records	
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean ball				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Locomotive skills	<ul style="list-style-type: none"> The learner has the ability to climb and slide, throw and catch play objects successfully 	<ul style="list-style-type: none"> The learner is able to slide well but have difficulty of climbing Can throw and catch objects well 	<ul style="list-style-type: none"> The learner has the ability to slide and throw with ease but may climb or catch objects 	<ul style="list-style-type: none"> The learner is able to do one activity or not able to do the four activities

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
BASIC MOTOR SKILLS	4.2 Non- locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to; a) Identify common terms used in turning and twisting activities for appropriate response b) Turning and twisting for flexibility c) Turn and twist safety	<ul style="list-style-type: none">• Learners to play games related to turning and twisting.• Organize learners to role play games related to turning and twisting in groups and pairs.• Guide learners turning and twisting as they play	<ol style="list-style-type: none">1. What are the playing materials and equipment used in twisting and turning?2. How do we turn and twist?3. How do you feel when twist and turn?
Core-Competence Communication and Collaboration				
Link to PCIs: Life Skill Citizenship			Links to Values <ul style="list-style-type: none">• Appreciation	
Links to other subject(s): Language activity Environment activity.			Suggested Community Service Learning Participating in cultural celebrations and religious functions.	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Gymnastics			Suggested assessment: Observation, question and answers, self assessment.	
Suggested Resources: Hola hoops, rings, round shaped sticks, whistles				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Non-locomotive skills	<ul style="list-style-type: none"> The learner has the ability to stretch, bend and shake well The learner has the ability to coordinate body parts well 	<ul style="list-style-type: none"> The learner is able to stretch and bend but has difficulty in coordinating the body parts 	<ul style="list-style-type: none"> The learner has the ability to stretch backward and forward but not able to shake with apparatus like hula-hoops 	<ul style="list-style-type: none"> The learner is able to stretch but unable to bend and shake both with and without the apparatus May not be able to do the three activities

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
BASIC MOTOR SKILLS	4.3 Manipulative Skills	By the end of the sub-strand the learner should be able to; a) Kicking freely for enjoyment b) Display the ability to balance the body for kicking technique c) Display manipulative skills through bouncing ball for distance estimation d) Bounce and kick balls safely e) Bounce and kick balls for enjoyment	<ul style="list-style-type: none"> Guide learners to kick freely Encourage learners to practice kicking techniques Organize learners in groups to display manipulative skills Learners sing songs while bouncing and kicking in pairs and in groups Learners practise any activity of their choice 	<ol style="list-style-type: none"> What do you use for kicking and bouncing? Which game do you enjoy playing most? How do we bounce a ball?
Core-Competence <ul style="list-style-type: none"> Self efficacy Critical Thinking 				
Link to PCIs ESD: DRR;Safety Hygiene Education			Links to Values <ul style="list-style-type: none"> Sharing Turn taking 	

	<ul style="list-style-type: none"> Respect
Links to other subject(s): Language activity Mathematical activity, Environment activity, CRE, IRE, HRE	Suggested Community Service Learning Collect litters
Non-Formal Activity to support learning through application: Games day/sports day	Suggested assessment: <ul style="list-style-type: none"> Observation, Question and answers, checklist
Suggested Resources: Balls, balloons, tennis balls, resource person	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Manipulative skills	<ul style="list-style-type: none"> The learner has the ability to kick, bounce balls 	<ul style="list-style-type: none"> The learner has the ability to kick balls well but not able to bounce the ball 	<ul style="list-style-type: none"> The learner has the ability to kick a ball well The learner has a problem with bouncing objects 	<ul style="list-style-type: none"> The learner is able to kick with difficulty Can do bouncing of objects with assistance May not do the three activities

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
SWIMMING	7.1 Pool safety 30 Lessons	By the end of the sub-strand the learner should be able to; a) Identify basic water safety and hygiene rules for application in the pool b) Demonstrate ability to follow safety rules accordingly	<ul style="list-style-type: none"> Guide learners name the rules of basic water safety and hygiene in the pool Encourage learners to follow safety rules accordingly 	1. What is the importance of basic water rules?
Core-Competence <ul style="list-style-type: none"> Learning to learn 				
Link to PCIs and Values: ESD-DRR; Safety			Link to Values <ul style="list-style-type: none"> Responsibility 	

Links to other subject(s): <ul style="list-style-type: none"> Environmental activity Mathematics activity Language activity 	Suggested Community Service Learning <ul style="list-style-type: none"> Sharing experiences with others in the community.
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Visit a local swimming/water pool 	Suggested Assessment <ul style="list-style-type: none"> Video tapes Observation Open ended question
Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop	

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Swimming (pool safety)	<ul style="list-style-type: none"> Learner has the ability to follow the safety rules Has the basic water safety hygiene rules Ability to interact with water in the pool Ability to change into correct swimming attire 	<ul style="list-style-type: none"> Learner has the ability to follow the pool rules Sing song related to pool routines and appreciate the pool rules 	<ul style="list-style-type: none"> Learner has the ability to follow the pool rules but difficulty in interacting with water 	<ul style="list-style-type: none"> Appreciate pool rules as others interact with water

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
SWIMMING	7.2 Water Orientation 15 Lessons	By the end of the sub-strand the learner should be able to; a) Confidently move around the pool in readiness for swimming b) Opening eyes confidently in water for safe swimming c) Identify basic floating techniques for swimming	<ul style="list-style-type: none"> Guide learners could be guided to walk around the pool to adapt the environment Encourage learners to open eyes in water confidently Guide learner on how to float and walk safely in water 	1. How do you feel when walking in water? 2. How do you feel when you put your head in water with eyes open? 3. What do you like most about being in water?

		d) Appreciate the use of water for recreation	<ul style="list-style-type: none">Learners play games in the pool	
Core-Competence to be developed <ul style="list-style-type: none">Critical thinkingSelf efficacy				
Link to PCIs <ul style="list-style-type: none">ESD-DRR; SafetyHealth Education			Link to Core Values <ul style="list-style-type: none">ResponsibilityRespect	
Links to other subject(s):. <ul style="list-style-type: none">Environmental activityMathematics activityLanguage activity			Suggested Community Service Learning <ul style="list-style-type: none">Improve school grounds	
Suggested Non-Formal Activity to support learning through application: Fun day			ASSESSMENT: Observation, question and answer, self assessment.	
Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys.				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Water Orientation	<ul style="list-style-type: none"> Has attained confidence in moving around the pool Has the confidence in opening eyes in water Has the ability to float in water Able to play games with materials in the pool 	<ul style="list-style-type: none"> Ability to move around the pool Has confidence in opening eyes in water Has difficulty in floating and playing games in water 	<ul style="list-style-type: none"> Has the ability to move around the pools Ability to sing routine songs Has difficulty in opening eyes in water, floating and playing games 	<ul style="list-style-type: none"> Sing swimming routine songs May not attempt to open eyes, float or play games in water

STRAND	Sub-strand	Specific Learning Outcomes (ensure you cover knowledge (k), skills (s) and attitudes (a))	Suggested Learning Experiences (align to the level competency descriptors)	Key Inquiry Question(s)
FUN GAMES	Modern/ traditional fun games. 15 Lessons	By the end of the sub-strand the learner should be able to; a) Identify some fun games within their environment for play b) Perform fun games for enjoyment c) Appreciate and acknowledge each other as they perform the fun games	<ul style="list-style-type: none">• Guide learners to name some familiar fun games.• organize learners in groups practice some fun games of their choice• Learners to play and relate with others in fun games.	<ol style="list-style-type: none">1. Which fun game do you like most?2. How do we perform the following fun games; telling time, skittle, killing a rat game3. What are some of the activities done in fun games?4. Which fun game do you enjoy most?
Core-Competence <ul style="list-style-type: none">• Learning to learn• Collaboration and communication				
Link to PCIs <ul style="list-style-type: none">• Cooperation			Link to Core Values <ul style="list-style-type: none">• Co-operation	
Links to other Subjects <ul style="list-style-type: none">• Language and Mathematics Activities			Suggested Community Service Learning <ul style="list-style-type: none">• Learner to visit own community and source for fun games.	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Participate in fun day			SUGESSTED ASSESSMENT: Checklist, Observing/ demonstration, self assessment, videos.	
Suggested Resources: Music artifacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library				

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Modern Traditional <ul style="list-style-type: none"> Fan Games 	<ul style="list-style-type: none"> Can identify various modern and traditional games Can identify materials used in the games Can perform various modern traditional games successfully Can assist other to perform 	<ul style="list-style-type: none"> Can identify games with the environment Can perform the games well Can perform using props 	<ul style="list-style-type: none"> Can identify games with assistance May perform the games with assistance May attempt to perform using props 	<ul style="list-style-type: none"> Cannot identify any game within the environment Needs to be assisted to perform Cannot perform games with props

	<ul style="list-style-type: none">• Can perform games with props			
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ENVIRONMENTAL ACTIVITIES

ENVIRONMENTAL ACTIVITIES

ESSENCE STATEMENT

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises; social relationships, health practices and safety, and the local natural environment. This provides opportunity for the learner to explore, interact and experiment with the immediate environment. This enables the learner to acquire skills to enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General activity area learning outcomes

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

1. Observe proper hygiene, sanitation, and nutrition to promote health.
2. Explore the immediate environment for learning, conservation and enjoyment.
3. Apply technological skills for learning and enjoyment within their local environment.
4. Demonstrate acquisition of social skills for interpersonal relationship.
5. Appreciate the rich and diverse cultural heritage in the local environment
6. Make appropriate choices for safe interaction with the immediate environment

ENVIRONMENTAL ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.1 HAND WASHING 5 Lessons	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> Tell the importance of washing hands for personal hygiene Wash hands appropriately Tell critical times to wash hands appreciate the need to wash hands at critical times 	<ul style="list-style-type: none"> learners be guided to follow the right steps when washing hands the learners to observe the teacher as he/she demonstrates hand washing activity in pairs the learners could demonstrate hand washing learners listen to a story on hand washing and answer questions news telling on hand washing picture reading on steps for hand washing learners could watch videos on handwashing learners could sing songs and recite poems related to handwashing learners could role play the importance of washing hands using soap learners to be guided by the teacher to discuss the critical times for hand washing posters could be used to enable learners in identify critical times for hand washing learners to talk about the dangers of not washing hands learners could organize picture puzzles on hand washing steps learners could colour pictures on hand washing activity 	<ol style="list-style-type: none"> Why do we wash our hands? When do we wash our hands? What do we use to wash our hands? How do we wash our hands?
Core-Competence to be developed: <ul style="list-style-type: none"> Communication and collaboration in hand washing Learning to learn by enquiring why Self-efficacy in doing hand washing 				

<ul style="list-style-type: none"> Critical thinking and problem solving with why questions 	
Link to PCIs and Values: <ul style="list-style-type: none"> ESD in water conservation when washing hands Life skills in self-esteem and self-awareness Financial literacy Health education by preventing diseases 	Links to values: <ul style="list-style-type: none"> Responsibility Humility Respect
Links to other subject(s): <ul style="list-style-type: none"> Language Music and movement Psychomotor Mathematics 	Suggested Community Service Learning <ul style="list-style-type: none"> Parental engagement Hand washing days
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> Clubs and societies Hand washing days 	Suggested Assessment: <ul style="list-style-type: none"> Oral questions Observation using observation checklists

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the importance of hand washing and critical times of hand washing Washes hands consistently and assists him in hand washing	Correctly tells the importance of hand washing and critical times of hand washing Washes hands correctly	In consistently tells the importance of hand washing and critical times of hand washing Washes hands incorrectly	Unable to the importance of hand washing and critical times of hand washing Unable to wash hands

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.2 CARE FOR THE NOSE 5 Lessons	By the end of the sub-strand, the learner should be able to; a) tell the importance of having a personal handkerchief	<ul style="list-style-type: none"> learners observe a demonstration on how to use a handkerchief to clean the nose learners to practice wiping nose using a handkerchief learners be guided to talk about importance of wiping the nose using a clean handkerchief 	<ol style="list-style-type: none"> Why do we clean our nose What do we use to clean our nose? When do we clean our nose? Why should we not share a handkerchief?

		b) wipe one's nose appropriately c) appreciate the need to own and care for a personal handkerchief.	<ul style="list-style-type: none"> learners could sing songs, recite poems, tell and listen to stories related to handkerchiefs and how to use it learners be guided in talking about the dangers of sharing a handkerchief learner could play a handkerchief game learners could observe video on use of handkerchief learners could read pictures on use of a handkerchief 	5. How do we clean our nose?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> Self efficacy Communication and collaboration Critical <i>thinking and problem solving</i> 				
Link to PCIs and Values: <ul style="list-style-type: none"> Life skills Values Moral education Health education 			Link to values: Respect <ul style="list-style-type: none"> Responsibility Cooperation 	
Links to other subject(s): <ul style="list-style-type: none"> Music and movement Language Psychomotor 			Suggested Community Service Learning Activities <ul style="list-style-type: none"> Parental empowerment Parental engagement 	
Suggested Non formal Activity to support Learning: <ul style="list-style-type: none"> Health clubs 			Suggested Assessment: <ul style="list-style-type: none"> Observation, oral questions, Role playing, portfolios, use of checklists and observation schedules 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the importance of having a personal handkerchief consistently wipes nose appropriately assists him in wiping their noses	Correctly tells the importance of owning a personal handkerchief Wipes nose correctly	In consistently tells the importance of having a personal handkerchief Inconsistently wipes nose correctly	Unable to tell the importance of handkerchief and Unable to wipe the nose correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.3 CARE FOR TEETH 5 Lessons	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> tell the dangers of using substances that destroy teeth talk about actions that destroy teeth. brush teeth using appropriate brushing material found in one's locality appreciate the need to care for teeth by avoiding eating sugary things 	<ul style="list-style-type: none"> learners could be guided to classify items that destroy their teeth learners to observe demonstration on appropriate teeth brushing learners to practice brushing their teeth learners could be guided in news telling on teeth brushing learners sing songs and recite poems on teeth brushing learners could watch videos on teeth brushing learners could role play teeth brushing learners to match and, sort items for tooth brushing learners to talk about dangers of not brushing their teeth teacher to use teachable moments to reinforce teeth brushing (during health check) 	<ol style="list-style-type: none"> Why do we brush our teeth? When do we brush our teeth? What do we use to brush our teeth? How do we brush our teeth?

Core-Competence to be developed)

- Communication and collaboration
- Self-efficacy
- Self esteem
- Digital literacy
- Learning to learn

Link to PCIs and Values: <ul style="list-style-type: none"> • Health education-personal hygiene • Life skills-ability to clean teeth • Citizenship-child care and protection • Service learning and parental engagement • ESD- environmental conservation 	Links to values: <ul style="list-style-type: none"> • Responsibility • Respect
Links to other subject(s): <ul style="list-style-type: none"> • Language • Music and Movement • Psychomotor 	<ul style="list-style-type: none"> • Suggested Community Service Learning • Parental engagement • Parental empowerment
<ul style="list-style-type: none"> • Suggested Non Formal Activities to support learning: • Environmental Clubs, Field trips, Nature walk, exploring materials used in brushing within the immediate environment • ESD - right disposal of the waste brushing materials 	<ul style="list-style-type: none"> • Suggested Assessment methods: • Observation, oral questions, role play, simulations

Assessment Rubric

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently tells the dangers of using substances that destroy teeth consistently brush teeth correctly consistently talks about substances that destroy teeth	Correctly tells the dangers of using substances and actions that destroy teeth Brushes teeth correctly	Inconsistently tells the dangers of using substances and actions that destroy teeth Brushes teeth inconsistently and incorrectly	Unable to tell the substances and actions that destroy teeth and Unable to brush teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.3 TOILETING 10 Lessons	By the end of the sub-strand, the learner should be able to;	<ul style="list-style-type: none"> • learners to observe as the teacher demonstrates use of toileting facilities properly 	1. When do we go to the toilet?

		a) talk about the importance of using a clean toilet b) Identify materials used for toileting c) use the toilet properly for safety and hygiene d) appreciate proper use of toilet facilities	<ul style="list-style-type: none"> • learners' role play safe use of toilet • learners practice using the toilet properly • learners to be guided in discussing the importance of a clean toilet • learners to listen to and answer questions on stories that give lessons on the importance of clean toilets • learners to be guided to talk about the dangers of dirty toilets • learners to participate in singing games on toileting • learners could watch videos on toileting • learners to read pictures from charts that show correct procedures of toileting skills 	2. How do we use the toilet? 3. How do we use the toilet safely? 4. Why do we need a clean toilet?
Core-Competence to be developed <ul style="list-style-type: none"> • Self-efficacy • Communication and collaboration • Learning to learn • Critical thinking and problem solving 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Citizenship-child care and protection • Health education-personal hygiene • Life skills and values - responsibility 			Links to values; <ul style="list-style-type: none"> • Respect, • Responsibility 	
Links to other subject(s): <ul style="list-style-type: none"> • Music and Movement • Language • Psychomotor 			Suggested Community Service Learning <ul style="list-style-type: none"> • Service learning • Parental engagement 	
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> • Field trips • Nature walk 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

<ul style="list-style-type: none"> Health clubs 	
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Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about the importance of using a clean toilet Use toilet correctly	Correctly tells the importance of using a clean toilet Uses toilet and toileting materials correctly	In consistently tells the importance using a clean toilet Inconsistently uses toilet and toileting materials correctly	Unable to tell use and toileting materials correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.4 FOOD/ FEEDING 10 Lessons	By the end of the sub-strand, the learner should be able to; a) feed self for good health and nutrition b) talk about dangers of sharing food from other people's mouth c) talk about nutritious food for healthy living d) observe table manners while eating	<ul style="list-style-type: none"> learners to observe the teacher demonstrate proper table manners learners listen to stories , songs and poems on feeding self Learners watch teacher demonstrate washing fruits In groups learners practice to wash fruits Learners to be guided on dos and don'ts while eating Learners clear the feeding area guided by the teacher Learners to be guided to talk about the importance of eating the right quantity of food Learners to be guided in talking about dangers of eating food from other peoples mouth 	<ol style="list-style-type: none"> What are the proper eating habits? What are the dos and don'ts when eating? Why should we wash hands before eating? Why should we eat properly? How do we clear the feeding area? Why should we not eat food from other people mouth?

Core-Competence to be developed <ul style="list-style-type: none"> Self-efficacy, communication and collaboration, learning to learn, digital literacy 	
Link to PCIs : <ul style="list-style-type: none"> Citizenship, Health education, values, life skills, financial literacy, parental engagement 	Link to values: Respect, responsibility sharing,
Links to other subject(s): <ul style="list-style-type: none"> Language, Psychomotor Creative, Mathematics 	Suggested Community Service Learning: <ul style="list-style-type: none"> Parental empowerment and involvement
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> Health clubs, financial literacy in saving food, nature walk, feeding of animals 	Suggested Assessment: <ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions

ASSESSMENT RUBRIC

EXCEEDING EXPECTATION (A)	MEETING EXPECTATION (B)	APPROACHING EXPECTATION (C)	BELOW EXPECTATION (D)
Able to feed self by observing appropriate table manners and clearing feeding area besides washing the feeding utensils	Able to feed self by observing appropriate table manners and clearing feeding area.	Able to feed self by observing appropriate table manners only	Able to feed self but not observing appropriate table manners.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.1 PLANTS 10 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about plants in the immediate environment b) Talk about the uses of plants in the immediate environment c) show interest in plants in their immediate environment d) observe plants in the immediate environment	<ul style="list-style-type: none"> • learners to be taken out to observe different types of plants within the school compound and neighbourhood • In groups learners talk about different plants • learners could be guided to water plants both in the nature corner and outside within the school compound • learners could watch a video on plants • children could sing songs and recite poems on plants • sort and group different parts of a plant • colour items using parts of a plant such as leaves and flowers 	<ol style="list-style-type: none"> 1. How do we care for plants? 2. Which are the main parts of a plant? 3. Why do we care for plants 4. What is the important of plants
Core-Competence to be developed <ul style="list-style-type: none"> • Learning to learn • Self-efficacy • Digital literacy • Creativity and imagination • Communication and collaboration 				

Link to PCIs and Values: <ul style="list-style-type: none"> • Life skills • ESD Environmental conservation • Citizenship 	Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Sharing
Links to other subject(s): <ul style="list-style-type: none"> • Creative activities • Language • Mathematics • Music and Movement 	Suggested Community Service Learning <ul style="list-style-type: none"> • Visit the neighbourhood and assist in watering plants • Learners could be involved in tree planting in the community
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> • Environmental clubs • Field trips • Nature walk • Caring for plants in the nature corner • Planting of seeds in the nature corner 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks, and shows interest in plants in the environment	talks, and shows interest in plants in the environment	inconsistently talks, and shows interest in plants in the environment	Does not show interest in plants in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.2 ANIMALS 10 Lessons	By the end of the sub-strand, the learner should be able to; a) talk about animals in the immediate environment b) observe animals within the environment c) appreciate the presence of animals in the environment	<ul style="list-style-type: none"> • learners could be guided to name animals within their environment • learners could watch videos on animals • learners could model, draw, or colour pictures of domestic and wild animals • learners to be taken for a nature walk to observe • learners could feed the domestic animals • learners engage in pretend/ role play about animals • learners could match and pair pictures of animals using available technological devices to identify animals 	1. What are some of the animals found within the immediate environment?
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> • citizenship, self efficacy, communication and collaboration, learning to learn, creativity and imagination 				
Link to PCIs: <ul style="list-style-type: none"> • ESD - animal welfare, life skills: effective communication • Health- personal hygiene • Learning service and parental engagement, learner support programmes 			Links to values: <ul style="list-style-type: none"> • Respect • Responsibility • Cooperation 	
Links to other subject(s): language, mathematics, creative, moral and religious activities			Suggested Community Service Learning <ul style="list-style-type: none"> • Assist in feeding animals • Keep small animals at home • Parental engagement 	
Suggested Non-Formal Activities <ul style="list-style-type: none"> • Assist in feeding animals in school • Keep small animals in the school compound as clubs and societies • Parental engagement • Wildlife clubs • Field trips, nature walk 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks, and shows interest in animals in the environment	talks, and shows interest in animals in the environment	inconsistently talks, and shows interest in animals in the environment	Does not show interest in animals in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.3 WEATHER 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about the different weather conditions. b) Observe weather conditions in the immediate environment c) appreciate different weather conditions in the environment	<ul style="list-style-type: none"> • children to observe the weather conditions • learners be guided in identifying weather symbols on the weather chart • learners to sing songs, recite poems and rhymes about weather conditions • learners to be guided in talking about the activities associated with different weather conditions • learners could watch simulations/videos of different weather conditions 	1. What Are The Common Weather Conditions? 2. What Happens When It's Cloudy/Sunny/Rainy/Windy? 3. What Is The Weather Condition Now? 4. How Do We Dress During Different Weather Conditions? 5. How Does The Rain/wind/sun/clouds help us?
Core-Competence to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving –dressing according to weather • Creativity and imagination- recording symbols on the weather chart • Learning to learn- while talking about weather conditions • Self-efficacy, self-awareness on dressing according to weather • Digital literacy 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Citizenship- peace education (people fight for fertile land) • Life skills –Self- esteem • ESD- Environmental Education 			Links to values: <ul style="list-style-type: none"> • Responsibility • Respect • Cooperation 	

<ul style="list-style-type: none"> Lifeskills- creative and critical thinking 	<ul style="list-style-type: none"> Sharing
Links to other subject(s): <ul style="list-style-type: none"> Music and movement Creativity and psychomotor Language Mathematics 	Suggested Community Service Learning <ul style="list-style-type: none"> Visit the elderly in the community and learn how they predict weather Visit the community and learn how to plant during rainy season
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> Field visits Nature walk Clubs and societies Use of resource persons Establishing a weather station 	Suggested Assessment: <ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observes and talks about different weather conditions	Observes and talks about weather conditions	In consistently observes and talks about weather conditions	Does not show interest in observing and talking about different weather conditions

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.4 WATER 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about the uses of water in the environment	<ul style="list-style-type: none"> learners could be taken for a nature walk in the neighbourhood to identify sources of water perform simple experiments with water e.g. floating and sinking, watering seeds to germinate, dissolving substances 	<ol style="list-style-type: none"> What are the sources of water? What happens when you place different objects in water? What happens to different substances when put in water?

		b) Play with water for enjoyment and discovery c) appreciate the importance of water in the environment	<ul style="list-style-type: none"> • learners to be guided to use water to model different objects • learners to be engaged in guided in talking about uses of water • learners could participate in watering plants and crops in the nature corner and flower bed • sing songs and recite poems about water • learners to be guided in talking about dangers of water masses e.g. rivers, lakes and swamps 	4. What are the uses of water?
Core-Competence to be developed <ul style="list-style-type: none"> • Communication and collaboration-discussion • Self efficacy-observe experiments • Learning to learn-perform simple experiments • Critical thinking and problem solving • Creativity and imagination 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Life skills-using water sparingly • ESD-Disaster Risk management eg safety measures in water, financial literacy – using water sparingly, watering plants in the environment 			Links to values: <ul style="list-style-type: none"> • Responsibility • Cooperation • Unity • Respect 	
Links to other subject(s): <ul style="list-style-type: none"> • Creativity • Music and movement • Language 			Suggested Community Service Learning <ul style="list-style-type: none"> • Learn about the water storage practices • Collecting rain water 	
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Learn about the water storage practices • Collecting rain water • Field visits • Nature walk • Clubs and societies eg environmental 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talks about water and performs simple experiments with water	Talks about and plays with water	In consistently talks about water and plays with water	Does not show interest in talking and playing with water

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.5 SOIL 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about the safety measures when playing with soil b) Play with soil for enjoyment and exploration c) Appreciate playing with soil for enjoyment	<ul style="list-style-type: none"> • learners be guided to manipulate different soil to make models like dolls and simple house hold items, houses, huts etc • learners to be guided in talking about safety measures when handling soil • learners to be taken on a nature walk to observe and collect different soils • sing songs, recite poems on safety when handling soil 	<ol style="list-style-type: none"> 1. How do you feel when playing with different types of soil? 2. How do we handle soil without hurting ourselves? 3. What are the different uses of soil
Core-Competence to be developed <ul style="list-style-type: none"> • Creativity and imagination-modelling simple models • Learning to learn-learn safety measures • Self efficacy- when they learn how to handle soil safely 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Health education-personal hygiene • Citizenship-child care and protection • Life skills- effective communication • ESD-environmental education, DRR- personal safety as they play with soil 			Links to values: <ul style="list-style-type: none"> • Values such as cooperation, responsibility, respect when appreciating others work 	
Links to other subject(s): <ul style="list-style-type: none"> • Music and movement • Language • Creative activities 			Suggested Community Service Learning <ul style="list-style-type: none"> • Parental engagement- parents' guide children when playing with soil 	

Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Nature walk • Field trips • Clubs and societies 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions
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Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observe safety measures when playing with soil Consistently plays with soil	observe safety measures when playing with soil	In consistently observe safety measures when playing with soil	Does not observe safety measures while playing with soil Does not play with soil

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.6 SOUND 5 Lessons	By the end of the sub-strand, the learner should be able to; a) recognize the sources of sounds produced in the immediate environment b) talk about sounds produced in the immediate environment c) respond to different sounds in the environment appropriately	<ul style="list-style-type: none"> • learners to be guided through a discussion to tell the different sounds in the environment • learners to dramatize and role play different sounds produced in the environment and respond appropriately • learners to take a nature walk to listen to different sounds in the immediate environment • learners could identify different sounds from different technological device • learners to play different musical instruments to produce sounds 	<ol style="list-style-type: none"> 1. What sounds do different animals make? 2. What are the uses of sounds? 3. What do we do when we hear the sound of; a car, a dog ,a cat..... 4. what sounds do we hear in the environment

			<ul style="list-style-type: none"> learners could sing songs related to sounds in the environment 	
<ul style="list-style-type: none"> Core-Competence to be developed Communication and collaboration-discussion Digital literacy-listening to sounds from technological devices Critical thinking and problem solving-responding to sounds Learning to learn like meaning of different sounds 				
<ul style="list-style-type: none"> Link to PCIs and Values: ESD-environmental education Life skills Learner support programmes –music clubs Citizenship by obeying traffic rules and responding to different warning sounds 			<ul style="list-style-type: none"> Links to values: Responsibility Cooperation 	
<ul style="list-style-type: none"> Links to other subject(s): Music and Movement Language Creative Arts 			Suggested Community Service Learning: <ul style="list-style-type: none"> Learn from elders meanings of different sounds e.g ululations 	
Suggested Non-Formal Activity to support <ul style="list-style-type: none"> Nature walk Field trips Clubs and societies e.g. music club 			Suggested Assessment: <ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently recognize, talk and respond to different sounds in the environment	Recognizes, talks about and responds to sounds in the environment	In consistently r, talk and respond to sounds in the environment	Does not recognise or respond to sounds in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.7 SMELL 5 Lessons	By the end of the sub-strand, the learner should be able to; a) identify the body part used in smelling b) recognize the pleasant and unpleasant smell in the immediate environment c) respond appropriately to the pleasant and unpleasant smell in the surrounding d) appreciate the pleasant smell in the immediate environment	<ul style="list-style-type: none"> • learners to walk round the environment and identify different smells • learners to be guided in talking about good and bad smell • learners could be guided in collecting and disposing substances that bring bad smell in the environment • learners could be guided to use sanitary facilities well so that they don't produce bad smell • learners to sing songs and recite poems related to good smell 	<ol style="list-style-type: none"> 1. What part of the body is used in smelling 2. What things smell good in our environment? 3. What things smell bad in our environment? 4. How can we avoid bad smell in the environment? 5. What do we do to avoid bad smell in the environment
Core-Competence to be developed: <ul style="list-style-type: none"> • Communication and collaboration-discussion on smell • Critical thinking and problem solving-avoiding bad smell • Learning to learn-exploring the environment • Self-efficacy 				
Link to PCIS and Values: <ul style="list-style-type: none"> • ESD-environmental education • Citizenship- child care and protection • Health education –clean environment 			Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect 	
Links to other subject(s): <ul style="list-style-type: none"> • Language • Music and Movement • Creative Activities • Psychomotor 			Suggested Community Service Learning activity <ul style="list-style-type: none"> • Walk round the environment and collect litter • Parental involvement • Cleaning the school compound • Make good use of disposal areas 	

	<ul style="list-style-type: none"> • Proper use of sanitary facilities
Suggested Non-Formal Activity to support <ul style="list-style-type: none"> • Walk round the environment and collect litter • Cleaning the school compound • Make good use of disposal areas • Proper use of sanitary facilities 	<ul style="list-style-type: none"> • Suggested Assessment: Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently recognise and respond to pleasant and unpleasant smells in the environment	Recognises and responds to pleasant and unpleasant smells in the environment	In consistently recognizes and responds to pleasant and unpleasant smells in the environment	Does not recognise and responds to pleasant and unpleasant smells in the environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.8 LIGHT 5 Lessons	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> a) Talk about different sources of light in the immediate environment b) Form and play with shadows c) appreciate uses of light in the immediate environment 	<ul style="list-style-type: none"> • learners be guided in identifying sources of light from a chart • learners could draw and colour different sources of light • learners to be guided to talk about uses of light in daily life • learners to be guided in performing simple experiments using sources of light e g forming shadows, refraction, forming rainbows • learners to sing songs and recite poems related to light • learners to be guided to clean working areas 	<ol style="list-style-type: none"> 1. What are the sources of light 2. What are the uses of light?

Core-Competence to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving-experiments • Learning to learn-experiments • Self efficacy-looking in the mirror • Communication and collaboration-discussion 	
Link to PCIs and Values: <ul style="list-style-type: none"> • Life skills • Learner support programmes • Service learning and parental engagement • Disaster Risk reduction e.g. fire safety 	Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility
Links to other subject(s): <ul style="list-style-type: none"> • Language • Music and Movement • Creative 	Suggested Community Service Learning Activity to support learning <ul style="list-style-type: none"> • Parental engagement-children empowered not to pay with sources of light e.g. fire • Energy conservation
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Nature walk • Energy conservation 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently observes light and forms and plays with shadows	observe light, forms and plays with shadows	In consistently observe light, form and play with shadows	Does not show interest in light or form and play with shadows

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 ENVIRONMENTAL CARE AND SAFETY	3.1 CARE FOR THE IMMEDIATE ENVIRONMENT 10 Lessons	By the end of the sub-strand, the learner should be able to; a) identify waste materials and items that require disposal in the immediate environment b) dispose waste materials appropriately c) appreciate living in a clean environment	<ul style="list-style-type: none"> • learners identify areas that require cleaning in the school compound and neighbourhood • learners clean different areas in the school compound by picking litter • learners to be guided to the litter disposal areas and how to dispose litter properly • learners to name cleaning materials • learners to be provided with litter bins in class • learners to clean working areas after an activity • Learners to Sing songs and recite poems related to as they clean working areas 	1. Which areas require cleaning in the school compound? 2. Where do we dispose rubbish? 3. Why do we clean our environment? 4. How do we keep our environment clean
Core-Competence to be developed <ul style="list-style-type: none"> • Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-using a litter bin • Learning to learn-rules 				
Link to PCIs and Values: <ul style="list-style-type: none"> • Health education-living in a clean environment • ESD-environmental education • Service learning and parental engagement-cleaning compound at school 			Links to values: <ul style="list-style-type: none"> • Cooperation • Humility • Responsibility 	
Links to other subject(s): <ul style="list-style-type: none"> • Music and Movement • Psychomotor • Language 			Suggested Community Service Learning <ul style="list-style-type: none"> • Walk in the neighbourhood and collect litter • Parental involvement 	
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Environmental clubs • Field visits 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently identifies and disposes waste materials appropriately	Identifies and disposes waste appropriately	inconsistently identifies and disposes waste materials	Does not identify and or dispose waste materials

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 ENVIRONMENTAL CARE AND SAFETY	3.2 SAFETY IN THE ENVIRONMENT 15 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about safe places, objects and activities in the immediate environment b) Talk about dangerous places, objects and activities in the immediate environment c) Demonstrate the ability to recognize safe and dangerous places, objects and activities in the immediate environment d) Appreciate the need to take safety precautions	<ul style="list-style-type: none"> • learners name dangerous places, objects, activities and games in their environment • learner talk about the dangers of dangerous, places, objects, activities and games and fire • assimilate crossing roads and rivers safely • role play incidence of accidents • learners could be guided on how to report accidents • learners to clean working areas after an activity • learners use digital devices showing dangerous places, objects, activities and games learners to sing songs and recite poems and related to safety learners to share experiences on accidents • learners to move around the school compound to collect dangerous objects with the teachers guidance 	1. What are the dangerous places, objects, activities and games?
Competence to be developed <ul style="list-style-type: none"> • Citizenship-caring for our environment • Communication and collaboration-developing rules • Critical thinking and problem solving-using a litter bin • Learning to learn-rules 				

Link to PCIs and Values: <ul style="list-style-type: none"> • Health education-living in a clean environment • ESD-DRR personal safety Service learning and parental engagement	Suggested Community Service Learning <ul style="list-style-type: none"> • Walk in the neighbourhood identify safe and unsafe • Places and collect dangerous objects • Parental involvement
Links to other subject(s): <ul style="list-style-type: none"> • Music and movement • Psychomotor • Language 	Suggested Community Service Learning <ul style="list-style-type: none"> • Walk in the neighbourhood identify safe and unsafe • Places and collect dangerous objects Parental involvement
Suggested Non formal Learning Activities <ul style="list-style-type: none"> • Walk in the neighbourhood identify safe and unsafe • Places and collect dangerous objects • Parental involvement 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions	Talk about and recognise safe, and dangerous places, objects and activities and takes safety precautions	inconsistently talk about safe, and dangerous places, objects and activities and inconsistently take safety precautions	Does not talk about or recognise safe, and dangerous places, objects and activities nor take safety precautions

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.1 MYSELF 5 Lessons	By the end of the sub-strand, the learner should be able to; a) talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness b) Tell the uses of body parts for self-awareness, ears, nose mouth and eyes c) Appreciate one's body parts for self-esteem	<ul style="list-style-type: none"> • Learners sing songs on body parts • In groups the learner's role play the uses of different parts of the body • Learners identify different parts of the body from a chart • Learners play different games on body parts • Learners tell the uses of body parts • Learners draw the body parts • learners list listen to stories of appreciating one another • learners to draw and model parts of the body 	<ol style="list-style-type: none"> 1. What are the parts of the head? 2. What are the uses of parts of the head?
Core-Competence to be developed <ul style="list-style-type: none"> • Citizenship-working in groups • Learning to learn-playing and listening to stories • Self-efficacy-talking about themselves • Collaboration and communication-when discussing 				
Link to PCIs and Values: - Life Skills-Self Awareness and Self-Esteem			Link to values- <ul style="list-style-type: none"> • Respect • Responsibility 	
Links to other subject(s): <ul style="list-style-type: none"> • Languages • Psychomotor activities • Religion 			Suggested Community Service Learning <ul style="list-style-type: none"> • Learners to visit a special school • Visit the elderly 	
Suggested Non-Formal Activities <ul style="list-style-type: none"> • Role play 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about body parts and their uses	Talks about body parts and their uses.	In consistently talk about body parts and their uses	Does not talk about body parts and their uses.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.2 OUR SCHOOL 10 Lesson	By the end of the sub-strand, the learner should be able to; a) Talk about work done by different people in the school b) Follow guidelines or rules for interpersonal relationships c) Appreciate the school community for harmonious living	<ul style="list-style-type: none"> Learners to be taken round the school to identify the people by the work they do Learners to mention the work done by people in school Learners to role play work done by people at school Learners to be guided in coming up with rules and regulations of their class Learners to follow the rules and regulations Learners to sing songs about work done by people in the school Learners to draw and model people in school 	<ol style="list-style-type: none"> Who are the people found at school? What work is done by people at school? how do we come up with rules and guidelines? What are the dos and don'ts in the class
Core-Competence to be developed (<i>indicate the core competence and how it will be achieved</i>) <ul style="list-style-type: none"> Communication and collaboration-making rules Learning to learn-following the rules Citizenship-reinforcing the rules and following 				
Link to PCIs and Values: <ul style="list-style-type: none"> Citizenship-Social Cohesion- Nationhood and Nationalism Learner support programme- 			Links to values: <ul style="list-style-type: none"> Responsibility Peace Cooperation 	
Links to other subject(s): <ul style="list-style-type: none"> Language, Religion, Psychomotor and Creative Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> Parental engagement 	
Suggested Non-Formal Activity <ul style="list-style-type: none"> Field trips, 			Suggested Assessment:	

<ul style="list-style-type: none"> Clubs and societies Sports and games 	<ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions
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Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about work done by people in the school and observe rules and regulations	talks about work done by people in the school and observe rules and regulations	inconsistently talk about work done by people in the school and observe rules and regulations	Does not talk about work done by people in the school and does not observe rules and regulations

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.3 OUR HOME 1. Structures /buildings 10 lessons	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> a) Identify different buildings and structures at home b) Talk about the uses of buildings and structures at home c) Appreciate buildings and structures 	<ul style="list-style-type: none"> Learners to take a guided tour to the nearest home to identify buildings and structures at home Learners talk about uses of buildings and structures at home Learners view videos of buildings and structures at home. Learners to observe charts of peoples working, buildings, structures and tools used at home Learners to draw buildings and structures at home 	<ol style="list-style-type: none"> Which are the buildings and structures found at home? What are the uses of different structures and buildings found at home?
	2. People found at home: 10 Lessons	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> a) Talk about family members for self awareness b) Talk about people found at home for harmonious living c) talk about work done by people at home 	<ul style="list-style-type: none"> Learners to role play work done by people at home learners to sing songs about work done by people at home learners to watch videos on people working 	<ol style="list-style-type: none"> Who are the people found at home What work is done by people at home

		d) Appreciate work done by people at home		
Core-Competence to be developed <ul style="list-style-type: none"> • Self-efficacy-role play, dramatize • Communication and collaboration-discussion • Learning to learn-as they role play • Citizenship-discussion • Creativity and imagination- drama, role play 				
Links to PCIs and Values: <ul style="list-style-type: none"> • Life skills, • Citizenship • ESD • Learner support programmes • Service learning and parental engagement 			Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Peace • Respect 	
Links to other subject(s): <ul style="list-style-type: none"> • Psychomotor and creative, • Language 			Suggested Community Service Learning: <ul style="list-style-type: none"> • Parental engagement 	
Suggested Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Field trips • Clubs and societies 			Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions 	

Assessment Rubrics

1. Structures And Buildings in our Home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently identifies and talks about uses of buildings and structures at home	identifies and talks about uses of buildings and structures at home	inconsistently identifies and talks about uses of buildings and structures at home	Unable to identify and talk about uses of buildings and structures at home

2. People Found at Home

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently talk about people found at home and work done.	Talks about people found at home and work done.	Inconsistently talk about people found at home and work done.	Does not talk about people found at home and work done.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.4 INTERPERSONAL RELATIONSHIP 5 Lessons	By the end of the sub-strand, the learner should be able to; a) Talk about the use of courteous words in day to day life for interpersonal relationship b) Appreciate the need to use courteous words c) Use greetings and actions appropriately d) Show empathy to the needy	<ul style="list-style-type: none"> Learners to practice in groups use of courteous words and greetings Learners to role play and dramatize use of courteous words Learners to be involved in a dramatic play materials and snacks Learners to recite poems on sharing learners to sing songs on greetings at different times of the day. learners to watch a video on interpersonal relationship and respond learners to watch facial animations of different emotions 	<ol style="list-style-type: none"> which words do you use to show respect to other people How do you greet different people?
Core-Competence to be developed <ul style="list-style-type: none"> Communication and collaboration-through greetings Citizenship-when practicing greetings and courteous Self-efficacy-greetings Learning to learn-visiting the elderly 				
Link to PCIs and Values: <ul style="list-style-type: none"> Citizenship, Life skills and values, ESD, Learner support programme, Service learning, Parental engagement. 			Links to values: <ul style="list-style-type: none"> Respect Responsibility Peace Cooperation 	

Links to other subject(s): <ul style="list-style-type: none"> • Language • Religion, Music and Movement 	Suggested Community Service Learning <ul style="list-style-type: none"> • Parental community involvement • Parental empowerment
Non-Formal Activity to support learning through application <ul style="list-style-type: none"> • Nature walk • Clubs and societies • Field visits • Use of resource persons 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently use courteous words, greetings and gestures correctly	use courteous words, greetings and gestures correctly	inconsistently use courteous words, greetings and gestures correctly	Does not use courteous words, greetings and gestures correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.5 NEIGHBOURHOOD 10 Lessons	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> Identify the classmates by names for harmonious living Name the classmates as neighbours for interpersonal relationships Identify physical features in the neighbourhood for safety and security Appreciate the classmates as their neighbours 	<ul style="list-style-type: none"> • Learners listen to questions from a story on the neighbourhood • Learners tell names of their classmates as immediate neighbours • Learners to talk about friendship • Learners to talk about what they can do to their classmates through guided discussion • Learners to sing songs about their classmates as neighbours • learners to identify physical features in their neighbourhood eg churches, rivers, hills mountains etc. 	<ol style="list-style-type: none"> Who is a neighbour? What are the names of my classmates

Core-Competence to be developed <ul style="list-style-type: none"> • Communication and collaboration-cleaning neighbourhood • Learning to learn-knowing the neighbours • Citizenship-working together 	
Link to PCIs and Values: <ul style="list-style-type: none"> • Citizenship • Life skills and values • ESD • Learner support programme • Peer education • Parental engagement • Friendship formation 	Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect
Links to other subject(s): <ul style="list-style-type: none"> • Languages, • Psychomotor and Creative, • Religious, • Mathematics 	Suggested Community Service Learning/ <ul style="list-style-type: none"> • Visiting the neighbourhood • Cleaning the neighbourhood
Suggested Non-Formal Activity <ul style="list-style-type: none"> • Field trips • Nature walk • Clubs and societies • clubs 	Suggested Assessment: <ul style="list-style-type: none"> • Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently name and identify classmates	Names and identifies classmates	Inconsistently names and identifies classmates	Unable to name or identify classmates

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.6 DRESSING 10 Lessons	By the end of the sub-strand, the learner should be able to; a) Identify clothes worn at different times b) Dress and undress appropriately c) Appreciate one's clothes for self-esteem	<ul style="list-style-type: none"> • Learners to sort and group clothes worn at different times • Learners to sort and group clothes according to the occasion and ceremony • Learners to watch videos on clothes worn at different occasions and ceremony • In the home corner; learner to practice wearing clothes shoes/tying laces and wearing socks • Learners to read charts on clothes worn at different occasions and ceremonies • Learners to sing songs, and recite poems about clothes 	<ol style="list-style-type: none"> 1. Which clothes do we wear at different occasions and ceremonies? 2. Which clothes do we wear at different occasions and ceremonies? 3. How do we put on clothes?
Core-Competence to be developed <ul style="list-style-type: none"> • Communication and collaboration-assisting one to dress and undress • Learning to learn-sorting and grouping clothes • Citizenship-appreciating clothes worn at different occasions • Self-efficacy dressing and undressing 				
Link to PCIs and Values: Citizenship – social cohesion, child care and protection <ul style="list-style-type: none"> • Life skills • Value education • Life skills, value, • Moral education, • Human sexuality 			Links to values: <ul style="list-style-type: none"> • Cooperation • Responsibility • Respect 	
Links to other subject(s): <ul style="list-style-type: none"> • Psychomotor and Creative Activities • Language Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> – Parental engagement 	

<ul style="list-style-type: none"> Mathematics Activities Religious Education 	<ul style="list-style-type: none"> Celebrating in culture activities Celebrating birthdays
Suggested Non-Formal Activity to support learning <ul style="list-style-type: none"> Field trips Role play Clubs and societies 	Suggested Assessment: <ul style="list-style-type: none"> Observation using observation schedules and checklists, portfolios, oral questions

Assessment Rubrics

Exceeds Expectation	Meets expectation	Approaches Expectations	Below Expectations
Consistently identifies clothes worn at different times and dresses and undresses appropriately	Identifies clothes worn at different times and dresses and undresses appropriately	inconsistently identifies clothes worn at different times dresses and undresses inappropriately	Unable to identify clothes worn at different times and is unable to dress and undress appropriately

CHRISTIAN RELIGIOUS EDUCATION

PRE-PRIMARY CRE PP2

THEME	SUB THEME SUGGESTED TIME: 1 Hour	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 GOD'S CREATION	1.1 Who God is: Provider and Healer	<p>By the end of the sub theme the learner should be able to:</p> <ul style="list-style-type: none"> a) Demonstrate God's love for providing his/her daily needs to nurture faith in His provision b) Display their understanding of God as his/her healer to promote trust in His healing power. c) Mention simple stories about God as the provider and Healer in their lives d) Appreciate God as the, provider and Healer for personal development 	<ul style="list-style-type: none"> • Learners are guided identify things that God provides(Matthew 6:26;Psalms 81:10;Psalms 34:10) • Learners are guided to identify some of the things provided by their parents • Learners are guided to news telling on when they felt sick • Learners are guided to sing relevant songs related to power of God's healing(Isaiah 41:10;James 5:14;Psalms 107:19-21; • As a class Learners sing a song appreciating God as provider and Healer. (Mathew 6:9 	<ol style="list-style-type: none"> 1. Who created you? 2. Who provides food and clothing for us? 3. What does God provide for us? 4. What do parents provide for you 5. Have you ever been sick? 6. How did you feel when you were sick 7. Who is your healer?
<p>Core Competences to be developed through learning God the Provider and Healer Creativity and Imagination – learners will identify God's provisions in their lives; Learning to learn: learners to appreciate that God is their healer and should always pray to him for healing ; communication and collaboration: through talking learners will improve listening and communication skills</p>				
<p>Link to PCI's: Life skills education- effective communication, self-awareness- (I am God's child); and empathy ESD- Environmental awareness</p>			<p>Link to Values: Co-operation, love, respect for God and one another church and all creation of God and Sharing (Galatians 5:22) to promote proper moral upbringing</p>	
<p>Link to other learning activities Mathematical Activities – as they list and collect things provided by God. Psychomotor – As they sing the songs of God as the provider they will make body movements Language – singing, listening to a Religious leader</p>			<p>Community Service Learning: Training the children to share their items with the needy among them</p>	

Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> Visit a nearby church to listen to a talk from a Religious leader on God as the provider in their lives. 	Suggested assessment: <ul style="list-style-type: none"> Oral Questions, question and answer, group discussion, Portfolio Observation
Resources and learning materials: Pictures, Flash cards, Videos, Places (church) and Resource persons, Holy Bible, Text books	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner can identify and use appropriate songs to thank God as their, Provider and Healer without being guided	The learner can identify and use appropriate songs to thank God as their Provider and Healer with guidance	The learner can identify two attributes of thanksgiving songs to God as provider or as a Healer	The learner requires guidance often to sing thanksgiving songs identifying either God as Provider or healer

THEME	SUB THEME SUGGESTED TIME: 1 Hour 2 Lessons	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 GOD'S CREATION	1.2 Creation : Parts of The Body	By the end of the sub theme the learner should be able to: <ol style="list-style-type: none"> Name his /her parts of the body that God created for self-fulfillment Appreciate his/her parts of the body as unique and special before God to encourage respect for self as the temple of God 	<ul style="list-style-type: none"> Learners are guided to sing songs appreciating themselves as wonderfully made by God (Psalms 139-13-14) Learners are guided using charts to mention and point different parts of the body as created by God.(I Corinthians(6:19) Learners are guided to colour pictures of parts of the body Learners are guided to recite simple memory verses (I Corinthians 6:19) 	<ol style="list-style-type: none"> Who created your body? How many eyes do you have? How many hands do you have? How many ears do you have? How many legs do you have?
Core Competences to be developed in Parts of the body Communication and Collaboration: Learners will interact with each other in groups develop a sense of knowing, love, concern, care and sharing,				

Link to PCI's : Effective communication, self-awareness(Parts of the Body) as wonderfully made by God	Link to Values: Love and respect for themselves and one another (Galatians 5:22) to promote proper moral upbringing
Link to other learning activities Language activities – vocabulary developed through singing and reciting poems Psychomotor activities: Making movements, singing and role playing	Community Service Learning: Involve parents at home to encourage their children (learners) to love themselves in order to enhance assertiveness, self –esteem and decision making.
Suggested Non formal Activity to support learning: Guide children to support aged people with light duties	Suggested assessment: Oral questions, portfolio, observation
Resources and learning materials: Flash cards, crayons, clay, plasticine, video, DVD, films, old newspapers, manila papers, glue, old calendars charts, talking walls	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability to appreciate himself/herself as a special creature made in the Image and likeness of God. As well name and colour within the margins parts of the body	The learner has the ability of knowing oneself and appreciating himself/herself as special creature made in the image and likeness of God. As well name parts of the body using a chart and colour.	The learner has the ability of knowing he/she was created by God and can name parts of the body with guidance	Learner needs to be guided to know he/she was created by God and can mention some parts of his or her body with assistance.

THEME	SUB- THEME TIME: 2 HRS 4 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
GOD'S CREATION	1.3 Plants and Domestic Animals	By the end of the sub theme the learner should be able to: a) Name plants and animals found at home and school as part of God's creation to show appreciation to God	<ul style="list-style-type: none"> Learners are guided to identify some plants(Genesis 1:11-12 ;Psalms 104:13-14) and domestic animals(Genesis 1:20-24,Genesis 6:25-34,Genesis1:27-29) Learners are guided to make sounds made by different 	<ol style="list-style-type: none"> Which domestic animals are found at your home/school? Which sound do cows and cats make? What is given to domestic animals? Who created domestic animals?

		<p>b) Demonstrate taking care of some domestic animals and plants for social responsibility</p> <p>c) State simple ways of taking care of plants and some domestic animals</p> <p>d) Appreciate plants and animals found at home and school as God’s creation.</p>	<p>domestic animals for- examples cows and cats</p> <ul style="list-style-type: none">• Learners are guided to colour pictures of some domestic animals and plants• Learners sing songs in relation to domestic animals and plants• In groups learners role play different ways of caring for domestic animals and plants like flowers• Learners go to the field to interact with environment and identify different plants• Learners are encouraged to take care of plants at the Nature Corner	<p>5. What plants are found in your home/school?</p> <p>6. How do we care for flowers at home/school?</p> <p>7. Who created plants found at home/school?</p>
<p>Core Competences to be developed:</p> <p>Communication and collaboration, In groups learners could recite simple poems, and sing songs on plants and animals found in school and at home to enhance their speaking skills.</p> <p>Learning to learn: learners will participate in activities that will enable them to know the plants and animals found at home and school and appreciate them as God’s creation.</p> <p>Creativity and imagination: Learners will mold plants and animals found at home and in school using their hands and imagination</p>				
<p>Link to PCT’s: ESD-Environmental awareness through learning to water plants and animals</p>			<p>Link to Values: Sharing, Care, unity, Love (Galatians 5:22) to promote proper moral upbringing</p>	
<p>Links to other subjects:</p> <p>Language activities:</p> <p>Learners will be naming plants and animals found at home and school to improve their speaking skills</p> <p>Learners will recite simple poem on plants and animals found at home and schools to enhance their vocabulary.</p> <p>Psychomotor: Learners will sing songs on plants and animals found at home and school while clapping and dancing.</p> <p>Environmental: Learners will walk around the school compound to observe plants and animals.</p>			<p>Suggested Community Service Learning Activities:</p> <p>Parental outreach programmes</p>	
<p>Suggested Non formal Activity to support learning:</p> <p>Visit a nearby home and observe plants and animals found in that home</p>			<p>Suggested assessment: Oral questions and observation, question and answer, group discussion</p>	
<p>Resources and learning materials: Flash cards, crayons, clay, plasticine, video, DVD, films, old newspapers, manila papers, glue, old calendars, Good News Bible, Text books</p>				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability to appreciate, name and sing songs on plants and animals found at home and school without assistance.	The learner can appreciate, name and sing song on plants and animals with some assistance.	The learner sings songs and name only one or two plants and animals.	The learner can sing song and can name a few plants or animals with great assistance.

THEME	SUB- THEME SUGGESTED TIME 1HR	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
GOD’S CREATION	1.4 Name of God according to their catchment language	By the end of the sub theme the learner should be able to: a) Identify the name of God as used in his/her catchment area b) Appreciate the name of God according to his/her catchment area to promote unity	<ul style="list-style-type: none">Learners are guided to mention name of God according to their catchment language (Isaiah 26:13;Proverbs 18:10;Micah 4:5;Exodus 20:7)In groups learners mention the name of God on the flash card providedLearners are guided to sing simple songs in reverence to the name of God according to their communities	1. What is the name of God in your language?
Core Competences to be developed: Communication and collaboration – learners will learn to make simple prayers for different times Learning to learn: Learners will understand ways of talking to God for various reasons and also know how to prayer for family members				
Link to PCT’s: citizenship; tribes an ethnicities my mother tongue. Life skills and values education; effective communication, self-awareness, myself- mother tongue.			Link to Values Love, unity, respect, peace, forgiveness and responsibility (Galatians 5:22) to promote proper moral upbringing	
Link to other Learning Activity Areas Language Activities-Learners will know and develop listening and speaking skills which will lead to improvement in their vocabulary Psychomotor Activities-Through singing and dancing			Community Service Learning/ Visit a Resource Person near the school to learn more about name of God according to their communities	
Suggested Non Formal Activities to support learners Visit a nearby home to assist the aged with light duties..			Suggested Assessment: Oral questions,observation	
Resources and learning materials: Pictures, Flash cards, Videos, Places (Churches),Children’s Bible, postures, community resource/ persons, The Good News Bible, Text books				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability to describe and mention several names of God according to different communities.	The learner has the ability to describe and can mention some names of God	The learner has the ability to describe the names of God but can only mention two of the three given names.	The learner has the ability of knowing two names as described but can only mention one or two of names of God with guidance

THEME	SUB- THEME SUGGESTED TIME: 1HR: 30 MIN 3 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
GOD'S CREATION	1.5 Communicating to God through Prayer	<p>By the end of the sub theme the learner should be able to:</p> <ul style="list-style-type: none"> a) Mention simple prayers at different times for his/her spiritual nourishment b) Identify prayer as one of the most important way of talking to God. c) Appreciate different times of prayer for his/her spiritual growth d) Show the desire to thank God for his/her provision through prayers 	<ul style="list-style-type: none"> • Learners are guided on how to pray at different times(Daniel 6:10) • Learners to practice simple prayer used at different times • Learners role play saying prayers of thanks giving to God and asking for God's protection • Learners to demonstrate different postures when praying • Learners are encouraged to make prayers at different times for example before going to bed, eating 	<ol style="list-style-type: none"> 1. How do we talk to God? 2. When do we talk to God? 3. Why do we talk to God? 4. Who answers to your prayers?
Core Competences to be developed Communication and collaboration -Learners will learn to make simple prayers for different times				
Link to PCI's :life skills education- effective communication Service learn and parental involvement/engagement – religious instruction (churches) ESD environmental education- environmental awareness.			Link to Values: unity, gratitude respect and cooperation (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activities Language -By being involved in role playing simple prayers learners will develop listening and speaking skills			Community Service Learning: Learners should be encouraged to pray and share with their needy friends	

Psychomotor -Learners will make simple poems and recite them in groups using gestures and body parts	
Suggested Non formal Activity to support learning:	Suggested assessment: Oral questions and observation, question and answer, group discussion
Resources and learning materials: Pictures, Flash cards, Videos, Places (Churches), Children's Bible, Postures, Community Resource/ persons, the Good News Bible, Text books	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability of knowing and understand times of communicating with God through prayers	The learner has ability of knowing how to communicate with God through prayers. Also requires assistance to identify times communicating with God.	The learner has the ability to say simple prayers with some guidance	The learner has the ability to say simple prayers with great assistance.

THEME	SUB- THEME TIME: 1 HR 2 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 SCRIPTURES	2.1 Handling the Bible	<p>By the end of the sub theme the learner should be able to:</p> <p>a) Identify different ways of handling the Bible as a holy book used by Christians to nurture a sense of responsibility</p> <p>b) Demonstrate different ways of handling the Bible with care to promote respect for the word of God</p> <p>c) Appreciate the importance of handling the Bible as part of his/her self-discipline</p>	<ul style="list-style-type: none"> Learners are shown various ways of handling the Bible in a respectful manner Learners are encouraged to handle the Bible in turns Learners practice carrying, opening and keeping the Bible safely Learners are guided to colour drawn pictures of the Bible. Learners are guided sing simple songs in praise of the Bible as a Holy Book. Learners are guided to recite simple poems on ways of handling the bible to acquire respect for the word of God 	<ol style="list-style-type: none"> How do we take care of the Bible? Where should we keep the Bible? How do we carry the Bible? How do we show respect for the Bible?

Core Competences to be developed Learning to learn ; Communication, The learners will practice ways of handling, respecting and taking care of the bible	
Link to PCI's : ESD -saving the things we value, Life skills: Decision making, creative thinking, imaginative Self-awareness using hands to handle the Bible Citizenship-unity showing one another good ways of handling the Bible	Link to Values: Love, Responsibility, Respect, Peace (Galatians 5:22) to promote proper moral upbringing
Link to other learning activities Language Environmental activities	Community Service Learning: Learners with their immediate family members skills learnt on handling the Bible
Suggested Non formal Activity to support learning: Learners could visit a local church and learn ways of handling the Bible respect, as well as taking care of it, from a religious leader.	Suggested assessment: Question and answer, story telling, observation schedule, portfolios
Learning Resources and Materials: Good News Bible, Charts, cut, pictures and poster cutouts and Resource person	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability to demonstrate on how to care, handle and take care of the Bible.	The learner has ability to demonstrate on how to care and handle the Bible with some guidance	The learner has ability to demonstrate care and handling of the Bible with assistance.	The learner has no ability of taking care of the Bible and is careless while handling it hence needs great with assistance.

THEME	SUB- THEME TIME: 1 HR 2 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
2.0 SCRIPTURES	2.2 Simple prayers	By the end of the sub theme the learner should be able to: a) Identify different ways of prayers in his/her in live for spiritual development b) Relate simple prayers on his/her own to promote emotional development	<ul style="list-style-type: none"> Learners are guided on how to say simple prayers; Learners sing simple songs about prayer in their mother tongue/catchment language at different times (Daniel 6:10), Mark 11:24), Ephesian 1:16) In groups learners practice a simple prayer. 	1. What is a prayer? 2. Why do we pray? 3. Whom do you pray to? 4. What times do we pray?

		c) Desire the need to pray daily for spiritual fulfilment d) Appreciate talking to God through prayers for blessings	<ul style="list-style-type: none">Learners are guided to role play saying simple prayers	
Core Competences to be developed: Communication and collaboration- Critical Thinking:				
Link to PCT's: Life skills, decision making, self awareness, self esteem, critical thinking			Link to Values: Humility, love, peace, responsibility, obedience and honesty (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activities Language and Environment activities			Community Service Learning: parental engagement with their children on the importance of prayer	
Suggested Non formal Activity to support learning: Learners visit a children's home, share with the less fortunate there and make simple prayers before the meals.			Suggested assessment: portfolio and observation schedule and oral questions	
Learning Resources: Charts, Flash card, Good News Bible, audio visual, video clips,digital content, picture				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has ability to say simple meaningful prayers at different times with ease	The learner is able to say simple prayers and know the meaning of prayers with minimal assistance.	The learner has the ability to say simple prayers and needs to be guided to understand meaning and reasons for prayer	The learner has the ability to say simple prayers and requires to be assisted to understand prayer for different times.

THEME	SUB-THEME SUGESTED TIME:1HR 2 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.1 Christian Festivals: Christmas and Easter	By the end of the sub theme the learner should be able to: a) State the meaning of Christmas as an important Christian celebration about God's love	<ul style="list-style-type: none"> The learners are guided to re-tell the story of the birth of Jesus Christ (Luke 1:26-28),Luke 2:1-3) Learners are guided to sing Christmas songs 	1. What do you do during Christmas day? 2. Where do you go on Christmas day?

		<p>b) Appreciate Christmas by singing thanks giving songs to acknowledge God’s love</p> <p>c) State the meaning of Easter as an important Christian celebration of God’s love</p> <p>d) Appreciate Christmas and Easter as Christian celebrations of God’s love.</p>	<ul style="list-style-type: none">• Learners are guided to say how they celebrate Christmas day• Learners are guided sing simple songs on the resurrection of Jesus Christ(John 3:16)• Learners are guided to colour a picture of the cross of Jesus Christ• Learners are led to visit a nearby church or a resource person to be invited for them to interact more on Easter festivals	<p>3. What did you eat on Christmas day?</p> <p>4. What do you see people doing during Easter?</p>
Core Competences to be developed Communication and collaboration: Through singing and role playing, the learners will develop their vocabulary and enhanced team work Learning to learn				
Link to PCI’s: Effective communication and citizenship			Link to Values: Humility, love for Jesus Christ, responsibility to observe Christian festivals (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activities Language activities :learning through story telling leads to improve vocabulary, speaking and listening skills Psychomotor: through singing and dancing using their bodies will help to develop motor skills			Community Service Learning: Learners visit a children’s home, share with the less fortunate there and make simple prayers before the meals.	
Suggested Non formal Activity to support learning: Learners could visit a nearby and hold simple prayers and songs on prayer			Suggested assessment: participatory activities, observation schedule, oral questions, questions and answers	
Suggested Learning Resources: Pictures and posters, charts, digital materials e.g. DVD’s, films, CD’s, flash cards, realia and Good News Bible				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	Learner has ability to tell, demonstrate and appreciate activities that take place during Charismas and Easter celebrations with ease	Learner has ability to tell, demonstrate and appreciate activities that take place during Charismas and Easter celebrations with some guidance	Learner requires guidance to tell and demonstrate and activities that take place during Charismas and Easter celebrations	Learner requires a lot of support to be able to tell and demonstrate and activities that take place during Charismas and Easter celebrations

THEME	SUB- THEME	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.2 Christian Rituals	By the end of the sub theme the learner should be able to: a) Identify some simple Christian rituals for his/her spiritual growth b) Role play rituals according to different churches to nurture peaceful coexistence among learners. c) Appreciate taking part in Christian rituals to promote values of integrity	1. Learners are guided to identify some simple Christian rituals like giving offerings and singing(Deuteronomy 15:10), Chronicles 29:9 and Proverbs 21:26) 2. Learners are guided to role play the ritual of giving offerings in the church. 3. Learners are guided to recite a memory simple verse from the Bible. 4. Learners are guided to observe a variety of pictures showing some church rituals	1. Why do we go to church? 2. What are some of the rituals done in the church? 3. Do your parent/guardian give an offering when going to church? 4. What do you do when you are in the church?
Core Competences to be developed Communication and collaboration: In their groups learners will be able to interact, cooperate and communicate thus enhancing speaking and listening skills. Learning to learn – Learners will participate in activities leading to interaction and communication				
Link to PCI's :Critical thinking, decision making, effective communication, problem solving , interpersonal relationship			Link to Values: Respect, obedience, honesty, integrity and Responsibility (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activities Environmental activities: learners will know that offerings can be given in form of farm produce not only monetary values; Languages activities: Through interactions in singing the learners will improve their vocabulary, speaking and listening skills Psychomotor: Dancing and singing, enhances development of fine motor muscles.			Community Service Learning: Learners participate in Christian rituals in their respective churches	
Suggested Non formal Activity to support learning: Learners visit a children's home, share with the less fortunate there and make simple prayers before the meals.			Suggested assessment: inquiry questions and suggested rubric	
Suggested Resources: Charts, flash cards, realia, digital devices e.g. DVD's, films and CD's, Good News Bible; pictures and posters				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	Learner is able to name and show how Christian rituals are conducted in the church/where he/she attends a church service as well can say why he/she participates on his/her own	Learner requires little guidance to name and show how Christian rituals are conducted in the church/where he/she attends.	Learner requires guidance to name and show how Christian rituals are conducted in the church/where he/she attends.	Learner requires much guidance and support to be able to name and show how Christian rituals are conducted in his/her church/

THEME	SUB-THEME TIME: 2 HRS 4 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 CHRISTIAN VALUES	<ul style="list-style-type: none"> Ten Commandments (Summary on love of God and neighbour) 	<p>By the end of the sub theme the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify love as one of the most important commandment b) Foster value of love and related virtues to promote interpersonal relationship c) Role play on how love should promote peaceful co-existence. 	<ul style="list-style-type: none"> Learners are guided to sing songs expressing love to God and neighbours(1 Peter 2:17)Ephesian 6:1-3),peace(Colossians 3:15;Galatians 5:22;James 3:18)honesty(1 John 3:18;Proverbs 3:27;Luke 8:16) and use of courteous words (I Thessalonians 5:15 &Luke 6:35) Learners are guided to demonstrate the use of courteous words such as thank you, sorry excuse me as sign of love to neighbor and friends Learners are guided to watch some relevant video clips and observe pictures on how Christian express God's love Learners are guided to role play sharing items such as pens and food 	<ol style="list-style-type: none"> How do you show love to God? How do you show love to your friends? How do you show love to their neighbour
<p>Core Competences to be developed</p> <p>Communication and collaboration-Learners will enhance communication and collaboration while participating in their group activities.</p> <p>Citizenship-With the acquired knowledge of values the learners will be able to live with each other in harmony through sharing in groups.</p>				

Link to PCI's : Effective communication, self-efficacy, self-esteem, interpersonal and friendship formation Citizenship: integrity(doing thing right) Learner Support Programmes (LSP)-Etiquette/mannerisms	Link to Values: Honesty, Responsibility, Love and Sharing(Galatians 5:22) to promote proper moral upbringing
Link to other learning activities Language : Learners will develop listening and speaking skills Psychomotor: Learners will draw and colour picture to enhance their creativity Environment: They will visit a children's home to appreciate others in the society as they share	Community Service Learning: Learners visit the needy to play and share with them
Suggested Non formal Activity to support learning: Practice courteous words in school with other learners.	Suggested assessment: inquiry questions and suggested rubric
Learning Resources and Materials: Pictures,digital materials, places, realia, resource person, posters, flash cards,textbooks, Good News Bible	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	-The learners are able to sing songs on values and demonstrate all the seven values without assistance. -The learners are able to demonstrate the use of courteous words e.g. Thank you, sorry, please May I and Excuse me.	-The learner is able to sing songs on the values demonstrating five or six on the seven values without assistance. - The learner is able to demonstrate the use of three or four of the five courteous words learnt.	-The learner is able to sing songs on the values demonstrating three values of the seven values with assistance. -The learner is able to demonstrate the use of two or three of the five courteous words learnt.	-The learner is able to sing songs on the values demonstrating one or none of the seven values. The learner is able to demonstrate the use five courteous words learnt.

STRAND	SUB-STRANDS SUGGESTED TIME: 2 HRS 4 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.0 PLACES OF WORSHIP	5.1 Places of Worship	By the end of the sub theme the learner should be able to: a) Identify different places of worship that exists in	<ul style="list-style-type: none"> Learners are guided to identify different places of worship as displayed on charts, posters, pictures in the classroom. Learners are guided to observe a place of worship near the 	1. How many places of worship do you know? 2. How many places of worship have you seen?

		his/her community for peaceful co-existence. b) Colour picture of a church as a place of worship for self-efficacy c) Respect different places of worship to promote religious tolerance	school(Matthew 21:13;Exodus 34:26;2 Samuel 7;1-2) <ul style="list-style-type: none">• Learners to recite a poem on different places of worship• Learners are guided to colour the picture of a church.	
Core Competences to be developed Communication and collaboration: Learners will be shown different places of worship hence interact positively. Self-efficacy: Learners will respect other religious, know their identity and citizenship.				
Link to PCI's : Decision making, critical thinking, creative thinking, effective communication and interpersonal relationships			Link to Values: respect, love, honesty, humility, knowledge and kindness(Galatians 5:22) to promote proper moral upbringing	
Link to other learning activities: Environmental Activities: Learners will appreciate diversity through knowing different places of worship. HRE and IRE Religious Education – Places of worship for Muslims and Hindu.			Community Service Learning: Visit nearby church to water plants	
Suggested Non formal Activity to support learning: Invite a resource person(s) to explain more about other places of worship			Suggested assessment: inquiry questions and suggested rubric	
Suggested learning resources and Materials: Charts, posters and pictures, flash cards, crayons, plasticine and The Good News Bible				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	Learner knows, demonstrates ,desires and appreciates in class activities that take place in their church like singing, praying and giving offerings in church service with ease	Learner demonstrates and appreciates to others in class activities during church service like singing, praying, and giving offerings with some guidance	Learner knows, and appreciates, any two of the church service activities for example; praying, singing and giving offerings in a place of worship.	Learner has some ability to know and appreciate any one of the activities carried out in a church service for example; singing, praying and giving offerings.

THEME	SUB-THEME 2 HOURS 4 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.0 PLACES OF WORSHIP	5.2 Church Service	<p>By the end of the sub theme the learner should be able to:</p> <p>a) State what takes place during the church service for harmonious living</p> <p>b) Demonstrate the activities that are performed during the church service for interpersonal interaction.</p> <p>c) Desire to participate in the activities that are done during the church service for self fulfilment</p>	<ul style="list-style-type: none">Learners are encouraged to talk about their experiences in the church(1Samuel 1:21-28;Luke 2:41-42)Learners are guided to observe pictures from children’s Bible on activities that takes place during church service(Matthew 21:13,Isaiah 56:7;Learners are guided to sing simple songs, and say simple prayersLearners may colour pictures that reflects the activities that are done in a church service.Learners will role play some of activities that take place in ChurchLearners are exposed to watch short video clips, on children participating in activities that take place during Church service	<ol style="list-style-type: none">How do prepare before going to Church Service?What takes place during a church service?How participate in a in your church service?
<p>Core Competences to be developed Learning to learn: Learners will participate in the church service activities e.g. know why they should sing, pray and give offering</p> <p>Communication and collaboration Learners in small groups, will practice and role play activities e.g. praying, singing and giving offerings.</p> <p>Digital Literacy Learners will view and listen to video clips, of how church service is conducted.</p>				
Link to PCI’s :Assertiveness, decision making and self-control			Link to Values: unity,honesty,gratitude and respect(Galatians 5:22) to promote moral upbringing	
Link to other learning activities: Language activity: Learners will interact with others and get to know activities that are done during church service. Psycho-Motor- Learners will sing and use their body movements			Community Service Learning: Learners can give support to the elderly with light duties	
Suggested Non formal Activity to support learning: Visit a nearby church and learn from a church leader, demonstrating to them on how church service is done.			Suggested assessment: Observation,portifolio and questions	
Suggested Learning Resource: Crayons, pictures, cut-outs, audio visual, small baskets and flash cards, Holy Bible				

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learners is able to participate in all the activities done in the church during the service and explain the reasons of participating in those activities.	The learner is able to participate in all the activities done in the church during the service but with direction.	The learner is able to participate in some of the activities done during the church service but with direction.	The learner may be able to participate in the activity done in the church but may not know the reasons why he/he participate in those services.

THEME	SUB-THEME: 2 HOURS 4 LESSONS	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.0 PLACE OF WORSHIP	5.3 Behaviour in the Church	By the end of the sub theme the learner should be able to: <ul style="list-style-type: none"> a) Identify good behaviour for desirable Christian living b) Demonstrate good behavior in Church to show respect to God c) Recite short memory verses from the bible on good behaviour for spiritual development. d) Appreciate the importance of good behaviour in church to promote love and harmony 	<ul style="list-style-type: none"> • Learners are guided to news tell their experience on good behaviour in Church • Learners are guided to demonstrate examples of good behaviour in Church(Ecclesiastes 5;1) (1 Peter 2:12), • Learners are guided to sing simple songs emphasizing desirable behaviour in the Church(Matthew 21:12-13) • Learners to observe pictures, charts and posters on good behaviour in the church • Learners are encouraged to always display good behaviour in the Church 	<ol style="list-style-type: none"> 1. How do you behave when you are in Church? 2. What are examples of good behaviour in the church? 3. How does your friend(s) behave in Church? 4. Which behaviour do you like during church service?
Core Competences to be developed Self-efficacy –knowing the difference between good and bad behaviour during Church Service Critical thinking and problem solving -Being able to behave in responsible manner during the church service and handling each other with respect				
Link to PCI's :Critical thinking ,decision making, problem solving and tolerance			Link to Values: responsibility, honesty, integrity and Respect(Galatians 5:22) to promote proper moral upbringing	

Link to other learning activities Language activity: interactions and sharing among learners in groups will lead to improvement vocabulary and speaking skills Psycho-Motor Activities –through singing and dancing learners will engage in movement and coordination.	Community Service Learning: Learners are guided on picking rubbish on the nearby market centre
Suggested Non formal Activity to support learning: Visit a nearby church and learn from a church leader, demonstrating to them on how church service is done.	Suggested assessment: Rubric below, portfolio
Suggested Learning Resource: Crayons, pictures, cut-outs, audio visual, small baskets and flash cards	

ASSESSMENT RUBRIC	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
	The learner has the ability to demonstrate on the good behaviour that should be displayed while in places of worship without any assistance.	The learner has the ability to demonstrate on the good behaviour that should be displayed while in places of worship but with directions.	The learner has the ability to demonstrate on a few good behaviour that should be displayed in places of worship e.g. keeping quiet.	The learner may not be able to demonstrate the good behaviour that should be displayed in places of worship and may even not know the need of portraying good behaviors.

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 THE HOLY QUR’AN	1.1 The Arabic Alphabet with vowels (fat-ha (a), kasra (i) , dhumma (u) (Suggested time: 8 lessons)	By the end of the sub-strand the learner should be able to: a) Recognise the alphabets with the given vowels in Arabic text b) Name correctly the three vowels in the Arabic text c) Articulate correctly the sounds of Arabic alphabets with vowels d) Write the Arabic alphabets with the given vowels from right to left	<ul style="list-style-type: none">Learners are introduced to Arabic alphabets and vowels (fat’ha, kasra, dhumma) through: flash cards Models Cut-outs StoriesLearners are guided to use digital educational materials on Arabic Alphabets with vowels e.g. Al NooraniaLearners listen to and sing songs on Arabic alphabets with vowelsLearners practice pronouncing Arabic alphabets with vowels in pairs or small groupsLearners are guided to identify Arabic alphabets with vowels through ICT and gamesArabic alphabets with vowels should be displayed for referenceLearners practice the correct orientation of reading and writing the Arabic alphabets with vowels (Right to left)Learners are engaged in pre-writing and writing activities	1. Where do we find the Arabic alphabets? 2. How do you identify the vowels? 3. How do we relate the alphabets to the environment?
Core competence to be developed: Communication and Collaboration. Learning to learn. Digital literacy				
Links to PCIs: Life skills: Skills of knowing and living with others: Effective communication: Listening and responding			Links to Values: unity, responsibility	
Links to other Activities: Language Activities			Suggested community service Learning activities: visit the elder and sing songs related to Arabic alphabets song	
Suggested Non-formal activity to support learning: The learners to read the Arabic alphabets with vowels to their family members and peers			Suggested Assessment: Observation checklist, portfolio	
Suggested Learning Resources Flash cards, cut-outs, models, charts, picture books, juz’uu, yasarnal Qur’an digital educational materials e.g. Al-Noorania,				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Reads some words with vowels (a), (i), (u) in Arabic text	Recognises the alphabets with the given vowels and in the Arabic text	Recognises most of the alphabets with vowels in the Arabic text	Recognises a few of the alphabets with vowels in the Arabic text
Identifies and correctly names vowels in the Arabic text	Correctly names the three vowels in the Arabic text	Sometimes names the vowels in the Arabic text correctly	Rarely names the vowels in the Arabic text correctly
Consistently and correctly articulates the sounds of Arabic alphabets with vowels	Correctly articulates the sounds of Arabic alphabets with vowels	Articulates the sounds of most Arabic alphabets with vowels	Articulates the sounds of some Arabic alphabets with vowels
Correctly writes the Arabic alphabets with vowels from right to left	Writes the Arabic alphabets with vowels from right to left	Writes most of the Arabic alphabets with vowels from right to left	Writes some of the Arabic alphabets with to left vowels from right

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
	1.2 Short Surah (Naas) (Suggested time: 5 lessons)	By the end of the sub-strand the learner should be able to: a) Recite correctly Surah Naas as a form of prayer b) Handle the Qurán with respect as a holy book c) Appreciate reciting surah Naas as a prayer	<ul style="list-style-type: none">Learners are engaged in listening to and reciting surah Naas using varied digital educational materials/resource personsLearners recite Surah Naas in pairs and small groupsLearners are recorded as they recite surah Naas and listen to the recordingLearners practice the correct orientation of reading Arabic :- Surah Naas (Right to left)Learners are given words/verses of surah Naas for matchingLearners are guided on how to take care of the Holy Qurán	<ol style="list-style-type: none">When do we recite surah Naas?Which is the last surah of the Qurán?How best do we recite surah Naas?How many verses are there in surah Naas?
Core competence to be developed <i>Critical thinking and problem solving, Learning to Learn</i>				
Links to PCIs: Life skills: Skills of Knowing and living with others: Effective communication: <i>Life skills : Effective decision making: creative thinking</i>			Links to Values: Unity, Responsibility	
Links to other Activity Areas: <i>Language Activities/mathematics activities</i>			Suggested Community Service Learning Activities: <i>visit Islamic schools(Madrassas/Dugsi to enhance their recitation</i>	
Suggested Non-Formal Activity to Support learning <i>Practice reciting Surah Naas before sleeping</i>			Suggested Assessment: <i>Observation checklist, portfolio</i>	
Suggested Learning Resources Resource persons, flash cards, digital materials e.g. CDs, DVDs, Computer,				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Fluently and confidently recites surah Naas	Recites correctly surah Naas	Recites surah Naas	Recites surah Naas with some difficulty
Handles the Holy Qurán (Mus'haf) respectfully and carefully	Respectfully handles the holy Qur'an ((Mus'haf)	Sometimes handles the holy Qurán respectfully	Rarely handles the holy Qurán with respect

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
2.0 PILLARS OF IMAN	2.1 Belief in Allah (SWT) Allah's Creations Myself and others (Immediate environment: family members, neighbours, animals, plants) (Suggested time: 4 lessons)	By the end of the sub-strand the learner should be able to: a) Identifying oneself and others as Allah's creations as stated in the Holy Qur'an b) Appreciate the uniqueness of oneself and others as Allah's creations c) Care for oneself and Allah's other creations in the immediate environment as a form of ibadaat/worship	<ul style="list-style-type: none"> Engage learners in group discussions about Allah's creation in the immediate environment through digital materials, pictures, realia Sing simple Islamic songs /anashid / qasida and recite poems related to the theme Learners are exposed to table top games/hands-on activities related to the theme Learners develop a scrap or picture book individually/in groups on Allah's creation/plants Learners are engaged in appropriate activities such as painting, printing and drawing Learners are guided on how to take care of themselves, plants and pets Organise learners in groups for nature walk 	1. Who created us? 2. What else has Allah created? 3. How are we different from animals? 4. How do we take care of Allah's creations?
Core competence to be developed Creativity and imagination				
Link to PCIs: Life skills: Skill of knowing and living with others: interpersonal relationship Life skills: Skill of knowing and living with others: Effective communication: assertiveness			Link to Values: Love, responsibility, social justice	
Link to other Activities <i>Environmental activities</i>			Suggested Community Service Learning Activities: care for animals and plants at home	
Suggested Non-Formal Activity to support learning <i>Bring flowers, cereals</i>			Suggested Assessment <i>Observation, oral questions</i>	

Suggested Resources: *Realia, pictures, audio-visual aids, charts*

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Expresses self clearly and confidently by identifying oneself and others as Allah's creation	Identifies oneself and others as Allah's creation	Sometimes identifies oneself and others as Allah's creation	Rarely identifies oneself and others as Allah's creation
Independently cares for self, plants and pets in the immediate environment	Cares for self, plants and pets in the immediate environment	Sometimes cares for self, plants and pets in the immediate environment	Rarely cares for self, plants and pets in the immediate environment

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
	2.2 Belief in His Prophets Prophet Muhammad (SAW) His parents (Suggested time: 2 lessons)	By the end of the sub-strand the learner should be able to: a) Mention the name and parents of prophet Muhammad (SAW) as a sign of love and respect b) Narrate simple short story on early years of prophet Muhammad's (SAW) c) Demonstrate love for prophet Muhammad (SAW) by emulating his character (obedience)	<ul style="list-style-type: none"> Learners sing songs/ anashid/qasida and recite poems on prophet Muhammad (SAW) and his parents Learners name the prophet (SAW) and his parents Learners are engaged in discussion about the meaning of the prophet's name (the praised one) Learners are engaged in listening and narrating simple short story about the prophet's early childhood (obedience) Learners develop and display a simple family tree of prophet Muhammad (SAW) and his parents 	1. Who is Muhammad (S.A.W) 2. What does the name of prophet Muhammad (SAW) mean? 3. What was the character of the prophet?
Core competence to be developed: <i>Communication and collaboration, Learning to learn</i>				

Link to PCIs: <i>Life skills: Knowing and living with others: Effective communication: Listening and responding</i>	Link to Values: <i>Love, integrity Respect</i>
Links to other activities: <i>Environmental Activities</i>	Suggested Community Service Learning Activities: <i>Assist in simple household chores</i>
Suggested Non-formal Activity to support learning: <i>Share the story of the prophet's character with parents and others at home</i>	Suggested Assessment: <i>Oral questions</i>
Suggested Learning Resources <i>Picture of the city of Makka, Audio visual materials, resource persons,</i>	

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Mentions prophet Muhammad's name, parents' and other members of his family	Mentions the names of prophet Muhammad (SAW) and his parents	Sometimes mentions the names of prophet Muhammad (SAW) and his parents	Mentions with difficulty the names of prophet Muhammad (SAW) and his parents
Confidently narrates simple short stories on early years of prophet Muhammad (SAW)	Narrates simple short stories on early years of prophet Muhammad (SAW)	Attempts to narrate simple short stories on early years of prophet Muhammad (SAW)	Rarely narrates simple short stories on early years of prophet Muhammad (SAW)
Responds to simple class rules and instructions effectively	Responds to simple class rules and instructions	Sometimes responds to simple class rules and instructions	Rarely responds to simple class rules and instructions

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 DEVOTIONAL ACTS	3.1 Pillars of Islam -Swalah Postures of swalah (daily prayer) (Suggested time: 3 lessons)	By the end of the sub-strand the learner should be able to: a) Name the different postures as used in swalah b) Appreciate swalah as a pillar of Islam c) Demonstrate the postures in performing swalah	<ul style="list-style-type: none"> Learners sing simple short anashid/qasida/songs and recite poems on pillars of Islam Learners view audio-visual materials and other resources on swalah Learners name and discuss the different postures of swalah 	<ol style="list-style-type: none"> What is swalah? How do we perform postures of swalah? What are the postures of swalah?

			<ul style="list-style-type: none">Learners are given hands-on activities to reinforce on the postures of swalah e.g. picture frame, puzzles, painting, picture sequencing	
Core competence to be developed: <i>Learning to learn, Communication and collaboration</i>				
Links to PCIs: <i>Life skills: Skills of knowing and living with oneself: self awareness and self-esteem</i>			Links to Values: <i>Responsibility, Respect, unity</i>	
Links to other activity Areas <i>Psychomotor and creative Activities</i>			Suggested Community Service Learning Activities: <i>Lead other children in prayers</i>	
Suggested Non formal Activity to support learning: <i>Learners to develop a swalah checklist with their teacher to be used for recording at home</i>			Suggested Assessment: checklist, oral questions	
Suggested Learning Resources Picture, picture cards/frames, puzzles, paint, brush, audio-visual materials, prayer mat				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Performs postures of swalah in sequence and with supplication	Performs postures of swalah	Sometimes performs postures of swalah	Rarely performs postures of swalah
Correctly names the different postures of swalah in sequence	Correctly names the different postures of swalah	Correctly names some postures of swalah	Correctly names a few postures of swalah

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 MORAL TEACHINGS	4.1 Islamic Etiquette Toileting	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> Learners sing simple anashid/qasida on toilet manners 	1. How do we use the toilet properly?

	(Suggested time – 2 lesson)	a) Demonstrate appropriate toileting manners according to Islamic teachings b) Develop proper way of toileting in their day to day life c) Practice proper use of water during and after toileting (Istinja)	<ul style="list-style-type: none">• Learners are engaged in discussion on activities that are not allowed while in the toilet• Charts on proper use of toilet are displayed and used appropriately• Learners are guided on proper use of water during and after toileting• Learners sequence pictures on proper use of toilet (5 different pictures)	2. What are the things you do during toileting? 3. What are you not allowed to do while toileting?
Core competence to be developed: <i>Self efficacy, Communication and collaboration</i>				
Links to PCIs: <i>Life skills: Knowing and living with oneself: self awareness</i> <i>Life skills: Effective decision making: Making choices: washing hands</i> <i>Learner support Programme: Guidance: hygiene and etiquette,</i>			Links to Values: <i>Respect, responsibility</i>	
Links to other Activity Areas <i>Environmental Activities</i>			Suggested Community Service learning Activities: <i>fetching water for cleaning of the toilet</i>	
Suggested Non formal Activity to support learning <i>Practice proper manners of toileting at home under the guidance of caregivers</i>			Suggested Assessment <i>Oral questions. Observation</i>	
Suggested Learning Resources Pictures, digital materials, charts, water, bottles, toilet papers.				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Always uses the left foot when entering the toilet and says the du'a, cleans self with water, leaves with the right foot and says the du'a	Always uses the left foot when entering the toilet, cleans self with water and leaves with the right foot	Sometimes uses the left foot when entering the toilet , cleans self with water and leaves with the right foot	Rarely uses the left foot when entering the toilet , cleans self with water and leaves with the right foot
Properly uses the toilet independently	Able to use the toilet properly	Able to use the toilet properly with minimal assistance	Uses the toilet with assistance

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
	4.2 Manners of Eating (Suggested time – 1 lesson)	By the end of the sub-strand the learner should be able to: a) Demonstrate eating manners according to Islamic teachings b) Practice Islamic manners of eating according to the sunnah (teachings) of the prophet (SAW) c) Acquire Islamic phrases used before and after eating appropriately	<ul style="list-style-type: none">Learners are introduced to eating manners through songs/anashid/qasida and poemsLearners view a clip on Islamic manners of eating and discuss in pairs or small groupsLearners participate in a demonstration on Islamic manners of eatingLearners are guided to use appropriate phrases before and after eating	<ol style="list-style-type: none">What do we do before eating?What do we say before and after eating?What are the manners of eating?
Core competence to be developed <i>Learning to learn: Use appropriate phrases before and after eating</i>				
Link to PCIs: Life skills: Effective decision making: Making choices: <i>washing hands</i> Learner support Programme: Guidance: hygiene and etiquette			Link to Values: Respect responsibility, integrity	
Links to other Activity Areas <i>Environmental activities</i>			Suggested Community Service Learning: <i>clear the eating area</i>	
Suggested Non-Formal Activity to support learning <i>Learners to practice eating habits at home</i>			Suggested Assessment: <i>Observation checklist/oral questions</i>	
Suggested Learning Resources: Audio visual aids, utensils, pictures, charts, water. Containers				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Eats according to Islamic teaching while avoiding wastage (Israf)	Eats according to Islamic teachings	Sometimes eats according to Islamic teachings	Rarely eats according to Islamic teachings

Always uses the Islamic phrases (before and after eating) appropriately and reminds others	Uses the Islamic phrases (before and after eating) appropriately	Sometimes uses the Islamic phrases (before and after eating)	Rarely uses the Islamic phrases (before and after eating)
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STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
	4.3 Islamic phrases Shukran (thank you) (Suggested time – 1 lesson)	By the end of the sub-strand the learner should be able to: a) Pronounce correctly the Islamic phrase (shukran) as a way of appreciation b) Use appropriately the given Islamic phrase in their day to day life c) Appreciate the importance of the Islamic phrase (shukran) in their daily life	<ul style="list-style-type: none">• Learners listen to and respond to audio-visual aids on use of the Islamic phrases• In pairs or small groups learners practice the use of the phrase shukran through role play• Learners listen to and sing simple songs/anashid/qasida/and recite poems related to the Islamic phrases• Leaners make appreciation cards (Shukran)	<ol style="list-style-type: none">1. When do we say shukran?2. What does shukran mean?3. Why do we say shukran?
Core competence to be developed: <i>Communication and collaboration, Learning to learn</i>				
Link to PCIs: <i>Life skills: Skill of knowing and living with others: Effective communication: use simple courteous words</i> <i>Life skills: Skill of knowing and living with others: interpersonal relations</i>			Link to PCIs and values: <i>Love, respect</i>	
Links to other Activity Areas <i>Language activities</i>			Suggested Community service learning Activities: <i>cleaning the home environment</i>	
Suggested Non-formal activity to support learning: <i>Learn different ways of appreciating from their homes and report to the teacher</i>			Suggested Assessment: <i>Observation checklist, oral questions</i>	
Suggested Learning Resources Audio visual aids, flash cards, pictures, props, manila papers, crayons, pencils, boxes				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Confidently and fluently says the Islamic phrase Shukran	Correctly says the Islamic phrases	Sometimes says shukran correctly	Says shukran with difficulty
Always says shukran to others and reminds others to say	Always says shukran to others	Sometimes says shukran to others	Rarely says shukran to others

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
	4.4 Relationship Places of worship; (Suggested time – 2 lessons)	By the end of the sub-strand the learner should be able to: a) Name places of worship in order to respect other people's faith b) Co-exist harmoniously with people of other religions for interpersonal relations c) Use masjid as a place of worship	<ul style="list-style-type: none"> Learners view pictures of places of worship through digital educational materials and other resources Learners discuss in pairs and in small groups about places of worship Learners discuss in pairs and in small groups about activities in the masjid Learners role play about activities in the masjid Learners make a model of, painting, a drawing of a masjid Learners sing songs/anashid/qasida and recite poems on masjid 	<ol style="list-style-type: none"> What are the places of worship? What activities take place in a masjid? Why do people go to mosque, church or temple?
Core competence to be developed: <i>Communication and collaboration, Learning to learn</i>				
Links to PCIs: <i>Citizenship: social cohesion: religious diversity:</i> Life skills: <i>Skill of knowing and living with others: Effective communication: Responding to verbal and nonverbal instruction</i>			Links to Values: <i>Respect, responsibility, unity, peace</i>	
Links to other Activity Areas: <i>Environmental activities</i>			Suggested community service learning Activities: Arrange books in the masjid	
Suggested Non-formal Activity to support learning: Learners observe activities in the mosque and report back			Suggested assessment: <i>Oral questions/ observation</i>	

Suggested Learning Resources Digital materials, pictures props, boxes, play dough/clay, glue, scissors, paints, crayons,	

Assessment Rubrics			
EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Correctly identifies and names places of worship used by people of different faiths	Names the places of worship used by people of different faiths	Names some places of worship used by people of different faiths	Rarely names places of worship used by people of different faiths
Interacts with people of other faiths freely and harmoniously	Interacts with people of other faiths harmoniously	Interacts with some people of other faiths	Rarely interacts with people of other faiths
Regularly goes to the mosque for prayers	Often goes to the mosque for prayers	Sometimes goes to the mosque for prayers	Rarely goes to the mosque for prayers

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
5.0 ISLAMIC FESTIVALS	5.1 Eid Celebrations (Suggested time – 2 lessons)	By the end of the sub-strand the learner should be able to: a) Describe activities related to Eid as an Islamic festival b) Appreciate Eid as an Islamic festival c) Share happiness and joy during Eid by singing songs and exchanging gifts	<ul style="list-style-type: none"> Learners sing simple qasida/songs/anashids on Eid Learners discuss Eid activities through pictures and video clips in pairs or small groups Learners make Eid greeting cards Learners role play on Eid activities Learners share and exchange gifts Learners news-tell about Eid activities 	1. What is Eid? 2. How do we prepare for Eid? 3. How do we celebrate Eid? 4. How many Eids do you celebrate?
Core competence to be developed: <i>Communication and Collaboration, Learning to learn</i>				
Links to PCIs: <i>Life skills: Skills of knowing and living with others: Effective communication: responding to simple instructions</i> <i>Life skills: Skills of knowing and living with others: Empathy: caring for others</i> <i>Citizenship: Understanding integrity: sharing of gifts</i>			Links to Values: <i>Love, responsibility, peace, unity, respect</i>	

<i>Citizenship: Social cohesion: our diversity</i>	
Links to other Activity Areas <i>Environmental Activities</i>	Suggested Community Service Learning Activities: Learners visit a children's orphanage/home, make donations and celebrate with the orphans
Suggested Non-Formal activity to support learning: Make Eid cards for their family	<u>Suggested Assessment</u> Observation, oral questions
Suggested Learning Resources: Pictures, digital materials, manila papers, crayons, props, gifts, boxes,	

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Clearly and systematically narrates activities related to Eid celebrations	Clearly narrates activities related to Eid celebrations	Narrates some activities related to Eid celebrations	Narrates activities related to Eid celebrations with difficulty
Willing and ready to share	Willing to share	Hesitant to share	Not willing to share

HINDU RELIGIOUS EDUCATION

HINDU RELIGIOUS EDUCATION

Essence Statement

Hindu Religious Education offers an opportunity to learn the Hindu religion and its aspects. Hindu Religion is a way of life and its teaching starts at an early age.

H.R.E is a continuation of the knowledge acquired at an early age. Its teachings integrate four faiths: Hinduism, Sikhism, Buddhism and Jainism.

The teaching of HRE aims at nurturing faith in Paramatma, self-awareness, one's social obligations and duty to the immediate environment. HRE thus, enables learners to enjoy learning and living through play. It provides an opportunity to instil in children good social habits and moral values for effective living as individuals and members of the community and Nation at large. The HRE curriculum, therefore, provides avenues for holistic physical mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others. HRE also covers pertinent and contemporary issues in society such as children's rights, life skills and community service.

The learners acquire requisite competencies such as Communication and Collaboration, Imagination and Creativity, Digital Literacy, Critical Thinking and Problem solving, Learning to Learn and Self-efficacy.

GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:

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

1. Appreciate and thank Paramatma for His Creation in relation to our existence
2. Develop faith in Paramatma's Love and provisions to enhance self-efficacy
3. Demonstrate the understanding that all the Holy Scriptures contain divine knowledge and require careful handling with respect.
4. Develop awareness of National/Cultural festivals and participate to demonstrate unity in diversity for national co-existence and cohesion.
5. Perform simple rhythmic Yoga exercises to become healthy Citizens of Kenya
6. Acquire a sound foundation for developing into an ideal human being.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 ENLIGHTENED SOULS	1.1 Names of Enlightened souls First Tirthankar Rishabhdev Hanumaan ji Guru Angad Dev ji Lord Buddha (2 lessons)	By the end of this sub-strand learner should be able to: a) Name Enlightened souls b) according to the four faiths c) Identify the names of Enlightened souls to familiarise themselves with his/her faith d) Appreciate the enlightened souls to enhance divine knowledge	<ul style="list-style-type: none"> The learner could be introduced to other names through pictures/images/murtis/animated stories/flash cards/charts of Enlightened souls from all the 4 faiths The learner could share their knowledge on the names of Paramatma in class in groups. 	1.Mention names of great men of God?
	1.2 Belief in Paramatma Shabad Guru Ganesh Sarasvati Laxmi Parvati (1 lessso)	a) Mention the names of Paramatma according to the four faiths b) Identify the names of Paramatma to familiarise themselves with his/her faith	<ul style="list-style-type: none"> The learner could be introduced to other names of Paramatma through pictures/images/murtis/animated stories/flash cards/charts. The learner could share their knowledge on the names of Paramatma in class in groups. The learner could be taught songs/stories about Paramatma and enlightened souls 	1.Do you know names of Paramatma?
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, Learning to learn				

<p>Link to PCIs: Life Skills: The skills of <i>Knowing and living with others</i>, - <i>Effective Communication</i>, <i>Interpersonal relationships</i>-responding to simple verbal and non-verbal instructions.</p> <p>Parental engagement and Empowerment: Telling stories and singing songs on enlightened souls, showing pictures</p>	<p>Link to Values: Living Values:, <i>Respect, Love, Humility and compassion</i>- showing love and care, using kind words.</p>
<p>Links to other subjects :</p> <p>1.Numeracy: counting, sorting and matching 2. Literacy: Picture reading, Story Stating 3. Movement and Creative Activities – Picture/image recognition, singing songs.</p>	<p>Suggested Community Service Learning activities:</p>
<p>Suggested Non formal Activity to support learning: Collage making project at home, connecting places of worship to the deities / Paramatma's names, scrap book for Paramatmas' pictures</p>	<p>Suggested assessment: Oral questions, portfolio, observation</p>
<p>Suggested Learning Resources Pictures and flash cards, audio visual media, charts, Religious story books.</p>	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Identify	Consistently and correctly recognise and identifies the images of Paramatma of particular faiths.	The learner can identify images of Paramatma with correct names as per different faiths. (Require at least three out of four faiths)	The learner at times recognize the images of Paramatma with their respective names. (Between one and two faiths)	The learner does not relate the image with correct name of Paramatma (any of the four faiths)
Attributes	The learner has correctly identified two attributes with relevant examples	The learner has correctly identified two attributes without examples	The learner has correctly identified one out of two attributes without examples	The learner has not correctly identified two attributes without examples

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)

1.0 CREATION	1.1 Myself and extended family	a) By the end of this sub-topic learner should be able to: b) Mention names of extended family for self-identity	<ul style="list-style-type: none"> The learner could be guided to role play as their grandparents 	1.What do you call Mummy and Daddy of your parents?
	1.2 The Panch Mahaboot (Five Elements- Air, water, Fire, Sky, Earth) Vayu (Air)	c) identify the element Vayu (Air) in relation to the Panch Mahabhoot. (S) d) Appreciate the element Vayu(Air) as Paramatma's creation for life	<ul style="list-style-type: none"> The learner could be encouraged to share his/her knowledge on the importance of Air. The learner could be shown the existence of Air by observing the movement of light objects in the surroundings (balloons, feathers, papers, kites, dry leaves etc.) 	1.What do we breathe in and out? 2.What makes the balloon and kite fly?
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Self-Efficacy, Critical thinking, Creative and Imagination				
Link to PCIs: <i>Life Skills: 1.Skills of knowing and living with oneself - Self-awareness, Personal identity 2. Skills of knowing and living with others- Interpersonal relationships (with parents and Creator), Effective Communication (meanings of name)</i> <i>PCIs: ESD-Environmental awareness-Caring of plants</i> Parental engagement and Empowerment: Telling stories and singing songs on Paramatma's Creation, Naming immediate family as part of creation			Link to Values: <i>Living Values: Respect, Love, Humility and compassion- showing love and care, using kind words</i>	
Links to other subjects : Mathematical activities: Counting and counting the sets of parents (3) Language activities: Names of Animals, Birds Environmental Science			Suggested Community Service Learning/Non-Formal Activity to support learning through application The learner will be given opportunity to assist appropriately in environmental conservation with their local community for their catchment area.	
Suggested Non formal Activity to support learning: The learner will be encouraged to help their parents and grandparents at home in age appropriate chores.			Suggested assessment: Oral questions, portfolio, observation	

Suggested Learning Resources : Resource person, Pictorial books, Outdoor Activities to show and feel the presence of Air.	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Self-awareness and extended family	Consistently and correctly recognizes members from extended family and is aware of the relationship to them.	The learner can correctly state the names of siblings, parents and members from extended family.	The learner can at times correctly state the names of siblings, parents and members from extended family.	The learner can rarely recognize the members from extended family.
Panch Mahabhoot Vayu (Air)	Confidently appreciates the presence of Air as one of the most important creations in Panch Mahbhoot. Demonstrates the awareness of the Air's presence appropriately. The learner can also state the uses of Air.	The learner is aware of Air being one of the elements of creation and Panch Mahabhoot. Demonstrate the awareness of the Air's presence convincingly.	The learner is aware of Air being one of the elements of Panch Mahabhoot and creation.	The learner is aware of presence of Air but not as one of the elements of Panch Mahabhoot.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Yoga	1.1 Simple postures Sitting Standing Squatting Stretching Lying down Relaxation Coping with emotion Anxiety	By end of this sub-topic learner should be able to: a) Name simple yoga postures for good health b) Demonstrate simple yoga postures correctly for physical wellbeing c) Appreciate Yoga as a way of coping with anxiety for peaceful living	<ul style="list-style-type: none"> Learner could be shown charts/pictures/flash cards/videos displaying parts of the body used in performing Yoga. The learner could be guided to perform simple postures, such as. Sitting, Standing, Squatting, bending front and back through pairs or small groups. The learner could be encouraged to role play on emotions 	<ol style="list-style-type: none"> Which Yoga postures do you know? How do you feel after practicing yoga?
Core Competences to be developed: Digital literacy, Learning to Learn, Self-Efficacy, Critical thinking and problem solving				
Link to PCIs: <i>Life Skills:</i> 1. Skills of knowing and living with oneself - Self-awareness-parts of the body, 2. Skills of knowing and living with others- Effective Communication-coping with emotions <i>PCIs: Health Education: Communicable and non-communicable diseases</i>			Link to Values: <i>Living Values:</i> Respect, Love, Humility and compassion- showing love and care, using kind words, patience, obedience.	

Links to other subjects: Psychomotor activities Literacy.	Suggested Community Service Learning activities:
Suggested Non Formal Activity to support learning: Invite a yoga master to demonstrate simple correct yoga postures	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Pictorial books, Audio visual aids	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Simple correct Yoga postures	Consistently and correctly demonstrate the simple yoga postures for physical fitness. Confident and energetic after performing yoga and encourages peers for doing Yoga correctly.	Correctly demonstrate the simple yoga postures for physical fitness Learner is confident and energetic after performing yoga.	The learner at times demonstrate correctly the simple yoga postures for physical fitness.	The learner can rarely demonstrate correctly the simple yoga postures.
Anxiety.	The learner consistently copes with emotion like anxiety but also encourages peers for peaceful living.	The learner confidently copes with anxiety for peaceful living.	The learner sometimes cope with emotion like anxiety	The learner rarely copes with emotion like anxiety.

Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 WORSHIP	1.1Rituals for Jaaps and Mantras Mantra (Hindu-Gayatri Mantra, Jainism-Navkaar Mantra, Sikhism-Mool Mantra,	By end of this sub-topic learner should be able to: a) Tell the Basic Mantra in relation to his/her faith b) Demonstrate the appropriate basic rituals for Mantras to show respect for Paramatma	<ul style="list-style-type: none"> The learner could be encouraged to recite the basic Mantras from 4 faiths using audio visual aid. The learners could be taken for a visit by teacher/ parents to places of worship to practice rituals performed like washing feet and hands with water, covering heads, 	1.Which Mantra do you recite? 2.At what time do you recite it? 3.What rituals do you follow when you visit the place of worship?

	Buddhism-Buddhist Mantra) (3 lessons)	c) Appreciate recitation of Mantras as an act of worship	join hands, bowing down and s presenting offerings	
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Self-Efficacy				
Link to PCIs: <i>Life Skills-1. Skills of knowing and living with oneself - Self-awareness – self-efficacy Self-esteem.</i> <i>2. Skills of knowing and living with others- Effective Communication-Listening attentively</i>			Link to Values: <i>Living Values: Respect, Love, Humility and compassion-using kind words, obedience</i>	
Links to other subjects : Psychomotor & creative activities: posing Suring worship Environmental Activity: Personal Hygiene			Suggested Community Service Learning activities: The teacher could plan a day of worship (through Mantras) in school for mass prayers (self-less service).	
Suggested Non formal Activity to support learning: The learner will be given opportunity to practice the Jaap during morning prayer session at the school.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, Pictorial books, Audio-visual aids				

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Rituals	Demonstrate and explain about the appropriate basic rituals performed in preparations for worship	Demonstrate and mention some of the appropriate and basic rituals performed in preparations for worship.	Demonstrate and mention a few of the appropriate and basic rituals performed in preparations for worship	Demonstrate and inconsistently mention appropriate and basic rituals performed in preparations for worship

Mantra	<p>can State the name of the Basic Mantra in relation to their faith</p> <p>can correctly and fluently recite more than 1 Mantras from ANY of the other 4 faiths</p> <p>can demonstrate respect through the various rituals learnt appropriate to the Mantras</p>	<p>can State the name of the Basic Mantra in relation to their faith</p> <p>can correctly recite more than 1 Mantras from ANY of the other 4 faiths</p> <p>Is able to demonstrate respect by recalling some of the rituals learnt appropriate to the Mantras</p>	<p>can State the name of the Basic Mantra in relation to their faith</p> <p>can correctly mention atleast 1 Mantras from ANY of the other 4 faiths</p> <p>can demonstrate respect by recalling very few of the rituals learnt appropriate to the Mantras</p>	<p>. can State the name of the Basic Mantra in relation to their faith</p> <p>is unable to correctly mention even 1 Mantras from ANY of the other 4 faiths</p> <p>can demonstrate respect by recalling few of the rituals learnt but not appropriate to the Mantras</p>
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Strand	Sub stand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Sadachar (Good Behaviour)	1.1 General Etiquettes: Respect, obedience, gratitude	<p>By the end of this sub-topic learner should be able to:</p> <p>a) Mention words that express gratitude for a healthy relationship</p> <p>b) demonstrate acts of obedience to foster harmony</p> <p>c) appreciate the blessings that may be bestowed upon him/her because of obedience</p>	<ul style="list-style-type: none"> Learners could be shown pictures/charts/animated stories on how to respond in obedience to elders. Learners could be encouraged to role play respect, obedience and gratitude through group activity. 	<ol style="list-style-type: none"> What do you say when your teacher gives you a book? In which way you show respect to elders/teachers? How do you obey your elders/teachers?
Core Competences to be developed: Communication and collaboration, learning to learn				
Link to PCIs: <i>Life Skills-1. Skills of knowing and living with others- Effective Communication- Listening attentively, Interpersonal relationship, Self-efficacy, Self-esteem</i>			Link to Values: <i>Living Values: Respect, Love, Humility and compassion-using kind words, obedience, Social cohesion, Honesty, sharing.</i>	

Links to other subjects: Language-learning new words Psychosocial- social behaviour	Suggested Community Service Learning activities: visiting older citizens Learners to visit elderly homes practising how elders can be helped through selfless service.
Suggested Non formal Activity to support learning: Teacher will plan a short enactment to depict greetings for different ages and people	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Resource person, Realia's, charts	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
General Etiquettes:	Confidently and consistently obedient, demonstrate respect, gratitude to all whenever and wherever expected. Encourages peers to do the same by giving examples.	Confidently and consistently obedient, demonstrate respect, gratitude to all whenever and wherever expected.	At times demonstrate obedience, respect, gratitude to elders only.	Very rare demonstrate obedience, respect, gratitude to all.
Sewa (selfless service) sharing	Always ready to help the needy by sharing different things at school and at home willingly with love and care.	Always ready to help the needy by sharing different things at school and at home willingly with love and care.	Ready to help the needy by sharing different things at school and at home when told by teachers and elders	Reluctant to help the needy by sharing different things at school and at home.

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 SCRIPTURES	1.1 Names of Holy Scriptures Bhagwat Purana Bible Quran Introduction to Ramayan	By the end of this sub-topic learner should be able to: a) Name Holy scriptures to promote religious identity and unity b) Identify Scriptures from other faiths to promote peace and unity c) Acknowledge all Scriptures as holy and divine	<ul style="list-style-type: none"> The learner could be guided to name Scriptures from the displayed charts/pictures. Learner could be guided to tell short stories from Ramayana expressing love and unity among the four brothers, Rama, Laxman Shatrughan and Bharat. 	1. Name the Holy books you know 2. which one have you seen at your home? 3. Have you seen Ramayan? 4. Whom do you remember from Ramayan?

			<ul style="list-style-type: none">The learner could be shown animated story of Ramayan(optional)	
Core Competences to be developed: Communication and Collaboration, Learning to Learn, Digital Literacy				
Link to PCIs: Life-skills: Effective communication-self-esteem, Self-efficacy Citizenship: Peace education-Integrity-Social cohesion- <i>PCIs: Parental empowerment and engagement: Guidance</i>			Link to Values: <i>Respect, Love, Humility and compassion-using kind words, obedience, Social cohesion, Honesty, sharing.</i>	
Links to other subjects : Mathematics by knowing the number of scriptures Hygiene for handling the scriptures			Suggested Community Service Learning activities:	
Suggested Non formal Activity to support learning: Role play activity from the Scripture Ramayan To Invite a resource person to state more names of Scriptures			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, Pictorial books, Flash cards, digital images				

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Names of Holy Scriptures	Confidentially and consistently mention names of Holy Scriptures and able to identify from other faiths	Confidentially and consistently mention names of Holy Scriptures	Correctly mention names of Holy Scriptures at times	Make mistakes in correctly mentioning names of Holy Scriptures