



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

PRE-PRIMARY CURRICULUM DESIGNS PP1:

LANGUAGE, MATHEMATICS, PSYCHOMOTOR,

ENVIRONMENTAL, CHRISTIAN RELIGIOUS EDUCATION,

ISLAMIC RELIGIOUS EDUCATION AND HINDU RELIGIOUS EDUCATION ACTIVITIES

Table of Content

Language Activities for Pre-Primary	1
Mathematics Activities Curriculum Design.....	42
Pyschomotor and Creative Activities.....	67
Environmental Activities	100
Christian Religious Education Curriculum Designs	133
Islamic Religious Education Activities.....	150
Hindu Religious Education	166

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.

FRED MATIANGI, PhD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATIO, SCIENCE AND TECHNOLOGY

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 LEARNIG 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.

LANGUAGE ACTIVITIES FOR PRE-PRIMARY

ESSENCE STATEMENT

Language is a medium of communication. At the pre-primary level, children will be involved in activities that enhance the ability to become active listeners and speakers in diverse situations as well as express their feelings, ideas and opinions clearly and with confidence. In addition, learners will be involved in reading readiness and writing readiness activities in order to lay a good foundation for formal reading and writing instruction in grade one.

Subject General Learning Outcomes

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

- a) Develop appropriate listening skills from varied experiences to enrich their ability to communicate.
- b) Express own opinions, ideas and feelings creatively freely and confidently in varied situations as they appreciate others.
- c) Participate in conversation using appropriate verbal and non-verbal language in their everyday experiences.
- d) Articulate letter sounds correctly in preparation for reading.
- e) Develop appropriate reading readiness skills in varied learning experiences.
- f) Apply appropriate writing readiness skills in varied learning experiences.

PRE PRIMARY LEVEL LANGUAGE ACTIVITIES PP1

CURRICULUM DESIGN

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 LISTENING	1.1 Common greetings and farewell. (5HRS)	By the end of the sub-strand the learner should be able to: a) Respond appropriately to general greetings at home and at school. b) Respond appropriately to time related greetings at home and at school. c) Respond appropriately to farewell at home and at school. d) Respond appropriately to farewell with reference to time at home and at school. e) Enjoy responding appropriately to general greetings and farewell at home and at school. f) Enjoy responding to greetings and farewell with reference to time at home and at school.	<ul style="list-style-type: none"> Learners to observe and imitate greetings and farewell. In pairs learners practice greeting and bidding farewell. They listen to songs, poems and rhymes on general and time related greetings and farewell. Learners are encouraged to respond to greetings every morning. Learners are encouraged to respond to farewell whenever need arises. Learners are encouraged to respond to each other's greetings and farewell. Learners to respond to visitors' 'greetings and farewell whenever an opportunity arises'. Pictures of people greeting could be displayed on charts and walls. Electronic devices could be used to encourage learners to listen and respond to greetings and farewell. Learners are encouraged to pay attention to other greeting and farewell opportunities that arise at home and at school. 	<ol style="list-style-type: none"> Who do you meet every day? What time is it likely to happen? How do you greet them at that time?
Core-competence developed: Communication and collaboration, Digital literacy				
Link to PCI Life skills: Interpersonal communication Citizenship: Peace		Link to Values: Respect, Unity, Love		
Link to other Activity Areas: Environmental activities.		Suggested Community Service Learning Arrange for the learners to listen and respond to parents greetings during the school open day. The learners will also respond to parents bid parents farewell after the function		
Non- Formal Activity to support learning through application In groups learners role play greeting and bidding farewell. Learners should be encouraged to pay attention to each other and respond appropriately.		Suggested Assessment Oral questions, observations, portfolio		

Teaching/Learning Resources: Pictures, realia, charts, electronic devices devices

Assessment Rubrics

Indicator	Exceeds expectation	Approaching Expectation	Meets expectation	Below Expectation
Responds to general and time related greetings	The learner always listens efficiently and responds consistently to greetings and farewell using a variety of relevant responses e.g. Hello Teacher, Good Morning teacher, Good bye Teacher.	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.	The learner consistently has difficulty listening and responding to greetings and bidding farewell both verbally and non-verbally.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	1.2 Listening for enjoyment (7HRS)	By the end of the sub-strand the learner should be able to: a) Respond appropriately to a variety of listening experiences in and out of class. b) Demonstrate enjoyment in a variety of listening experiences.	<ul style="list-style-type: none"> Learners could be involved in listening to recorded songs, poems and rhymes. Encouraging learners to view recorded clips of their own activities. The activities may include learners singing, telling stories, reciting poems and rhymes. Learners listen to short and interesting stories while mimicking some characters in the story. Learners can be encouraged to sing or dance in response to instrumental music. The listening experiences should be made fun. This could be done by tone variation, use of puppets, pictures, costumes, animated 	<ol style="list-style-type: none"> What do children enjoy listening to? What makes listening interesting/enjoyable?

			<p>stories, musical instruments among others.</p> <ul style="list-style-type: none">• Guide learners in listening to short stories about things in the immediate environment e.g trees, animals and people.• Some of the stories could be presented by a selected resource person.	
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCI Life skills: Effective communication, Turn taking, Sharing			Link to values: Cooperation,	
Link to other Activity Areas: Environmental activities, Psychomotor and Creative activities			Suggested Community Service Learning Organize for a School music day where parents are invited. Learners listen and dance to a variety of songs and instrumental music. They could also listen to stories told by parents for enjoyment.	
Suggested Non- Formal Activity to support learning through application Organize a class fun-day for learners to listen and dance to recorded songs and instrumental music for fun. Learners could dress in singing costumes and play simple musical instruments.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Electronic devices, costumes, musical instruments, pictures, musical instruments, puppets, animated stories, realia, resource person, radio programmes				

Assessment Rubrics

Indicator	Exceeds expectation	Approaching Expectation	Meets expectation	Below Expectation
Respond to a variety of listening experience	Pays attention, responds with a variety of actions, dances to rhythm and asks questions about the story.	Responds by dancing to rhythm, and sustained attention to the stories	Responds to dance and rhythm but does not sustain attention	Appears to listen but makes no visible response

Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
1.3 Active Listening (7HRS)	By the end of the sub-strand the learner should be able to: a) Respond to simple instructions in and out of class.	<ul style="list-style-type: none"> • In pairs or small groups, learners tell news in turns while others are listening. • Learners could view recorded content using electronic devices and be guided to mimic/imitate. 	1. How do you show interest in a conversation? 2. When should you speak during a conversation?

	<p>b) Take turns during conversations in and out of school.</p> <p>c) Take pleasure in responding to simple instructions in and out of class.</p> <p>d) Enjoy taking turns in a conversation in and out of school.</p>	<ul style="list-style-type: none">• Learners should be given simple instructions and encouraged to respond.• In pairs or small groups, learners are guided to take turns in conversations.• Learners are encouraged to answer simple questions during conversations.• Learners could be encouraged to ask questions during conversations.• Encourage learners to view recorded clips of their own conversations while providing positive feedback.• Encourage learners to say what others have said in a conversation.• Guide learners to appreciate the contribution of others during conversations.• Appreciate the learners’ responses.• In small groups, learners could be involved in verbal games, songs, poems and rhymes that involve turn taking.• Learners observe and imitate demonstrations of turn taking in conversations.• Learners take turns to speak during conversations.	<p>3. How do you seek clarification in a conversation?</p> <p>4. How can learners be guided to take turns in a conversation?</p> <p>5. What activities is fun for children to listen to?</p>
Core-competence developed: Communication and collaboration, Digital literacy, Learning to learn			
Link to PCI and values: Life skills: Listening to others, effective communication, ability to take instructions		Link to values: respect	
Link to other Activity Areas: Environmental and religious activities		Suggested Community Service Learning/ Learners to have their parents or other family members tell them a story with repeated scenes. The person telling the story involves the learners in mimicking, singing and acting out the repeated scenes	
Suggested Non- Formal Activity to support learning through application Organize for a story telling session by a resource person. Learners are encouraged to participate as the story is narrated. Selected Learners could also wear appropriate attire /costumes for the story being narrated.		Suggested Assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded programmes, video clips, electronic devices, realia, musical instruments, costumes			

Assessment Rubrics

Indicator	Exceeds expectation	Approaching Expectation	Meets expectation	Below Expectation
Respond to simple instruction and takes turns in conversation	Responds to simple instructions and consistently takes turns in a conversation without guidance	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 does not take turns in conversations.

	Sub Strand	Specific learning Outcomes	Suggested Learning experiences	Inquiry Questions
	1.4 Passing information (5HRS)	By the end of the sub-strand the learner should be able to: a) Convey verbal messages effectively in and out of class. b) Listen to information attentively for effective communication in and out of class. c) Experience pleasure in passing verbal messages in and out of class.	<ul style="list-style-type: none"> Learners participate in activities that involve conveying messages to other learners or to teachers. In pairs and small groups learners practice conveying messages to each other. Encourage learners to pay attention when listening to other children, teachers and others. Appreciate learners for passing messages effectively. Encourage learners to engage in dialogue with each other. Involve learners in conveying messages whenever an opportunity arises. 	<ol style="list-style-type: none"> What opportunities arise for children to pass verbal information? How can children be involved in passing verbal messages?
Core-competence developed Communication and collaboration				

Link to PCI ESD: Environmental education; environmental awareness. Life skills: Effective communication.	Link to Values: Responsibility, respect.
Link to other Activity Areas Environmental	Suggested Community Service Learning Learners invite other learners from other classes within the school for a story telling session organized for their class.
Non- Formal Activity to support learning through application Message delivery activity where the teacher sends a learner with a verbal message to another person outside the class with instructions that s/he will be required to bring the feedback.	Suggested assessment: Oral questions, observations, portfolio
Teaching/Learning Resources: whisper games, electronic devices, locally made telephone, box, mask, puppet, costume, realia	

Assessment Rubrics

Indicator	Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Passes verbal messages	Listens and delivers a precise/intended message	Listens but delivers a related but not fully accurate message	Listens but delivers a distorted message	Appears to listen but fails to deliver message or delivers a distorted message

	1.5 Auditory discrimination (5HRS)	By the end of the sub-strand the learner should be able to: a) Recognize sounds in the environment. b) Respond appropriately to sounds in the environment. c) Enjoy listening to sounds in the environment	<ul style="list-style-type: none"> Engage learners in activities involving responding to school bells, alarms, sirens, whistles, phone ringing, hooting among others. Guide learners to go for nature walk within the school compound where they identify sounds they hear. Involve learners in voice recognition activities. Engage learners in identifying various sounds in the environment. Learners imitate sounds in the immediate environment. 	<ol style="list-style-type: none"> What are the common sounds in the environment? What sounds do different animals produce? Which sounds in the school environment call for specific response? How are children expected to respond to such sounds?
Core-competence developed: Learning to learn, Citizenship.				

Link to PCI ESD: Environmental education, Environmental awareness	Link to Values: , Cooperation, Responsibility(,being responsible during the nature walk)
Link to other subjects: Environmental Activities 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 Learners take a nature walk within the school environment. They identify various sounds in the environment.	Suggested assessment: Oral questions, portfolio, observation
Teaching/Learning Resources: electronic devices, bells, whistle, letter sound games, DVDs, interactive digital programmes, radio programme, alarm, realia, sirens, animals, objects, vehicles	

Assessment Rubrics

Indicator	Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Recognize sounds in the environment	Identifies, can imitate and consistently responds appropriately to sounds in the environment	Recognizes and responds appropriately to sounds	Identifies and imitates sounds but does not necessarily respond	May identify some sounds but does not necessarily respond to these sounds

1.6 Auditory Memory (SHRS)	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Recall a variety of sounds in the environment. b) Recall letter sounds in class. c) Respond appropriately to sounds in the environment. d) Take pleasure in listening to sounds in the environment. 	<ul style="list-style-type: none"> • Expose learners to a variety of sounds in the environment. They could be taken for a nature walk and encouraged to recall the sounds heard. • Expose learners to a variety of sounds in environment and encouraged to recall them. • Engage learners in listening to audio letter sound clips. • Learners listen to and articulate letter sounds. • In pairs and small groups, learners could be engaged in language games e.g letter sounds, letter names and fishing games. • Learners should be encouraged to participate in conversations by exploring their prior experience. 	<ol style="list-style-type: none"> 1. What are the common sounds in the environment? 2. What are the best ways of exposing learners to sounds? 3. How can opportunities be presented for children to listen to these sounds?
-----------------------------------	--	---	---

		<ul style="list-style-type: none">Encourage learners to say what they heard at home or on way to school.	
Core-competence developed: Communication and collaboration, learning to learn, digital literacy.			
Link to PCI Education for sustainable development: Environmental education, environmental awareness. DRR: Safety Life skills: Effective communication, critical thinking.		Link to Values: Cooperation, responsibility	
Links to other Activity Areas Environmental activities.		Suggested Community Service Learning Arrange for children to present a singing game incorporating auditory memory in a community function.	
Suggested Non- Formal Activity to support learning through application Learners visit an animal orphanage where the teacher encourages them to listen to sounds made by different animals. They are then guided to recall the sounds made by various animals.		Suggested assessment: oral questions, observations, portfolio	
Teaching/Learning Resources: Electronic devices, flash cards, audio clips, letter sound games and fishing games, realia			

Assessment Rubrics

Indicator	Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Recall a variety of sounds Recall letter sounds	Recalls all sounds in the environment. Can also recall all letters of the alphabet and all letter sounds	Recalls most sounds in the environment and can recall about 75% of the letters of the alphabet and letter sounds.	Recalls most sounds in the environment and can recall about 50% of the letters of the alphabet and letter sounds.	Is able to recall a few sounds in the environment but is not able to recall 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 general and time-related greetings and farewell (5HRS)	By the end of the sub-strand the learner should be able to: a) Use a range of words for general greetings in school and at home. b) Greet people verbally with reference to time at home and at school.	<ul style="list-style-type: none"> Learners listen to and imitate general and time related greetings and farewell after observing demonstrations of such. In pairs or small groups, learners could practice general and time related greetings and farewell. Learners to observe pictures or charts on greeting and farewell and practice greeting and bidding farewell. 	<ol style="list-style-type: none"> What opportunities arise for greetings and bidding farewell at home and at school? Who do you greet at home and at school? How do you greet people at different times of the day?

		<p>c) Bid people farewell using appropriate words at home and at school.</p> <p>a. Take pleasure in greeting and bidding farewell at home and at school.</p>	<ul style="list-style-type: none">• Encourage learners to respond to greetings and farewell using verbal and non-verbal language at relevant times in the day.• Guide learners to greet as well as bid farewell to visitors who come to class• Encourage learners to greet and bid farewell to visitors and family members at home using appropriate words.• Encourage learners to listen to and imitate general and time related greetings and farewell presented on recorded clips.• Learners could practice general and time related greetings and farewell through role playing communication with phones.	<p>4. How do you bid people farewell?</p>
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCI: Life skills: Effective communication, inter-personal relationship, .			Link to Values: Peace, cooperation, unity, respect	
Link to other activity areas: Environmental activities,			Suggested community service learning Organize for a School music day where parents are invited. Learners welcome visitors by greeting them as they arrive for the day and bid farewell after the event.	
Suggested Non-formal activity to support learning through application Arrange for a visit to another class in the neighborhood and practice appropriate ways of greeting and bidding farewell.			Suggested assessment: Oral questions, Observations, portfolio	
Teaching/Learning Resources: Recorded clips, phones, pictures, realia, charts				

Assessment Rubrics

Indicator	Exceeds expectation	Meets Expectation	Approaching expectation	Below Expectation
Use a variety of words to bid people farewell	Greets and bids farewell appropriately using a variety of general as well as time related greetings and farewell.	Consistently greets and bids farewell using a range of words for greeting and bidding farewell at different times of the day.	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
	2.2 Self-expression (7HRS)	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> Express own needs at home and at school. Express emotions and feelings appropriate at home and at school. Use appropriate vocabulary to express feelings and emotions in school and at home. Use appropriate vocabulary to express own needs in school and at home. Enjoy expressing themselves verbally at home and in school. 	<ul style="list-style-type: none"> Involve learners in activities for recognizing emotions. Guide children to name various emotions after observing a demonstration of variety of emotions. Encourage children to talk about how they feel. Guide learners to sing and act out different emotions. Learners look at pictures depicting different feelings and emotions and identify these. Learners sing songs and recite poems and rhymes on feelings and emotions. Appreciate learners for expressing their feelings and emotions appropriately. Respond appropriately when children express needs, feelings or emotions. In pairs and small groups learners could practice expressing needs, feelings and emotions and responding to each other. Learners observe or listen to the teacher expressing him or herself Encourage learners to express themselves in school and at home. Learners could view video clips depicting various emotions and feelings and talk about them. 	<ol style="list-style-type: none"> How do we implore children to express themselves? What is the appropriate way of expressing feelings and emotions?

			<ul style="list-style-type: none">• Introduce words that give preschoolers a way to express their feelings and emotions e.g happy, sad, tired and lonely, enjoy among others.• Discourage use of inappropriate means of expressing emotions, feelings and needs such as grabbing, shouting, crying, fighting among others.	
Core-competence developed: Digital literacy, Communication and collaboration				
Link to PCI and values: Life skills: Coping with emotions, effective communication,			Link toValues: Cooperation, peace, conflict resolution.	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning During a child’s birthday, learners join in the celebrations. They are encouraged to talk about how they feel. Children are encouraged to express themselves using various activities.	
Suggested Non-formal activity to support learning through application Learners express themselves by presenting activities such as songs, poems, rhymes or narratives at the school assembly.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/learning resources: costumes, realia, cards, charts, pictures, video clips				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Express and use own emotions and feelings	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.	Attempts to express her needs and emotions but has difficulty using appropriate vocabulary.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.3 Polite language (5HRS)	By the end of the sub-strand the learner should be able to:	<ul style="list-style-type: none"> Learners imitate making verbal requests (<i>e.g. please, thank you</i>) after watching a demonstration. 	1. What do we say when requesting for something?

		<p>a) Use appropriate vocabulary when making requests at home and at school.</p> <p>b) Use appropriate vocabulary when appreciating at home and at school.</p> <p>c) Experience pleasure in making requests at home and at school.</p> <p>d) Take pleasure in appreciating others when need arises.</p>	<ul style="list-style-type: none"> • In pairs or small groups learners could practice making requests and appreciating. • Learners listen to stories that incorporate making requests and appreciating. • In pairs learners could role play making requests and appreciating. • Learners could view and imitate video clips on appreciating and making requests. • Learners could make requests and appreciation in response to characters in interactive programmes. • Deliberately model the habit of making requests and appreciating others as need arises. • Encourage learners to make requests and appreciation during relevant situations in school and at home. • Learners could view and imitate making requests and appreciation after watching demonstrations on video clips. 	<p>2. What do we say when we receive something from somebody?</p> <p>3. What situations arise in class and out of class for making requests or appreciation?</p>
Core-competence developed: Digital literacy, Communication and collaboration,				
Link to PCI and values: Life skills: Effective communication, inter-personal relationship.			Link to Values: Cooperation, humility, peace, unity, respect.	
Link to other activity areas: Environmental Activities, Religious Education			Suggested community service learning A trip to the shops: Learners are guided to practice making requests and appreciation when buying at the shop.	
Suggested Non-formal activity to support learning through application			Suggested assessment: Oral questions, observations, portfolio	

Organize an inter-class outdoor activity where they share various playing materials. Encourage learners to request for materials appropriately and to make appreciation as need arises.	
Teaching/Learning Resources: video clips, realia, pictures, charts	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Use appropriate vocabulary when making request	Efficiently makes request, courteous expression and appreciation using a variety of vocabulary.	Consistently makes request, courteous expression and appreciation using a variety of vocabulary.	Attempts to make request and appreciation but with limited vocabulary	Uses vocabulary for making request and appreciating with difficulty.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.4 Audience Awareness (5HRS)	By the end of the sub-strand the learner should be able to: a) Demonstrate awareness of own voice in and out of class. b) Speak clearly when talking to others in and out of class. c) Speak loudly enough for the audience to hear in school and at home d) Experience pleasure in varying own voice when communicating with others.	<ul style="list-style-type: none"> Encouraged learners to listen to recorded pieces of their own voice. Learners listen to recorded pieces of various children's voices and identify their own voice. Encourage learners to vary voice when singing songs, telling stories and reciting poems and rhyme. Learners should be guided to project and vary their voices appropriately. Learners are encouraged to project their voice when reporting an offence e.g. when reporting an offence to the teacher. In pairs, learners practice speech activities whereby the 	<ol style="list-style-type: none"> How should I speak to someone that is near? What should I do to my voice if the person am speaking to moves away from me? What can I do to my voice for him/her to hear if he/she continues to move further away?

			<p>distance between the speaker and the listener is varied. The speaker is encouraged to vary his or her own voice accordingly to meet the needs of the listener.</p> <ul style="list-style-type: none">• Learners could be engaged in a listening to a radio or other recorded piece. The volume of the radio could be deliberately raised and lowered and the learners encouraged to talk about how this affects their ability to hear well.• Individually and in groups, learners could be involved in presenting songs, poems and rhymes in class and during parade.	
Core competence developed: Digital Literacy, Communication And Collaboration.				
Link to PCI: Life skills: Effective communication, self-awareness, Conflict resolution			Link to Values: Cooperation, Peace	
Link to other activity areas: Psychomotor and Creative Activities, Environmental Activities.			Suggested community service learning Take the Learners to a function (such as a wedding or national celebration). Involve them in presenting songs, poems or rhymes to the gathering.	
Suggested Non-formal activity to support learning through application Learners make a variety of presentations such as songs, poems or rhymes or narratives at the school assembly.			Suggested assessment: oral questions, observation, portfolio	
Teaching/Learning Resources: Recorded clips of voices, radio, costumes, mask				

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Speak clearly and loudly enough for audience to hear	Efficiently projects and varies own voice.	Consistently speaks with appropriate projection and variation.	An attempt to control own voice but demonstrates difficulty in projection and variation.	Is aware of own voice but does not project or vary own voice.

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 learner should be able to: a) Convey verbal messages effectively to the teacher and to other learners. b) Use relevant vocabulary to pass verbal information to the teacher and other learners. c) Enjoy passing verbal messages to the teacher and other learners.	<ul style="list-style-type: none"> Learners could be encouraged to talk to each other or to the teacher about themselves. Task learners in delivering verbal messages to other learners or to teachers in the school. In pairs or small groups learners could tell and retell news and short stories. The teacher should appreciate when children convey verbal messages effectively. Encourage children to engage in dialogue with each other and among themselves. Involve children in passing verbal information whenever opportunities arise. Engage learners in short discussions and encourage them to answer questions. Involve learners in asking and responding to questions. Encourage learners to talk about what they are doing during activities. Children could be engaged in activities where they view a video clip and then talk about it in pairs or in small groups. Children could be encouraged to talk about what they saw in a field trip or nature walk. 	<ol style="list-style-type: none"> What do we talk about in class or in school? What do children like to tell the teacher about? What opportunities arise for children to talk to each other? What do children enjoy talking about? What do children like to talk to each other about?
Core competence developed: Digital Literacy, Communication And Collaboration.				
Link to PCI: Life skills: Effective communication, self-awareness, self-esteem, inter-personal relationship.			Link to Values: Cooperation.	
Link to other activity areas: Environmental Activities.			Suggested community service learning	

	Take the learners for a visit to a neighboring school. After the visit, engage the learners in talking about who they met, what they saw, and what they heard.
Suggested Non-formal activity to support learning through application Learners practice passing information through singing games.	Suggested assessment: Oral questions, observations, portfolio
Teaching/Learning : Video clips, realia, posters, cards, phones(real or locally made), pictures, charts	

Assessment Rubrics

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

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Speaking	2.6 Naming (7HRS)	By the end of the sub-strand the learner should be able to: a) Name objects, people, animals and colours in the immediate environment. b) Take pleasure in naming objects, people, animals and colours in the immediate environment.	<ul style="list-style-type: none"> Engage learners in naming objects in class and within the school compound. Involve learners in naming people in relation to theme. Learners recite poems and rhymes on objects, people and colours related to theme. Involve learners in naming colours with reference to objects in the environment. Engage learners in identifying colours in the immediate environment. Take learners for a nature walk and encourage them to identify colours. Engage learners in vocabulary games. Integrate new words into the child's play and daily experiences by naturally weaving them in and out of conversations with children. Emphasize words through use of concrete objects and pictures. 	<ol style="list-style-type: none"> Which people are we likely to find at home, in school, at the market or in a hospital?<i>(Depending on the theme)</i> What objects are we likely to find at home, in school, at the market or in a hospital?<i>(Depending on the theme)</i>

			<ul style="list-style-type: none">Learners could be involved in viewing video clips or animation to help them connect words with meaning.	
Core competence developed: Digital Literacy, Learning to Learn				
Link to PCI: Life skills: Effective communication,			Link to Values: Cooperation.	
Link to other activity areas: Psychomotor and Creative Activities, Environmental Activities			Suggested community service learning Learners bring assorted items from home be donated to a needy family. Encourage learners to name these items.	
Suggested Non-formal activity to support learning through application Take learners for a walk around the school compound as they correct rubbish and put it in the dustbins. Guide them to name objects, people, animals and colours they come across.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resource: Objects, language games, pictures, charts, learning corners				

Assessment Rubrics

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

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Speaking	2.7 Articulation of Letter Sounds (7 HRS)	By the end of the sub-strand the learner should be able to: a) Articulate vowels in and out of school. b) Articulate consonants in and out of school. c) Demonstrate awareness of letter-sound correspondence in class. d) Take pleasure in articulating vowels and	<ul style="list-style-type: none"> The teacher should display charts with all the letters of the alphabet on the wall. Learners should be guided to recite letters of the alphabet. Encourage learners to observe and imitate articulation of vowel sounds (a, e, i, o, u) after watching a demonstration. Encourage learners to articulate letter sounds after someone. 	<ol style="list-style-type: none"> How do different letters sound? What is the sound corresponding to each upper case (capital) letter and its equivalent lower case (small) letter? Which themes provide opportunities for learners to articulate specific letter sounds?

		consonants in and out of school.	<ul style="list-style-type: none"> • Learners should be encouraged to practice articulating vowel sounds. • Learners could be engaged in singing songs, reciting poems and rhymes relating to vowel sounds. • Demonstrate articulation of consonant sounds and encourage the learners to articulate these sounds. • Encourage learners to practice articulating consonant sounds. • Learners could be engaged in singing songs, reciting poems and rhymes relating to consonant sounds. • In pairs or small groups learners could be engaged in activities such as sound articulation games e.g. fishing games, skittle games, dice games among others to enhance sound articulation. • Integrate letter sounds into the child's play and daily experiences. • Emphasize articulation of sounds through use of flash cards and charts. • Learners could be involved in power point presentations of letter sounds and illustrations to help them connect letters with their respective sounds. • Guide learners to view and listen to sound video clips and other interactive programmes that enhance letter sound articulation. • Help the learners relate the upper case (capital) letter and the lower case (small) letter with the corresponding sound. 	4. The sub-theme 'domestic animals' provides opportunities for learners to hear articulation of sound /d/ as in dog, duck, donkey.
--	--	----------------------------------	--	--

Core competence developed: Learning to learn, Digital Literacy, Communication and collaboration	
Link to PCI: Life skills: Effective communication.	Link to values: Cooperation
Link to other activity areas: psychomotor and creative activities	Suggested community service learning With one or two other pre primary schools, organize a joint fun learning day with an emphasis on letter sound articulation activities including songs, games, poems and rhymes.
Suggested Non-formal activity to support learning through application Learners present an outdoor singing game for letter sound articulation during a parent's day.	Suggested assessment: Oral questions, observation, portfolio
Teaching/Learning Resources: Charts, flash cards, letter cut-outs, letter charts, glue, DVDs, tablets, video clips	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Articulate vowels and letter sounds	Fluently articulates vowels and consonant and corresponds letters and sounds appropriately.	Consistently articulates vowels and consonant and correspond letters and sounds.	Articulate some vowels and consonants but has difficulty corresponding letters and sounds.	Struggles to articulate vowels and letter sounds and have difficulty corresponding letters and sounds.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Reading	3.1 Book handling skills (5 HRS)	By the end of the sub-strand the learner should be able to: a) Hold book top side up in and out of school. b) Demonstrate ability to turn pages from right to left when opening a page in and out of school. c) Take pleasure in book handling and storage activities in and out of school.	<ul style="list-style-type: none"> Learners could be engaged in a book handling activity and be guided to hold book top side up and turn pages from right to left. Learners view and imitate a video clip depicting holding book top side up and turning pages from right to left. Learners sing rhymes related holding books top side up and turning pages from right to left. In pairs or small groups learners practice dusting, covering and arranging books at appropriate places. 	<ol style="list-style-type: none"> How do we hold books when reading? How do we move our eyes when reading? How do you open pages of a book when reading?
Core-competence developed Communication and collaboration, digital literacy, learning to learn.				
Link to PCI Life skills: Creative thinking, critical thinking,			Link to Values: Cooperation, Responsibility	

Link to other Activity Areas Psychomotor and creative	Suggested Community Service Learning Learners can be taken to a library or a book corner in another class where they practice dusting books and arranging them properly.
Suggested Non- Formal Activity to support learning through application Organize an inter-group contest for book handling activities.	Suggested assessment: Oral questions, Observation
Teaching/Learning Resources: Pictures, animations, realia, recorded rhymes, radio programmes, books, video clips, bookshelves	

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Hold book appropriately and turn pages from right to left	Consistently holds the book top side up turns and sustains orientation of turning pages from right to left	Holds the book top side up and turn pages from right to left.	Holds the book top side up and is able to turn pages from right to left with guidance.	Attempts to hold the book top side up and does not sustain the turnings pages from right to left.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Reading	3.2 Reading readiness skills (SHRS)	By the end of the sub-strand the learner 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.	<ul style="list-style-type: none"> In pairs or in groups, learners can be encouraged to arrange pictures from left to right. Learners view animated pictures that drag and drop from left to right in a video clip. Learners could be engaged in a picture walk activity and guided to turn pages from right to left. Learners view and imitate a video clip depicting the turning of pages from right to left. Learners sing rhymes related to left-right orientation, top-bottom orientation and turning pages from right to left. In pairs or small groups learners practice looking at pictures from left to right, moving from top-to-bottom of 	<ol style="list-style-type: none"> How do you move your eyes when reading? How do turn pages of a book when reading?

			pages and turning pages from right to left.	
--	--	--	---	--

Core competence: Digital literacy, learning to learn, communication and collaboration.	
Link to PCIs: Life skills: effective communication, self-awareness	Link to values Sharing ,cooperation, responsibility
Link to other activity areas: Environmental	Suggested community learning activities: organize learners to show case their pre-reading skills to the visiting parents.
Suggested non- formal activity to support learning: inter-group language contest that incorporates pre-reading activities.	Suggested assessment Observation, oral questions
Teaching / learning resources: Video clips, picture books, picture cut-outs, charts, letter cards, objects.	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Left-right eye orientation Turn pages right to left	Consistently turns pages from right to left, and effectively	Turns pages from right to left and sustains left to right and top to	Turns pages from right to left and attempts to sustain left to	Turns the pages from right to left with guidance but does not demonstrate

	sustains left to right and top to bottom eye orientation.	bottom eye orientation most of the time.	right top to bottom eye orientation.	left to right , top- bottom eye orientation.
--	---	--	--------------------------------------	--

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.3 Print awareness (5HRS)	By the end of the sub-strand the learner 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 picture and encouraged talk about them. Encourage learners to answer questions about pictures. Learners can be engaged in ‘read aloud’ activities. Read a story aloud and encourage learners to look at pictures depicting the story. Guide learners to view and talk about recorded clips of pictures. Learners could view video clips with pictures and encouraged to talk and answer questions about them. Learners could view video clips depicting stories and be encouraged to answer questions on the story on pairs or in small groups learners could ask and answer questions about pictures. Provide pictures relating to things that interest children to capture their attention. Encourage learners to bring pictures from home. Encourage learners to share pictures and books. 	<ol style="list-style-type: none"> What pictures do you enjoy looking at? What pictures interest learners?
Core-competence developed Communication and collaboration, critical thinking , Digital literacy				
Link to PCI Life skills: Effective communication, safety.			Link to Value: Respect, sharing, cooperation	
Link to other Activity Areas: Psychomotor and Creative activities			Suggested Community Service Learning Take learners on a walk to a nearby road where they fix various road signs, they have prepared with the teacher.	
Suggested Non- Formal Activity to support learning through application			Suggested assessment: Oral questions, observation, portfolio	

Children to observe and interpret various road signs put around the playground at school.	
Teaching/Learning Resources: Picture books, read aloud stories, recorded clips of, pictures, video clips, charts, tablets	

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Read pictures	Observes pictures and talks about them with detail.	Consistently observes and talks about pictures with interest and sustained attention.	Observes and talks about pictures but with little interest and attention.	Observes pictures but has difficulty talking about them.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.4 Visual discrimination (5 HRS)	a) Talk about similarities in objects and pictures in class. b) Talk about differences in objects and pictures in class. c) Enjoy participating in visual discrimination activities in and out of class.	<ul style="list-style-type: none"> Engage learners in games that enhance visual discrimination Guide learners to fix jigsaw puzzles. Learners identify odd-one out pictures, objects from a set of pictures or objects respectfully. Engage learners in matching and pairing objects and pictures. In pairs or small groups involve learners in playing visual discrimination games, fix jigsaw puzzles among other visual discrimination activities. Include a jigsaw of the National Flag and for the road signs. Make deliberate attempts to make the learning activities fun. 	1. What visual discrimination experiences do children enjoy?
Core-competence: Communication and collaboration, Learning to learn, Critical and creative thinking for problem solving, Citizenship				
Link to PCIs: Life Skills: Decision making, Critical thinking, creative thinking			Link to Values: Cooperation	
Link to other activity areas: Environmental activities			Suggested Community service learning Organize to take learners for a library visit experience that incorporates visual discrimination experiences	
Suggested Non- Formal activity to support learning through application Organize an inter-class language contest that incorporates visual discrimination activities.			Suggested assessment: Oral questions, observations, portfolio	

Teaching/Learning Resources: pictures, animations, realia, video clips, recorded rhymes, radio programmes, jig-saw puzzles, charts, flash cards
--

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Recognize similarity and differences in objects and pictures	Efficiently recognizes similarities and differences in objects and pictures.	Recognizes similarities and differences in objects and pictures.	Attempts to identify differences or similarities in objects and pictures.	Observes without recognizing differences or similarities in objects and pictures.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.5 Visual memory (5 HRS)	By the end of the sub-strand the learner should be able to: a) Recall objects, colours and pictures in class. b) Recall letters of the alphabet in books and charts. c) Talk about what they have seen in class. d) Enjoy participating in visual memory activities at 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 are guided to play letter memory games. Learners visit a learning corner within the school and later recall they what they saw. Learners to view sets of three to five objects, pictures or letters in a video clip and be guided to recall the objects, pictures or letters. Learners look at pictures on a page for a while, then close the page and recall the pictures they have seen. In pairs and small groups learners are engaged in interactive digital visual memory games. Learners could be encouraged to recall what they saw e.g.at home or on way to or from school. Make efforts to make the learning activities exciting and provide pictures relating to themes. 	1. What do you see around class?
Core-competence: Communication and collaboration, learning to learn, digital literacy				
Link to PCI Life skills: Effective communication, Problem solving, Critical thinking.			Link to Values: Cooperation, Honesty , Responsibility	
Link to other activity areas: Psychomotor and creative activities, Environmental activities			Suggested Community Service Learning Organize for learners to another class to assist in arranging the learning corner. Later on learners are encouraged to recall the items they saw in that class.	
Suggested Non- Formal Activity to support learning through application Learners walk around the school compound and then later recall what they have seen.			Suggested assessment: Oral questions, observation, portfolio	

Teaching /Learning Resources: Language games, pictures, objects, video clips, flashcards, radio programmes, digital visual memory games

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Recall colours, pictures, objects and letters of the alphabet	Effectively recalls colours, pictures and all letters of the alphabet in class.	Recalls colours, pictures and most letters of the alphabet in class.	Recalls colours, pictures and some letters of the alphabet in class.	Is able to recall pictures but not letters of the alphabet in class.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	3.6 Reading Posture (5 HRS)	By the end of the sub-strand the learner should be able to: a) Demonstrate appropriate reading posture when reading in and out of class. b) Identify correct reading postures in pictures or in class. c) Identify incorrect reading postures in pictures or in class. d) Enjoy participating in activities for reading posture in and out of class.	<ul style="list-style-type: none">• Encourage learners to practice the correct reading posture after observing a demonstration.• Learners practice sitting properly when picture reading.• Learners sing songs and recite poems and rhymes related to appropriate reading posture.• In pairs, learners practice correct reading posture.• Consistently provide appropriate models of the reading posture.• Consistently discourage inappropriate reading postures.	<ol style="list-style-type: none">1. Why should you sit appropriately when reading?2. What are the inappropriate reading postures?
Core-competence developed: Learning to learn, Digital literacy, Communication and collaboration				
Link to PCI and values Health education: Body posture Life skills Education: Self awareness – My body, Self esteem			Link to Values: Responsibility, Cooperation	
Link to other activity areas: Psychomotor and creative activities.			Suggested community service learning activities:	
Non- Formal Activity to support learning through application During a reading session in class. Learners take turns to identify children who are sitting in the correct reading posture. Afterwards they sing for them a reading posture rhyme or song			Suggested Assessment Oral questions, observation, portfolio	
Teaching /Learning resources: Video clips, pictures, recorded (songs, poems, and rhymes), library, chair and table				

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Demonstrate appropriate reading posture when reading	Effectively sits in appropriate posture.	Consistently sits and sustains appropriate posture.	Sits in appropriately and attempts to sustain posture.	With guidance to sits appropriately but does not sustain posture.

	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	3.7 Letter Recognition (6 HRS)	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Recognize letters of the alphabet in upper case in and out of class. b) Recognize letters of the alphabet in lower case in and out of class. c) Match upper case letters with corresponding l case letters in class. d) Enjoy participating in letter recognition activities in and out of class. 	<ul style="list-style-type: none"> • Encourage learners to identify letters on environmental print. • Guide learners to fix letter jigsaws. • Expose learners to recognize letters on walls, charts, cards and labels to enhance letter recognition. • Learners could sing songs or recite poems and rhymes related to letter recognition while displaying letters. • Learners could be engaged in matching upper and lower case letters. • Individually or in small groups, learners could be engaged in activities related to letter recognition such as letter recognition games e,g letter fishing games, letter sorting trays, letter basket balls, letter hunting games among others. • Learners compete in letter recognition games. Encourage fairness in winning and acceptance in loosing. 	<ol style="list-style-type: none"> 1. In which play experiences can learners acquire letter recognition?

			<ul style="list-style-type: none">Make deliberate efforts to incorporate letters in children’s play to enhance letter recognition.	
Core-competence: Learning to learn, digital literacy				
Link to PCI Life skills: Coping with emotions, Effective communication, Self esteem			Values: Fairness, Cooperation, Peace	
Links to other activity areas: Psychomotor and creative activities			Suggested Community Service Learning With the help of parents, learners collect print materials that need to be disposed and take them to school for letter recognition activities.	
Suggested Non- Formal Activity to support learning through application Organize an inter-group language contest incorporating letter recognition activities.			Suggested assessment: Oral questions, observations, portfolio	
Teaching/Learning Resources: Letter stickers, letter jig-saw, charts, flash cards, talking walls, recorded (poems and rhymes), letter recognition games, letter hunting games, letter sorting trace, letter basket balls.				

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Recognize and match letter of the alphabet in both lower and upper	Recognizes letters in upper and lower and matches all letters consistently.	Recognizes letters in upper and lower and can match some	Recognizes some letters in lower and upper case but has difficulty matching them.	Recognizes some letters in lower case

CURRICULUM DESIGN WRITING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
4.0 Writing	4.1 Book handling skills (5 HRS)	By the end of the sub-strand the learner should be able to: a) Demonstrate how to handle books properly	<ul style="list-style-type: none"> Demonstrate how to turn pages from right to left and guide learners to practice turning pages from left to right. 	<ol style="list-style-type: none"> How do we arrange books on shelves? In what ways do children mishandle books?

		<div>b) Enjoy participating in book handling activities.</div> <div>c) Participate in storing books properly in and out of school.</div>	<div><div><div>• Encourage learners to practice a writing walk where they turn pages from right to left as they scribble on each page.</div><div>• In groups, learners could be guided to arrange books on shelves.</div><div>• Encourage children to observe and imitate a demonstration on how to cover books.</div><div>• Learners practice how to hold a book whenever opportunities arise.</div><div>• In groups, learners to practice holding the book up-side-up</div><div>• Learners sing songs and recite poems and rhymes on how to hold books properly.</div><div>• Learners could be guided to arrange objects from top to bottom on a page.</div><div>• Emphasize the importance of not leaning on the book.</div></div></div>	<div>3. How do we take care of books?</div>
Core Competence: Communication and collaboration , Learning to learn				
Link to PCIs: Life-skills: (Stewardship) taking care of resources, Effective communication, peaceful co-existence, Self-awareness			Link to Values: Sharing, Cooperation, Responsibility	
Link to other activity areas: Environmental activities			Suggested community service learning Learners assist parents to dust and arrange books at home.	
Suggested Non-formal activity to support learning through application Organize an inter-group language contest that incorporates book handling experiences.			Suggested assessment: Oral questions, observations	
Teaching/Learning Resources: Books, pictures, recorded songs and rhymes, video clips, radio programmes				

Assessment Rubrics

Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below expectation
Demonstrate how to handle books appropriately	Consistently holds books appropriately and stores books properly	Holds books appropriately and stores books properly.	Holds the book appropriately and stores books with guidance.	Attempts to hold the book appropriately stores the books with guidance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
--------	------------	----------------------------	--------------------------------	---------------

4.0 Writing	1.2 Writing readiness skills. (5HRS)	By the end the sub strand learners should be able to: a) Demonstrate the ability to hold a writing tool properly in and out of class. b) Scribble from left to right and top to bottom on a page. c) Turn pages from right to left as they scribble. d) Take pleasure in pre-writing activities in and out of school.	<ul style="list-style-type: none">• Demonstrate how to turn pages from right to left and guide learners to practice turning pages from right to left.• Encourage learners to practice turning pages from right to left as they scribble on each page.• In groups, learners could be guided to scribble from left to right on a page.• Encourage children to observe and imitate a demonstration on how to hold a writing tool.• Learners practice how to hold a book top side up whenever opportunities arise.• Learners sing songs and recite poems and rhymes on how to hold writing tools properly.• Learners could be guided to scribble from top to bottom on a page.• Learners could be engaged in activities where they write patterns freely from left to right across a line while filling each page from the top to the bottom.• Learners could view video clips demonstrating appropriate way of writing from left to right across the line and top-down orientation.	<ol style="list-style-type: none">1) How do we hold a writing tool?2) How do we turn pages in a book?3) How do we scribble on a page?
Core competence: Learning to learn, digital literacy, communication and collaboration.				
Link to PCIs: Life skills: effective communication, self awareness,			Link to values: Cooperation, sharing, responsibility.	
Link to other activity areas: environmental activities			Suggested community service learning activities Show case their pre writing skills to their parents during the school open day.	
Suggested non formal activity to support learning: Arrange for learners to practice pre-writing activities at the language corner using materials at the corner.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: books, writing tools, songs, poems, video clips				

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
-----------	----------------------	-------------------	------------------------	-------------------

Ability to hold writing tool properly, scribble from left to right	Turns pages from right to left. Consistently writes from left to right across the line and effectively sustains eye hand coordination.	Turns pages from right to left and write from left to right across the line with sustained eye hand coordination most of the time.	Turns pages from left to right, writes from left to right across the line sometimes and attempts to coordinate the eye to the hand.	Turns pages from left to right with guidance but does not demonstrate eye hand coordination.
--	--	--	---	--

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
	1.3 Writing Posture (5 HRS)	By the end of the sub-strand the learner should be able to: a) Sit appropriately when scribbling, drawing or writing in class. b) Enjoy participating in activities for writing posture in and out of class.	<ul style="list-style-type: none">• Encourage learners to practice after demonstrating the appropriate writing posture.• In pairs, learners practice the correct writing posture.• Learners could recite rhymes on the appropriate writing posture as they write.• 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 one learner could recite a writing posture rhyme as others practice it.• After adopting the appropriate writing posture learners could be encouraged to practice scribbling and drawing.• Consistently provide appropriate models of correct writing posture.	<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. Where do we place our left hand when writing?4. How do we position the right hand while writing?5. Where do you place your feet while writing?
Core Competence: Communication and collaboration, Learning to learn, Digital literacy.				
Link to PCIs Life skills Education: Self awareness – My body, Self esteem			Link toValues: Cooperation, Responsibility	
Links to other activity areas: Psychomotor and Creative			Suggested community service learning The learners visit another class during a writing session. They identify those sitting in the correct or incorrect writing posture. Afterwards they sing for them a writing posture rhyme or song.	
Suggested Non-formal activity to support learning through application Organize an inter-class language contest that incorporates games and play relating to writing posture.			Suggested assessment: Oral questions, observation, portfolio	
Teaching/Learning Resources: books, video clips, recorded rhymes, poems, radio programmes.				

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Demonstrate correct writing posture	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 and attempts to coordinate 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.

Writing	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
	1.4 Eye-hand coordination skills (5 HRS)	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Demonstrate eye-hand coordination when writing.</p> <p>b) Take pleasure in participating in eye-hand coordination activities in class.</p>	<ul style="list-style-type: none"> • Guide children to tear or cut papers along a marked line. • Encourage children to practice folding and tearing along a line. • Learners practice cutting along a line. • Guide learners to thread beads and lacing through holes on a card. • Learners practice shading within borders or shapes. • Guide learners to practice pricking the edges of shape outlines and cutting out the shapes. • Learners sort beads, small stones in a tray. They could practice picking beads from one tray to another. • Learners could be guided to do drag and drop activities using digital devices. • Learners could be involved in pegging puzzles and fitting templates. • Learners could practice typing freely on a computer key board. • Learners could be engaged in free modeling using clay, dough or plasticine. • Learners could play digital games that enhance eye-hand coordination. 	<ol style="list-style-type: none"> 1. How do you write on a page? 2. When is a learner ready to write? 3. What are the necessary skills for preparing a learner to write? 4. What activities will promote eye hand co-ordination?

			<ul style="list-style-type: none">• Learners could be involved in painting and printing activities, joining dots, tracing.• Learners sing a song while passing small beads or small stones from one person to the other in a left to right direction.• In pairs and groups learners could practice eye-hand coordination activities.	
Core Competence developed: Communication and collaboration, Digital literacy, Learning to learn				
Link to PCIs: Life skills Education: Self esteem			Link to Values: Cooperation	
Links to other Activity Areas: Psychomotor and Creative activities			Suggested community service learning Encourage learners to participate in eye-hand coordination activities such as modeling, shading, and other singing games that enhance eye-hand coordination.	
Suggested Non-formal activity to support learning through application Organize an inter-class language contest that incorporates eye-hand coordination activities including singing games			Suggested assessment: Oral questions, observation, portfolio	
Teaching/ Learning Resources: books, beads, flashcards, shape cut-outs, stones, stones, trays, digital programmes, clay/dough/plasticine, eye hand cording digital games				

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Demonstrate eye hand coordination	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
	1.5 Pattern Writing (5 HRS)	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Write simple line patterns in class. b) Use audio visual materials to make simple line patterns in class. c) Hold writing tools appropriately when writing patterns. d) Enjoy participating in pattern writing activities in class. 	<ul style="list-style-type: none"> • Demonstrate writing line patterns in the air and encourages learners to imitate. • Learners practice writing patterns in the air. • Demonstrate tracing patterns and encourage learners to imitate. • Learners practice drawing simple varied line patterns. • Learners could be engaged in tracing simple line patterns. • Learners could be guided in copying line patterns • Learners could view the process of writing line patterns on the computer and copy them. • In pairs or small groups, learners could make print patterns using different objects • Learners could make line patterns using digital audio visual materials such as using the writing wizard application, • Learners practice writing line patterns. • Demonstrate writing letter patterns and encourage learners to practice. • Demonstrate writing line patterns using a computer and guide children to practice the same. • Emphasize and ensure that patterns are written from left to right. 	<ol style="list-style-type: none"> 1. Which line patterns that are easy for children to write? 2. What materials can children use to form line patterns?

Core competence developed: Learning to learn, Creativity and imagination, Digital literacy.	
Link to PCIs: Citizenship: Harmony, Life Skills: Creative thinking	Links to Values: Cooperation, Responsibility
Links to other activity areas: Psychomotor and Creative activities	Suggested community service learning Learners write or make line patterns for display during the school's open day.
Suggested Non-formal activity to support learning through application Organize an inter-class contest that incorporates pattern writing activities	Suggested assessment: Oral questions, Observation, portfolio, written assignment
Teaching/ Learning Resources: Tracing paper, tracing outline, computers, and objects for printing, digital pattern writing programmes, flash cards, charts.	

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Write simple line patterns and hold writing tools appropriately	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 has difficulty in arranging objects in a line and drawing simple line pattern.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Questions
Writing	1.6 Letter formation (6 HRS)	By the end of the sub-strand the learner should be able to: a) Demonstrate ability to form letters correctly in and out of class. b) Experience pleasure participating in letter formation activities in and out of class.	<ul style="list-style-type: none"> Learners sing rhymes related to letter formation. Demonstrate letter formation in the air, on the sand, slates, or boards and encourage learners to imitate. Learners sing rhymes related to letter formation as they form letters in the air, on the sand, slates, or boards Learners practice forming letters in the air, on the sand, slates, or boards and encourage learners to imitate. Guide learners to practice modeling, colouring and painting letters while singing related rhymes. 	<ol style="list-style-type: none"> How do you shape letters of the alphabet? What activities are required to develop letter formation skills?

			<ul style="list-style-type: none">• In pairs or small groups learners practice various letter formation activities.• Guide learners to trace and shade letter outlines.• Learners join dots to form letters.• Learners could use digital devices to form letters.• Demonstrate how to hold the pen and form letters.	
Core Competence: Learning to learn, Communication and collaboration, creativity and imagination				
Link to PCIs Life Skills Education: Self-esteem, Creative thinking			Link to Value: Cooperation.	
Links to other Activity Areas: Psychomotor and Creative Activities			Suggested community service learning Involve the parents in collecting materials for letter formation activities.	
Suggested Non-formal activity to support learning through application Organize an outdoor activity session where learners take part in letter formation activities such as arranging flash cards, arranging themselves in letter outlines or shapes.			Suggested assessment: Oral questions, observation, portfolio, written assignment	
Teaching/Learning Resources: Realia, slates, boards, plasticine /clay, colours, paints, colouring books, letter outline, digital devices, letter cut out, tracing outline				

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Form 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.

SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.7 Writing Practice (6 HRS)	By the end of the sub-strand the learner should be able to: a) Write letters of the alphabet correctly in class. b) Take pleasure in using basic tools for writing in class. c) Enjoy participating in writing practice activities in 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.• Involve learners in copying letters of the alphabet.• Guide learners to write 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 of letters of the alphabet.• Learners could practice writing letters of the alphabet using digital device	<ol style="list-style-type: none">1. What activities are required for writing practice?2. What resources would you use for writing practice?
Core Competence: <ul style="list-style-type: none">• Learning to learn, Digital literacy.			
Link to PCIs <ul style="list-style-type: none">• Citizenship.• Life-skills: Creative thinking		Link to Values: Cooperation, respect.	
Links to other Activity Areas: Creative and Psychomotor activities		Suggested community service learning Organize for learners to write letters on worksheets and display for parents to view and appreciate during the school open day.	
Suggested Non-formal activity to support learning through application Invite an ICT person to guide learners on letter writing practice using digital tools.		Suggested assessment: oral questions, observation, portfolio, written assignment	
Teaching/ Learning Resources: Letter cut outs, pattern outlines, radio programmes, digital letter writing programmes, slates, worksheet, pencils, crayons, books			

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectation	Below Expectation
Write letters of the alphabet	Writes all letters patterns and letters correctly.	Consistently writes most letters patterns and letters correctly.	With guidance writes letter patterns and some letters correctly.	Demonstrate ability to copy letter patterns and write few letters correctly.

MATHEMATICS ACTIVITIES CURRICULUM DESIGN

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 CLASSIFICATION	1.1 Sorting & grouping <i>8 lessons</i>	By the end of the sub-strand, the learner should be able to: a) Identify similarities among objects in the environment for distinguishing one object from the other b) Identify differences among objects in the environment to appreciate their similarities and differences c) Enjoy sorting and grouping objects in the environment d) Group objects according to a specific attribute to create sets of similar objects e) 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 Teacher demonstrates Sorting and grouping objects by one attribute up to two groups (colour/size/shape) Two learners demonstrate Sorting , grouping and comparing objects by one attribute (colour/size/shape) Learners in groups/pairs, individually, sort and group objects according to one attribute 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"> Which objects look alike? Which objects have same colour/ shape/ size? Which two objects are different? Why have you grouped these objects together? Why store materials after use?
Core Competencies: critical thinking , problem solving, Communication and collaboration				
Link to PCIs: <ul style="list-style-type: none"> Citizenship: collaboration and communication as they collect and use materials Life skills: problem solving as they identify and group objects and Values: Sharing and taking turns. 				
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 learning resources: Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers				

Suggested assessment rubrics:

Indicator	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify similarities and differences between objects	Can identify similar and different objects using colour, size	Can identify similar and different objects	Can identify similar and different objects based on 2 attributes	Can only identify similar objects based on one attribute either colour /

	,shapes and can do more	based on size, colour and shapes	either colour/shape,/size	shape/size
Sorting and grouping objects in the environment	Can sort and group objects in the environment using more than three attributes – colour, shape size, texture	Can sort and group objects using three attributes – colour, shape and size	Can Sort and group objects using two attributes – colour and shape	Can sort and group objects up to using only one attribute
Group objects according to a specific attribute	Group objects according to more than one attribute, colour shape, size and texture	Group objects according to three attributes, colour shape, size	Group objects according to two attributes colour and shape	Can sort and group objects according to at least one attribute, colour/ shape / size / texture
Can collect materials in the environment for sorting and grouping	Collects materials of different attributes. Group objects according to more than one attribute; colour, shape, size and texture and store them in different learning corners.	Collects materials of three different attributes and store them in different learning corners.	Collects materials of two different attributes and store them in different learning corners.	Collects materials of different attributes but cannot store them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	1.2 Matching and Pairing <i>8 lessons</i>	a) Identify similarities among objects in the environment b) identify differences among objects in the environment c) Match similar objects in the environment d) Pair objects according to specific criteria e) Appreciate the use of different objects in the environment	<ul style="list-style-type: none"> Learners collect and talk about similar different objects from the environment Teacher demonstrates matching and pairing objects according to one attribute (sameness/likeness/use) Few learners demonstrate matching and pairing according to one attribute (sameness/likeness/use) In groups/pairs, individual learners match and pair objects according to likeness/sameness/use 	1. Which objects look alike? 2. What makes them look alike? 3. How do we use these objects? 4. How can we care for these objects?

			<ul style="list-style-type: none"> Learners relate objects to their use in the environment. 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				
Link to PCIs <ul style="list-style-type: none"> Citizenship: communication and collaboration as they collect materials Life skills: critical thinking and problem solving as they match and pair similar objects and Values: sharing and turn taking as they match and pair. 				
Suggested community service learning: In collecting materials for learning is recycling some waste materials while in clearing the learning environment is keeping the learning environment clean and safe.				
Suggested Learning Resources: Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls)				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Matching and Pairing	Identifies 1 to 5 similar objects and mentions other s which are out of sight	Identifies 1to 5 similar objects and not able to mention others out of sight.	Identifies up-to 2 similar objects	Identifies only 1 similar objects
	Match objects up-to 5 pairs according to sameness, likeness and use and talk about more similar objects that match	Match objects up to 5 pairs according to two attributes.	Match objects up to 3 pairs according to one attribute.	Able to identify one attribute but cannot match
	Pair objects according to either sameness, likeness or use and talk about more items found in pairs	Pair objects according to either sameness, likeness or use	Pair objects according to only one attribute ; sameness/ likeness	Can only pair one or two objects correctly according to sameness/ likeness

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
--------	------------	----------------------------	--------------------------------	-------------------------

	1.3 Ordering <i>8 lessons</i>	a) Collect and identify different objects in their environment for exploration and enjoyment b) Differentiate objects of different sizes in the environment. c) Use appropriate vocabulary related to ordering for effective communication d) Arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes. e) Arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes f) Organize different objects in the environment g) Appreciate different objects/materials in the environment.	<ul style="list-style-type: none"> Learners talk about different objects in the environment Learners demonstrates ordering objects according to size/height up to 3 objects A few learners demonstrate ordering objects according to size/height Learners in small groups/pairs, individually arrange objects according to size/height up to 3 In groups learners compare objects of different sizes up to three 	1. Which objects are (shorter, taller, smaller, bigger) 2. Which among these two objects is longer/shorter?
Core competence: 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"> Citizenship: collaboration and communication as they arrange objects, Life skills: problem solving and critical thinking Values: sharing and turn taking. 				
Link to other subject: Psychomotor and creative activities				
Suggested Community service: Recycle waste materials from community to use for learning, Cleaning learning environment after use of materials.				
Suggested Learning Resources: Sticks, blocks, bottles,				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation

Collect and identify different objects in their environment	Can identify and collect up to 9 different objects in the environment and talk about them	Can identify and collect up to 5 different objects in the environment and talk about them	Can identify and collect up to 3 different objects in the environment and talk about them	Can identify and collect up to 3 different objects in the environment but may not be able to talk about them.
Order object in their immediate environment	Can order objects according to size up to more than 3	Can order objects according to size (up to 3 objects).	Can only order two objects	Cannot not order objects.
Differentiate objects in the environment	Can tell differences in objects in the environment based on several attributes	Can tell differences in objects in the environment based on 3 attributes	Can tell differences in objects in the environment based on 2 attributes	Can tell differences in objects in the environment based on only one attribute.
Use different objects in their daily life	Can demonstrate the use of more than 3 objects and care for them	Can demonstrate the use of more than 3 objects	Can demonstrate the use of 2 objects	Can demonstrate the use one object.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	1.4 Patterns <i>8 lessons</i>	a) Observe objects in the environment for identifying patterns b) Identify similarities in patterns in the environment c) identify different patterns in the environment d) identify the repeated shapes which form a pattern e) Arrange similar objects to make a pattern f) Arrange 2 different objects in an alternating manner to make patterns g) Appreciate the different types of objects in the environment h) Enjoy making different patterns with objects found in the environment	<ul style="list-style-type: none"> • Learners collect and talk about different shapes in the environment. • Learners demonstrates arranging objects to make a pattern • A few learners demonstrate arranging objects to make a pattern • In small groups/pairs, individually, learners arrange objects to make a pattern • Learners arrange objects in an alternating manner to make a pattern • Learners fill in the missing objects in a series to make a pattern • Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc 	1. Which of these objects look alike? 2. Which objects comes next in the series? 3. How can you arrange these objects to form a pattern? 4. How else can you make a pattern? 5. Which part of the pattern repeats itself?

			<ul style="list-style-type: none"> Learners discuss patterns made of same shape with two different colours In small groups or pairs make patterns with objects of same type with two different colours 	
Core competence: Collaboration and communication (through group work and discussions); Critical thinking and problem solving as they make different patterns; Digital literacy as they make patterns using ICT.				
Link to PCIs: <ul style="list-style-type: none"> Citizenship: collaboration as they collect and use materials Life skills: critical thinking and problem solving as they pattern Values: sharing and turn taking. 				
Link to other subjects: Psychomotor and Creative activities during construction.				
Suggested community service learning: plant flowers in the school following different patterns.				
Suggested Learning Resources: Flash cards, blocks, bottle tops, bottles, sticks, beads,				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below Expectation
Identify similarities and differences between various objects	Identify similarities and differences between various objects and talk about them	Identify objects of the same shape and talk about them	Identify patterns made of objects of the same shape	Identify patterns made of objects of the same shape with teacher's guidance
Arrange objects to make a pattern	Make patterns with objects of the same type with more than two different colours	Make patterns with objects of the same type with two different colours	Make patterns with objects of the same type with two different colours with assistance	Can attempt to make a pattern of same objects
Arrange objects in an alternating manner to make patterns	Arrange objects in an alternating manner to make patterns with more than 5 objects	Arrange objects in an alternating manner to make patterns with five objects	Arrange objects in an alternating manner to make patterns with teacher's guidance	Can attempt to arrange objects with teacher's guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
--------	------------	----------------------------	--------------------------------	-------------------------

2.0 NUMBERS	2.1 Rote counting <i>8 lessons</i>	a) Rote count numbers 1-10 for developing numeracy skills b) Rote count numbers 1-10 using actions for development of numeracy skills c) Enjoy rote counting in daily life	<ul style="list-style-type: none"> Guide learners to rote count numbers 1-10 Listen to and recite different numbers Learners sing songs as they rote count In groups/pairs Learners perform singing games/rhymes related to rote counting 	1. How can you count as you jump? 2. How can you count your books /pencils /crayons? 3. Can you mention the numbers that you know?
Core competencies: <ul style="list-style-type: none"> self efficacy as they sing and dance number songs communication and collaboration as they work in pairs/ groups learning to learn as they identify numbers on objects found in the environment Digital literacy as they identify numbers using ICT. 				
Links to PCIs: <ul style="list-style-type: none"> citizenship: communication and collaboration as they use the materials together life skills: critical thinking as they recognise numbers Value: sharing and turn taking. 				
Link to other subject: Psychomotor and creative activities as they sing				

Suggested assessment rubric:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Rote count numbers 1-10	Can count objects up to 10 and beyond	Can count up to 10	Can count up to 6	Can count up to 4
Articulate numbers as they rote count	Articulate numbers up to 10 and beyond	Can articulate numbers as they count up to 10	Can articulate numbers as they count up to 6	Can articulate numbers as they count up to 4
Identifying numbers in the environment	Can identify numbers 1-10 and beyond	Can identify numbers 1-10 and beyond	Can identify numbers up to 6	Can identify numbers up to 4
Sing number songs	Can sing one complete number song with ease and many others	Can sing one complete number song	Can sing a number song half way	Can try to sing a number song

	2.2 Number recognition <i>10 lessons</i>	a) Identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) Appreciate use of numbers in day to day life experiences	<ul style="list-style-type: none"> • Learners talk about numbers on number flash cards/number charts • Guide learners to identify and talk about numbers found on objects in their environment • A few learners to identify numbers on flash cards/charts • Learners sing songs related to numbers 1- 9 • Learners model numbers 1- 9 • In pairs/small groups learners to play number recognition games (fishing game) 	1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?
Core competence: <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"> • Citizenship: communication collaboration as they use materials together. • Life skills: critical thinking as they recognize numbers. • Values: sharing and turn taking. 				
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 on their T-shirts. 				
Suggested Learning Resources: Number flash cards, charts, calendar, clay, plastercine.				

Suggested assessment rubric:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation

Recognizing number numerals 1-9	Recognizing number numerals 1-9 and beyond	Recognizing number numerals 1-9	Recognizing number numerals 1-6	Recognizing number numerals below 6
Tell differences between number numerals 1-9	Tell differences between number numerals 1-9 and beyond	Tell differences between number numerals 1-9	Tell differences between number numerals 1-6	Tell differences between number numerals 1-5
Appreciate number numerals	Able to appreciate numbers 1-9 and beyond	Able to appreciate numbers 1-9	Able to appreciate numbers 1-6	Able to appreciate numbers below 5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	2.3 Counting concrete objects <i>10 lessons</i>	a) Count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol b) Demonstrate one to one correspondence while counting concrete objects c) Enjoy counting concrete objects within their environment d) Appreciate the use of one to one correspondence in real life situations.	<ul style="list-style-type: none"> • Learners demonstrate counting objects 1-9 • Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the class) • Learners play counting games involving counting objects 1-9 • Learners match numerals with concrete objects for numbers 1-9 • In groups/pairs, individually, learners count people/objects in their class up to 9 	1. How many objects are these? 2. How many learners are in your group? 3. How many boys/girls are in your group?
Core competence: <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"> • Citizenship: collaboration as they collect materials for use • Life skills : <ul style="list-style-type: none"> - critical thinking as they count objects - Self awareness as they count using body parts. • Values: sharing, turn taking and respect for others. 				
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 Learning Resources:

Number flash cards/charts/calendar, clay, playdough

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Count concrete objects 1-9	Count concrete objects 1-9 and beyond	Count concrete objects 1-9	Count concrete objects 1-6	Count concrete objects below 6
Demonstrate one to one correspondence while counting concrete objects	Demonstrate one to one correspondence while counting concrete objects 1-9 and beyond	Demonstrate one to one correspondence while counting concrete objects 1-9	Demonstrate one to one correspondence while counting concrete objects 1-6	Demonstrate one to one correspondence while counting concrete objects below 6
Match numerals with concrete objects for number symbols 1-9	Match numerals with concrete objects for number symbols 1-9 and beyond	Match numerals with concrete objects for number symbols 1-9	Match numerals with concrete objects for number symbols 1-6	Match numerals with concrete objects for number symbols below 6
Enjoy counting objects within the environment	Enjoy counting objects within the environment even during other activities	Enjoy counting objects within the environment in the classroom only	Enjoy counting objects within the environment while guided by the teacher	Enjoy counting objects within the environment up to 5

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	2.4 Number sequencing <i>10 lessons</i>	a) Identify number symbols 1-9 as indicated on number cards/charts for development of numeracy skills and for ordering numbers b) Arrange number cards in sequence 1-9 c) Arrange number cards in sequence for completing sequence puzzles d) Enjoy arranging numbers in sequence in their day to day life.	<ul style="list-style-type: none"> Learners randomly pick number cut outs/number cards from a pile and identify the number Learners demonstrate arranging numbers in sequence 1-9 A few learners demonstrate arranging numbers 1-9 in sequence 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 1-9. 	1. Which number can you see on this card I am holding? 2. Which number comes before/after this number?
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: communication and collaboration as they work in groups. Life skills: critical thinking and problem solving. Values: sharing and turn taking. 				
Link to other subjects: Environmental				
Suggested community services: Collect and re-use materials such as old cartons, empty plastic water bottles from the environment.				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify number symbols 1-9 as indicated on number cards	Identify number symbols 1-9 and beyond as indicated on number cards	Identify number symbols 1-9 as indicated on number cards	Identify number symbols 1-6 as indicated on number cards	Identify number symbols below 6 as indicated on number cards
Arrange number flash cards for numbers 1-9 in a sequence	Arrange number cards for numbers 1-9 and beyond in a sequence	Arrange number cards for numbers 1-9 in a sequence	Arrange number cards for numbers 1-6 in a sequence	Arrange number cards for numbers below 6 in a sequence
Complete missing numbers 1-9 in sequence	Complete missing numbers 1-9 and beyond in sequence	Complete missing numbers 1-9 in sequence	Complete missing numbers 1-6 in sequence	Complete missing numbers below 6 in sequence
Enjoy arranging numbers in sequence	Enjoy arranging numbers in sequence 1-9 and beyond	Enjoy arranging numbers in sequence 1-9	Enjoy arranging numbers in sequence 1-6	Enjoy arranging numbers in sequence below 6

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	2.5 Symbolic representation of number (number writing) <i>10 lessons</i>	a) Identify number symbols 1- 5 for development of numeracy skills b) Join dots to form number symbols 1-5 on a surface c) Trace number symbol cut-outs 1-5 on a surface d) Model number symbols 1-5 using materials in their environment e) Write number symbols 1-5 on a surface f) Enjoy forming number symbols 1-5 using ICT g) Appreciate the use of numbers within their environment in the day to day life experiences.	<ul style="list-style-type: none"> Teacher demonstrates number formation from number cut outs Learners observe number cut-outs and talk about number formation In groups/pairs, individually, learners trace number cut-outs up to 5 Learners Join dots to form number symbols up to 5 In groups/pairs, individually, learners model number symbols to at least 5 Learners write number symbols 1-5 on a surface 	1. Which number symbol is this? 2. How do we write this number symbol (1, 2, 3, 4, 5) 3. How can we trace this number? 4. How do we model this number? 5. Which numbers can we form when joining these dots? 6. Which numbers can you see in this calendar?

			<ul style="list-style-type: none"> • Learners use number symbols in the materials in their environment (calendar, clock) • Learners use ICT to form number symbols 1-5 	
Core competence: Imagination and creativity				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: communication as they conduct symbolic representation • Life skills: critical thinking and problem solving as they identify number symbols. • Values: sharing and turn taking. 				
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 learning resources: Calendar, plastercine, pebbles, clock face, number charts, number flashcards, dice				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying and recognizing number symbols at least up to 5	Identify more than 5 number symbols on number cut outs and talk about them	Identify number symbols 1-5 on number cut outs and talk about them	Identify number symbols 1-5 on number cut outs and talk about them with teacher's guidance	Not able to identify numbers symbols.
Modelling/tracing number symbols using locally available materials at least 1-5	Trace/model more than 5 numbers	Trace/model number symbols 1-5.	Trace/model number symbols 1-3 with teacher's guidance	Can trace/model at least one number symbol.
Write number symbols 1-5	Write number symbols beyond number 5	Write number symbols 1-5	Write number symbols 1-3	Not able to Write number symbols.
Use ICT in writing numbers	Use ICT to write numbers 1-5 and beyond	Use ICT to write numbers	Use ICT to write numbers with teacher's guidance	Not able to use ICT to write numbers

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	2.6 Number puzzle <i>10 lessons</i>	a) Identify different parts of numerals 1-9 for development of number concept	<ul style="list-style-type: none"> • Learners look at and talk about different 	1. Which number can be formed using these pieces?

		b) Join different parts of numbers to form complete number symbols 1-9 c) Relate number symbols 1-9 with the objects in the environment d) Enjoy completing number puzzles and relate number symbols with the objects in the environment for enjoyment e) Use ICT to complete number puzzles 1-9	parts of number symbols <ul style="list-style-type: none"> • Demonstrate how to join different parts of numerals to form a complete numeral • In pairs/groups learners join different parts of number symbols to form a complete numeral • Learner listen to and sing songs on number symbols as they complete the number numeral • Learners relate number symbols with the objects in the environment • Learners complete number puzzles using ICT 	2. How many pieces are these? What number can they form?
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"> • Citizenship: communication as they identify parts • Life skills: critical thinking and problem solving as they complete missing parts of the puzzle • Values: sharing and turn taking. 				
Link to other subjects: <ul style="list-style-type: none"> • Environmental activities • Psychomotor and creative activities 				
Suggested learning resources: Number cut outs, number charts, puzzle pieces				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation

Identify different parts that can be used to complete a number symbol	Identify and recognize number parts for numerals 1-9 and beyond	Identify and recognize number parts for numerals 1-9	Identify and recognize number parts for numerals 1-5	Identify and recognize number parts for a single numeral.
Join different parts of numbers, to form a complete number symbol.	Join different parts of number to form complete number symbols and explain how it is done.	Join different parts of number to form complete number symbols 1-9.	Join different parts of number to form complete number symbols 1-6.	Join different parts of number to form complete number symbols 1-3.
Use ICT to complete number puzzles efficiently and show enthusiasm.	Use ICT to complete number puzzles efficiently and show enthusiasm.	Use ICT to complete number puzzles efficiently.	Use ICT to complete number puzzles with difficult.	Cannot complete number puzzles using ICT.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 MEASUREMENT	3.1 Sides of objects <i>10 lessons</i>	a) Identify different sides of objects in the environment b) Differentiate sides of objects c) Play with objects with different sides d) Enjoy measuring sides of objects using arbitrary units such as hand, feet etc	<ul style="list-style-type: none"> • Guide learners to talk about different sides of objects in the environment • Guide 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 between this side and this one? 3. Why is this side different? 4. How will you tell which side is longer/shorter? 5. What can you say about this side?
Core competencies: <ul style="list-style-type: none"> • Learning to learn when measuring sides of objects • Communication and collaboration. 				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: collaboration as they collect and identify sides • Life skills: critical thinking as they differentiate sides of objects • Values: sharing and turn taking. 				
Link to other subjects: <ul style="list-style-type: none"> • Language as they learn vocabularies such as long/short 				
Suggested learning resources: Sticks, strings, body parts, objects in the class				

Suggested assessment rubric:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identify different sides of objects	Able to identify 4 different sides of objects and talk about them	Able to identify 3 different sides of objects and talk about them	Able to identify 2 different sides of objects	Not able to identify sides of objects
Measuring objects of different sides using arbitrary units	Measure objects of different sizes using arbitrary units both in class and outside	Measure objects of different sizes using arbitrary units.	Measure objects of different sizes using arbitrary units with teacher's guidance	Not able to measure objects of different sizes using arbitrary units
Relating/comparing/differentiating objects that have same or different sides	Compare different objects with different sides in the classroom and outside	Compare different objects with different sides in the classroom	Compare different objects with different sides in the classroom with teacher's guidance	Not able to compare different objects with different sides in the classroom

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	3.2 Mass (heavy and light) <i>10 Lessons</i>	a) Lift different objects in their environment. b) Compare heavy and light objects in the environment. c) Appreciate objects of different mass in their environment	<ul style="list-style-type: none"> Demonstrate lifting objects of different mass. Few learners demonstrate 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). 	1. What can you say about this object? 2. Which object is heavier/lighter? 3. How can you tell the object is heavier?
Core competence: <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"> Citizenship: communication and collaboration as they collect objects 				

<ul style="list-style-type: none"> • Life skills: Observation of safety as they lift objects. • Values: sharing, turn taking.
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: <ul style="list-style-type: none"> • Collect garbage in paper bags of different sizes and dispose in the compost pit
Suggested learning resources: Sand, water, stones, blocks, leaves, chairs, tables

Suggested assessment rubric:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Lift different objects in the environment	Lifting and comparing different objects in the environment	Lift and compare different objects in the environment as the teacher instructs	Lift different objects in the environment but has difficulty in comparing	Lift different objects in the environment but cannot compare

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	3.3 Capacity (how much a container can hold) <i>10 lessons</i>	a) Fill and empty different containers with water/seeds etc b) Compare sizes of containers using water/sand /seeds	<ul style="list-style-type: none"> • Demonstrate filling and emptying small and large containers using sand/water/seeds • Demonstrate comparing big and small containers by telling how many small ones fill the big ones and vice versa • 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 	<ol style="list-style-type: none"> 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?

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. • Learning to learn.
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: communication and collaboration as they collect materials. • Life skills: critical thinking and problem solving as they fill and empty. • Values: sharing, turn taking.
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: <ul style="list-style-type: none"> • Non-formal activity to support learning through application.
Suggested learning resources: Containers of various sizes, water sand, seeds

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Fill and empty different containers with water/sand/seeds	Fill and empty small and large containers with water/sand/seeds and count how many small containers fill the big one	Fill and empty small and large containers with water/sand/seeds	Fill and empty small and large containers with water/sand/seeds without counting	Fill and empty small containers with water/sand/seeds
Compare sizes of containers	Compare big and small containers by telling how many small ones can fill a big one and vise versa	Compare big and small containers by telling how many small ones can fill a big one but cannot do vise versa	Compare big and small containers by telling how many small ones can fill a big one	Cannot compare big and small containers

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	3.4 Time (Daily routines) <i>10 lessons</i>	a) Identify at least 3 daily routine activities they do before going to school	<ul style="list-style-type: none"> • Guide learners to Identify and talk about morning routine activities in appropriate order 	1. What do you do when you wake up in the morning before you come to school?

		b) Identify vocabulary related to time (today, yesterday, tomorrow) c) Demonstrate ability to manage their time well when doing activities d) Appreciate what every person does on a daily basis	<ul style="list-style-type: none"> Guide learners to talk about activities related to time (today, tomorrow, yesterday) A few learners identify and talk about morning routine activities in an appropriate order In groups/pairs, learners arrange pictures with various daily routine activities in a logical order. Learners sing songs on daily routines 	2. How the things you do are different from what mum/dad does in the morning? 3. What do you do when you arrive in school?
Core competence: <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"> Citizenship: as they manage time. Life skills: critical thinking as they talk about daily routine. Values: sharing and turn taking. 				
Link to other subjects:				
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 learning resources: Clock face, pictures, picture cut outs,				

Suggested assessment rubrics:

Indicator	Achievement			
	Meets expectation	Approaches expectation	Below expectation	Above expectation
Identify at least 3 daily activities they do before going to school	Can identify and talk about morning activities in an appropriate order.	Can identify and talk about morning activities in an appropriate order	Can identify and talk about morning routines without any order	Can mention only one morning routine activity
Demonstrate ability to manage their time well when doing activities	Can arrange pictures with various daily routine activities in logical order	Can arrange pictures with various daily routine activities in logical order	Can arrange pictures with various daily routine activities in logical order with assistance	Cannot arrange pictures with various daily routines

Appreciate what every person does on a daily basis	Talk about what different people do on a daily basis and identify other routines	Talk about what different people do on a daily basis (father mother, brother, sister)	Can talk about daily activities done by other people with assistance	Cannot talk about daily routine activities
Use vocabulary related to time (today, yesterday, tomorrow)	Use vocabulary related to time and talk about various activities (today, yesterday, tomorrow)	Use vocabulary related to time (today, yesterday, tomorrow)	Use vocabulary related to time today and yesterday	Use vocabulary related to time (today)

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	3.5 Money (Kenyan currency) coins and notes <i>10 lessons</i>	a) Identify Kenyan currency coins/notes b) Buy items using Kenyan coins c) Save money (coins/notes) d) Make a simple budget basing on (coins/notes) e) Appreciate the use of Kenyan currency (coins/notes) in their daily life	<ul style="list-style-type: none"> • Guide learners to look at and talk about different sample currencies and identify Kenyan coins/notes • A few learners identifies Kenyan coins and notes • Learners trace Kenyan coins • In groups/pairs, learners role play buying and selling from a shop corner 	1. Which among these is a coin/note? 2. What can you see on the coin/note? 3. What do we use money for? 4. What can we do with extra money (balance)?
Core competencies: citizenship, communication and collaboration.				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: as they use the Kenyan currency. • Life skill: critical thinking as they use and draw simple budgets. • Values: honesty as they use the currency. 				
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 learning 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/notes	Able to identify and talk about different coins and notes	Able to identify and talk about coins only	Can identify coins cannot talk about them	Can identify Kenyan coins
Tracing Kenyan coins	Can trace Kenyan coins freely and talk about them	Can trace Kenyan coins but cannot talk about them	Can trace Kenyan coins with assistance	Cannot trace Kenyan coin.
Role play buying and selling from a shop corner	Can play the role of a shop keeper and a buyer and express self freely	Can play role of a buyer and express self freely	Can play role of a buyer but not express himself	Can play role of a buyer with teacher assistance
Making simple budgets	Can allocate money for buying different items and saving the balance	Can allocate money for buying different items but not able to save	Can only buy one type of item and cannot save balance	Can buy one type of item with teacher assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	3.6 Area (surface of objects) <i>10 lessons</i>	a) Observe different surfaces of different objects in the environment b) Identify surfaces of different objects in the environment c) Cover the area of different surfaces of objects using smaller objects d) Appreciate different surfaces 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 compare different surfaces of objects Demonstrate covering surfaces using small objects from the environment. Learners cover surfaces using small objects in the environment 	1. How many small pieces can cover this surface? 2. Which surface is smaller/bigger? 3. What else can we use to cover these surfaces?
Core competencies: <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"> Citizenship: communication and collaboration as they collect materials. Life skill: critical thinking and problem solving as they cover surfaces. Values: love as they share and take turns. 				
Link to other subjects: <ul style="list-style-type: none"> Psychomotor and creative activities Language activities Environmental activities 				
Suggested community service: <ul style="list-style-type: none"> Children participate in cleaning their neighbourhood 				
Suggested learning resources: Tables, plates, books, pieces of paper, bottle tops, hands, feet, blocks.				

Suggested assessment rubrics:

Indicator	Achievement			
	Above expectation	Meets expectation	Approaches expectation	Below expectation
Identifying surfaces of objects in the environment	Identifying surfaces of 4 objects in the environment	Identifying surfaces of 3 objects in the environment	Identifying surfaces of 2 objects in the environment	Identifying surfaces of 1 objects in the environment
Group different surfaces according to size	Group 4 different surfaces according to size	Group 3 different surfaces according to size	Group 2 different surfaces according to size	Group 1 different surfaces according to size
Cover surfaces of objects using smaller objects	Be able to use over 4 small objects to cover a surface	Be able to use 3 small objects to cover a surface	Be able to use 2 small objects to cover a surface	Be able to use 1 small object to cover a surface

PYSCHOMOTOR 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-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.1 Drawing 6 Lessons	By the end of the sub-strand the learner should be able to; a) Develop simple pictures using scribbling techniques for fine muscle development b) Develop simple pictures using doodling techniques for eye hand co-ordination c) Develop simple pictures by dot joining techniques for enjoyment d) Draw simple pictures using drawing materials for creativity e) Appreciate own and others drawn work	<ul style="list-style-type: none"> • Learners to develop simple pictures using scribbling technique • Learners to develop simple pictures using doodling technique • Display their work and discuss own and others work • Learners to develop simple pictures using dot joining technique • Learners to draw simple pictures using found material 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you see in the environment? 3. How do they look like? 4. What do you like about your drawn work?
Core Competences <ul style="list-style-type: none"> • Creativity and imagination • Self-efficacy • Communication and collaboration 				
Link to PCIs ESD: DRR; Safety ESD: Health Education			Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking 	
Links to other subjects <ul style="list-style-type: none"> • Mathematics • Environmental 			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 	Assessment: observation, question and answer, observation checklist, walk and watch learners work.
---	---

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Drawing	<ul style="list-style-type: none"> handles drawing tool correctly draws outline of objects with margin puts details correctly draws according to the right proportion draws upright 	<ul style="list-style-type: none"> handles drawing tool correctly draws the picture outline draws picture with right proportion 	<ul style="list-style-type: none"> draws shapes representing picture the outline of pictures fairly defined 	<ul style="list-style-type: none"> does not handle drawing tool correctly no distinct shapes of pictures outline not define

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PICTURE MAKING TECHNIQUES	1.2 Coloring 6 Lessons	By the end of the sub-strand the learner should be able to; a) Identify common colours in the environment for colouring pictures b) Learners apply colour on pictures for aesthetic value (S) c) Appreciate own and others coloured work	<ul style="list-style-type: none"> Learners to identify colors in the environment Learners to collect materials of different colour from the environment Learners to color drawn items Display and discuss their colored work in groups and in pairs. 	<ol style="list-style-type: none"> Which colour do you like most? What colour are found in the environment?
Core competence <ul style="list-style-type: none"> Creativity and imagination Critical thinking Communication Self efficacy 				
Link to PCIs ESD:DRR; Safety			Link to Values <ul style="list-style-type: none"> Sharing Responsibility 	
Links to other subjects <ul style="list-style-type: none"> Environmental Activities 			Community service learning <ul style="list-style-type: none"> Plant flowers 	

• Language Activities	
Non-formal activity to support learning through application Nature walk	
Resources: materials from local environment e.g. Leaves, flowers, stones, soil, grass, twig, charcoal, papers	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Colouring	Can successfully: <ul style="list-style-type: none"> recognize common colours from the environment colour draw items describe his or her coloured work 	<ul style="list-style-type: none"> Recognize common colours from the environment Colour drawn items Somehow describes his/her coloured work 	<ul style="list-style-type: none"> Recognize some common colours Colour drawn item with assistance Has difficulty describing his/her coloured work 	<ul style="list-style-type: none"> Has difficulty in recognizing common colours Attempts to colour drawn item has difficulty describing his or her coloured work

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PICTURE MAKING TECHNIQUES	Painting 5 Lessons	By the end of the sub-strand the learner should be able to; <ul style="list-style-type: none"> a) Create patterns using finger painting techniques for enjoyment b) Perform free choice painting on paper for enjoyment c) Appreciate own and others painted work 	<ul style="list-style-type: none"> Learners create patterns using fingers Learners to paint according to their own interest Display own painted work and others. Observe safety as learners use painting tools. 	<ol style="list-style-type: none"> What paint tools do you know? What do you do after painting?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination 				

<ul style="list-style-type: none"> • 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
Painting	<ul style="list-style-type: none"> • identify different painting tools • develop simple painting tools • appreciate the use of painting tools • create patterns using finger technique • perform free choice successfully 	<ul style="list-style-type: none"> • identify some painting tools • attempt developing simple painting tools • create some patterns using finger painting technique fairly • perform free choice successfully 	<ul style="list-style-type: none"> • attempt identifying painting tools • fairly attempt developing simple painting tools • fairly creates some patterns using finger painting technique • fairly perform free choice successfully 	<ul style="list-style-type: none"> • does not paint • no appreciation • no attempt of appreciation of work done

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:	Suggested Assessment
<ul style="list-style-type: none"> Have painting activities 	

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 appreciate the use of printing tools create patterns using finger and others objects technique perform free choice successfully 	<ul style="list-style-type: none"> identify some printing tools attempt developing simple printing tools create some patterns using finger printing technique fairly perform free choice successfully 	<ul style="list-style-type: none"> attempt identifying printing tools fairly attempt developing simple printing tools fairly creates some patterns using finger and other objects printing technique fairly perform free choice successfully 	<ul style="list-style-type: none"> does not printing no appreciation no attempt of appreciation of work done

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PICTURE MAKING TECHNIQUES	Mosaic 4 Lessons	a) Identify locally available materials for making mosaic pictorials for fun. b) Create a simple pictorial using paper cuts for enjoyment. c) Appreciate the sue of locally available materials in creating pictorials	<ul style="list-style-type: none"> Learners collect materials for making mosaic items Learners to create simple mosaic items Learners appreciate own and others work Learners discuss individual displayed work in pairs and in groups Observe safety when using materials Guided in appreciating own and others work as learners express their emotions. 	1. What should we use to make mosaic items? 2. Which material do you like most?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination Self efficacy Critical thinking and problem solving 				
Link to PCIs <ul style="list-style-type: none"> ESD: DRR; Safety Financial literacy 			Link to Core Values <ul style="list-style-type: none"> Responsibility 	

<ul style="list-style-type: none"> Health Education; hygiene 	
Link to other subjects: <ul style="list-style-type: none"> Language, Environment, Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> Visit neighborhood and collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Fun day 	Suggested Assessment <ul style="list-style-type: none"> Observation checklist, self assessment, question and answers

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Mosaic	Can do all the following activities successfully: <ul style="list-style-type: none"> identify locally materials for making mosaic create simple mosaic items using mosaic technique observe safety when using material give meaning to his/her mosaic work 	Can perform any of the three activities successfully: <ul style="list-style-type: none"> identify local materials for making mosaic create simple mosaic items using mosaic technique observe safety when using material give meaning to his/her work 	Can perform two activities independently and be assisted to perform others: <ul style="list-style-type: none"> identify local material for making mosaic give meaning to his/her work create simple mosaic item 	Can't perform a simple activity independently: <ul style="list-style-type: none"> Identify material for making mosaic Create simple mosaic items Observe safety

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PICTURE MAKING TECHNIQUES	Collage 5 Lessons	a) Identify materials used in creating collage pictures for fun b) Create a pictorial using a variety locally materials for enjoyment c) Appreciate their own work and the use of locally available materials	<ul style="list-style-type: none"> Learners collect materials from their immediate environment Learners to create simple mosaic items Learners appreciate own and others work Learners discuss individual displayed work in pairs and in groups Learners stick different materials on the paper using glue, wheat flour or sap Observe safety when using collage materials learners store finished items in the cupboard learners clean up the working area 	1. Where do we get materials for making collage? 2. Which items do you like making? 3. What materials do you use to make collage?
Core Competence <ul style="list-style-type: none"> Communication and collaboration Self-efficacy 				
Link to PCIs <ul style="list-style-type: none"> ESD: DRR; safety 			Link to Core Values <ul style="list-style-type: none"> Sharing 	

<ul style="list-style-type: none"> Life skill; coping with emotion 	<ul style="list-style-type: none"> Co-operation
Link to other subjects: <ul style="list-style-type: none"> Environmental, Mathematics, Language 	Suggested Community service learning <ul style="list-style-type: none"> Visit neighbourhood and collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group craft activities 	Suggested Assessment <ul style="list-style-type: none"> Observation Question and answer Self- assessment, Check list

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Collage	Can perform all the following activities successfully <ul style="list-style-type: none"> Identify materials used in making collage Select and stick different materials to make simple collage items Express feelings as his/her work and gallery walk 	Can perform most the following; <ul style="list-style-type: none"> Can collect materials from the immediate environment Can perform any of the activities successfully Create simple collage items using collage technique Observe safety when using materials Give meaning to his/her collage work 	<ul style="list-style-type: none"> Can perform three activities independently assisted to perform others Identify local materials for making mosaic Give meaning to his/her work Create simple mosaic items 	<ul style="list-style-type: none"> Cannot perform a single activity independently Identify materials for making collage Create simple collage Observe safety

Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
MODELLING	2.1 Modeling using ball technique 2 Lessons	a) Identify materials for modeling objects for familiarization b) Model simple objects using ball technique for fine motor development c) Model freely for fun d) Display finished objects for appreciating own and others work	<ul style="list-style-type: none"> Learners identify materials for modeling Learners use clay, plasticine, dough, paper matchie, for modeling Learners model object of choice Learners display and gallery walk 	1. What materials do you use for modeling? 2. What do you like modeling?
Core Competence <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self-efficacy 				

Link to PCIs <ul style="list-style-type: none"> • ESD: DDR; Safety • Health Education: Hygiene 	Link to Core Values <ul style="list-style-type: none"> • Sharing • Co-operation • Responsibility
Link to other subjects: <ul style="list-style-type: none"> • Language • Environmental • Mathematics • CRE, IRE, HRE 	Suggested Community service learning <ul style="list-style-type: none"> • Improve school ground
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have modeling activities 	Suggested Assessment Observation Question and answer Self-assessment

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Modelling using ball techniques	<ul style="list-style-type: none"> • Can successfully identify two modeling techniques • Model successfully using slab and ball • Model successfully at least a complete object 	<ul style="list-style-type: none"> • Can successfully identify one modeling technique • Can successfully model any one of the following modeling methods stab or ball • Can successfully model an average object 	<ul style="list-style-type: none"> • Fairly identify one modeling technique • Fair Model using one of the following slab or ball • Model unfinished object 	<ul style="list-style-type: none"> • Can't identify any modeling technique without assistance • Model any form of item which cannot be identified by the two methods • Model unfinished object

INDICATORS	EXCEEDING ABOVE EXPECTATION	MEETING EXPECTATION	APPROACHES EXPECTATIONS	BELOW EXPECTATION
Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
MODELLING	2.2. Modeling using slab technique 3 Lessons	a) Model simple objects using slab technique for fine motor development b) Make different shapes using slab technique for creativity	<ul style="list-style-type: none"> • Learners use clay plasticine, dough paper, machie for modeling • Learners to model different shapes • Learners to display and gallery walk 	1. What shape do you like modeling 2. How do you model?

		c) Model freely for fun d) Display finished objects for appreciation of own and others work	<ul style="list-style-type: none"> Learners share materials in pairs and groups 	
Core Competence <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self efficacy 				
Link to PCIs <ul style="list-style-type: none"> ESD: DDR; Safety Health Education: Hygiene 			Link to Core Values <ul style="list-style-type: none"> Sharing Co-operation Respect 	
Link to other subjects: <ul style="list-style-type: none"> Language Environmental Mathematics CRE, IRE, HRE 			Suggested Community service learning <ul style="list-style-type: none"> Improve school ground 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Have modeling activities 			Suggested Assessment Observation Question and answer Self assessment	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Modelling using slab techniques	<ul style="list-style-type: none"> Can successfully identify two modeling techniques Model successfully using slab and ball Model successfully at least a complete object 	<ul style="list-style-type: none"> Can successfully identify one modeling technique Can successfully model any one of the following modeling methods stab or ball Can successfully model an average object 	<ul style="list-style-type: none"> Fairly identify one modeling technique Fair Model using one of the following slab or ball Model unfinished object 	<ul style="list-style-type: none"> Can't identify any modeling technique without assistance Model any form of item which cannot be identified by the two methods Model unfinished object

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
--------	-------------	---	--	-----------------------

Performance	3.1 Musical Rhymes 12 Lessons	a) Learners to recite simple rhymes for enjoyment b) Demonstrate the ability to recite simple rhymes for fun c) Appreciate different rhymes	<ul style="list-style-type: none"> In groups learners could listen to recorded rhymes Listen specialists demonstrate rhyming Learners to rhyme in pairs or small groups Learners could given opportunity to present own composed rhymes 	1. Which rhyme do you recite? 2. Who's rhyme do you like most?
Core Competences <ul style="list-style-type: none"> Digital literacy listening to recorded rhymes 				
Link to PCIs <ul style="list-style-type: none"> Mentorship and peer education 			Links to Core Value <ul style="list-style-type: none"> Collaboration 	
Link to other subjects <ul style="list-style-type: none"> Environmental, language, Mathematics 			Community service learning Invite a specialist to demonstrate different rhymes	
Non-formal activity to support learning <ul style="list-style-type: none"> Invite peers from other classes levels to demonstrate rhyming during fun days 			Suggested Assessment <ul style="list-style-type: none"> Observation, checklist, question and answer 	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Musical rhythms	Can successfully <ul style="list-style-type: none"> Perform simple rhythms Recite simple thymes at ease Show interest in performing simple rhythms 	<ul style="list-style-type: none"> Can perform simple rhythms with assistance Recite simple rhythms with assistance Shows less interest when reciting rhythms 	<ul style="list-style-type: none"> Has difficulty in performing rhythms Difficulty in reciting rhythms No interest in reciting rhythms 	<ul style="list-style-type: none"> Needs assistance as he or she can't attempt to recite or perform simple rhythms

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PERFORMANCE	Singing games 12 Lessons	By the end of the sub-strand the leaner should be able to; a) Identify simple singing games for enjoyment	<ul style="list-style-type: none"> Learners to perform singing games freely. Should identify props to accompany singing games. 	1. Which singing games do you enjoy most? 2. Which costumes do you use?

		b) Perform simple singing games for fun c) Perform simple singing games using props d) Appreciate their culture as they perform	<ul style="list-style-type: none"> Perform singing games from different cultures in groups and in pairs. Could watch a film on singing games from different cultures. Perform singing games from different culture in groups and in pairs. Could watch a film on singing games from different cultures 	
Core Competence <ul style="list-style-type: none"> Communication and collaboration – as they work in pairs and small groups Self-efficacy – as learners perform singing games Digital literacy – sue of electronic gadgets Citizenship – perform singing games from different cultures 				
Links to PCIs <ul style="list-style-type: none"> Collaboration and unity 			Links to Core Values <ul style="list-style-type: none"> Citizenship and diversity 	
Links to other subjects <ul style="list-style-type: none"> Language Mathematics Environmental Religious activities 			Suggested Community Service Invite a resource person to enlighten them about the morals and values in the singing game	
Non-formal activity to support learning Music festivals and fun days			Suggested Assessment <ul style="list-style-type: none"> Observation, observation checklist, walk and watch 	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Singing game	<ul style="list-style-type: none"> Identify simple singing games in their environment Perform simple singing games from different culture with props Enjoy other culture as they perform different games 	<ul style="list-style-type: none"> Identify by naming some of the singing game in their country Attempt performing simple singing games from different culture with props Enjoy other culture as they perform different songs 	<ul style="list-style-type: none"> Attempt singing songs in their language Attempt simple singing games from different culture with props Enjoy others culture as they sing and perform different games 	<ul style="list-style-type: none"> Does not identify singing game No performance of singing game No enjoyment of singing games No attempt to sue props

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PERFORMANCE	Play simple music 12 Lessons	By the end of the sub-strand the learner should be able to; a) Identify various electronic gadgets that produce music for fun b) Listen and perform music for enjoyment c) Appreciate others performed music.	<ul style="list-style-type: none"> Learners to be guided to name various electronic gadgets Operate electronic gadgets, listen and respond to music Perform simple music from various electronic gadgets Coordinate parts of the body as they play music from electronic gadgets Observe safety as they use/operate and store electronic gadgets 	<ol style="list-style-type: none"> Which game do you like playing Whom do you enjoy playing with?
Core Competence <ul style="list-style-type: none"> Self- efficacy; As they perform simple music Critical thinking – identify various games Communication and collaboration – as they work with one another 				
Link to PCI <ul style="list-style-type: none"> ESD; Safety 			Link to Core Values <ul style="list-style-type: none"> Unity 	
Link to other subjects <ul style="list-style-type: none"> Mathematics, Language, Religious activities and Environmental 			Suggested Community Service Learning <ul style="list-style-type: none"> Invite a resource person to teach games 	
Non-formal activity to support learning Drama festival			Suggested Assessment <ul style="list-style-type: none"> Observation, question and answer, observation checklist, walk as you observe 	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Play Simple Music	<ul style="list-style-type: none"> Identify at least four electronic gadgets that produce music Operate an electronic media 	<ul style="list-style-type: none"> Identify at least three electronic gadgets that produce music Operate an electronic media fairly well Listen to and perform music from an electronic medias 	<ul style="list-style-type: none"> Identify at least two electronic gadgets that produce music Listen and perform music from an electronic media 	<ul style="list-style-type: none"> Does not identify singing game at least one electronic gadget that produce music Respond music from an electronic media to some degree

	<ul style="list-style-type: none"> Listen to and perform music from an electronic media Co-ordinate parts of the body as they respond to music 	<ul style="list-style-type: none"> Attempt to co-ordinate parts of the body as they respond to music 	<ul style="list-style-type: none"> Attempt operating an electronic media Fairly attempt to respond by coordinating the body 	<ul style="list-style-type: none"> No attempt to respond to music by the use of body
--	--	---	---	---

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
4.0 Basic motor skills	4.1 Locomotive 30 Lessons	a) Acquire the skills of crawling and swinging for feasibility and strength b) Demonstrate the ability to crawl and swing for enjoyment c) Have fun as they crawl and swing in turns	<ul style="list-style-type: none"> Guide the learners to crawl and swing Learners have opportunity for free performance. Guide them to observe safety as they perform activities. Guide them on how to deal with emotions. Learners would perform the activities in groups and in pairs. 	1. Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with?
Core Competence Critical thinking and problem solving – as learners perform the activities Learn to learn as they mentor each other				
Link to PCIs <ul style="list-style-type: none"> Life skills – coping with emotions ESD - Safety 			Link to Core Values <ul style="list-style-type: none"> Social justice 	
Link to other subjects: <ul style="list-style-type: none"> Language Environmental Religious Activities 			Suggested Community service learning <ul style="list-style-type: none"> Visit community recreation places and enjoy swinging 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Fun day 			Suggested Assessment <ul style="list-style-type: none"> Observation, question and answer, observation schedule 	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Locomotive	<ul style="list-style-type: none"> Can successfully identify skills of crawling and swinging Can swing perfectly and crawl independently Shares play equipment's in groups 	<ul style="list-style-type: none"> Can successfully identify any of the two skills of crawling and swinging Can swing averagely and crawl with assistance Can successfully play in groups of two pairs 	<ul style="list-style-type: none"> Can successfully identify any of the two skills of crawling and swinging Can successfully swing with assistance and crawl with assistance Can successfully play alone 	<ul style="list-style-type: none"> Can't identify any of the two skills of crawling and swinging Can't swing and crawl without assistance Can't play with others

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
Basic motor skills	4.2 Non locomotive 30 Lessons	d) Acquire stretching and bending skills for muscle development. e) Bending and stretching for body co-ordination f) Have fun as they stretch and bend	<ul style="list-style-type: none"> Learners to stretch and bend freely Learners guided to perform stretching and bending activities Organize learners to observe safety precautions as they stretch and bend Learners appreciate own and others talents 	1. Which activity did you perform? 2. Which activity did you enjoy? 3. How did you feel as your partner performed the activities?
Core Competence <ul style="list-style-type: none"> Communication and collaboration – when working in groups Self efficacy – as they express their emotions during performance 				
Link to PCIs <ul style="list-style-type: none"> ESD – Safety Life Skills – assertiveness 		Link to Core Values <ul style="list-style-type: none"> Responsibility 		
Link to other subjects: <ul style="list-style-type: none"> Language Environmental Religious Activities 		Suggested Community service learning <ul style="list-style-type: none"> Learn from their siblings at school and at home 		
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Gymnastics/fun games 		Suggested Assessment <ul style="list-style-type: none"> Observation, observation checklist, question and answers, peer assessment 		

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Non Locomotive	<ul style="list-style-type: none"> Can stretch and bend accurately Can show the effective development of fine and gross motor skills Can follow the styles/steps of doing activities well Has ability to change from one activity to the other i.e. bending, stretching and squatting 	<ul style="list-style-type: none"> Can fairly stretch and bend Fairly display effectively development of fine and gross motor skills in activities Can follow direction of doing activities fairly well i.e. bend, stretch etc. 	<ul style="list-style-type: none"> The motor skills fairly developed but cannot do activities accurately Follow directions for some activities Gets fatigued very past 	<ul style="list-style-type: none"> Has very little muscle control Gets fatigued fast Cannot follow the directions of doing activities well

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
BASIC MOTOR SKILLS	4.3 Manipulative Skills 30 Lessons	a) Acquire a range of manipulative for talent development b) Perform various manipulative activities for enjoyment c) Have fun as they practice various manipulative skills d) Develop awareness of different strength required for kicking different objects	<ul style="list-style-type: none"> collect items/materials from the immediate environment that they can use for manipulation. Learners practice throwing and catching objects freely. guidelearner on the safety precautions to be followed during throwing and catching. 	1. What did you enjoy doing? 2. Which materials did you use?
Core Competence Communication and collaboration – when collecting materials, when playing in groups in pairs and taking turns Critical thinking and problem solving – when throwing and catching and kicking different Self-efficacy – as they take turns and appreciate own and others				
Link to PCIs <ul style="list-style-type: none"> Financial literacy 			Link to Core Values <ul style="list-style-type: none"> Responsibility and Sharing 	

<ul style="list-style-type: none"> ESD; observation safety Life skills – coping with emotions 	
Link to other subjects: <ul style="list-style-type: none"> Religious Activities, Language and Environmental 	Suggested Community service learning <ul style="list-style-type: none"> Art display
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Observation 	Suggested Assessment Observation

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Manipulative	<ul style="list-style-type: none"> Perform various manipulative activities correctly Practice various manipulative skills confidently 	<ul style="list-style-type: none"> Performs various manipulative activities correctly Practice various manipulative skills confidently 	<ul style="list-style-type: none"> Attempts manipulative skills Attempt performing various manipulative activities With assistance practice various manipulative activities 	<ul style="list-style-type: none"> Can't attempt manipulative activities Has difficulty in manipulative activities Does not practice various manipulative activities

Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
LISTENING AND RESPONDING	2.0 Musical Sounds 12 Lessons	a) Identify various sound made by various animals from the environment for familiarization b) Sing songs related to musical sounds made by animals in the environment for enjoyment. c) Appreciate various musical sound made by animals	<ul style="list-style-type: none"> Learners nature walk to listen to various sounds made by animals in their environment. Learners identify various sounds from the environment. Organize learners tosing various songs related to sound in the environment. Learners to imitate various sounds from the environment. Learners to observe safety as they nature walk. 	1. Which sounds did you listen to? 2. Which animal sound did you like most?
Core Competence <ul style="list-style-type: none"> Learning to learn critical thinking 				
Link to PCIs <ul style="list-style-type: none"> Self esteem, efficacy ESD; DRR; Safety 			Link to Core Values <ul style="list-style-type: none"> Unity 	

Link to other subjects: <ul style="list-style-type: none"> Environmental, CRE, IRE, HRE 	Suggested Community service learning <ul style="list-style-type: none"> Take care of animals in their environment
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Music artifacts 	Suggested Assessment Observation, question and answer Observation checklist

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Musical Sounds	<ul style="list-style-type: none"> Enjoys listening to sounds in the environment Identifies most of the sound from the environment Produce musical sounds from sounds of animals in the environment in a creative way Identifies directions from which the sound come 	<ul style="list-style-type: none"> Enjoys listening to sounds in the environment Identifies most of the sounds from the environment Produce musical sounds from sounds of animals in the environment in a creative way Identifies directions from which the sounds come 	<ul style="list-style-type: none"> Enjoys listening to sounds from the environment Identifies some of the sounds from the environment Produces music from sounds of animals in the environment with assistance Identifies some directions from which the sounds come 	<ul style="list-style-type: none"> Enjoys listening to sounds from the environment with encouragement Identifies a few sounds from the environment with assistance Cannot produce music from sounds in the environment Does not identify direction from which the sounds come

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
LISTENING AND RESPONDING	Imitating musical sounds 12 lessons	a) Identify sources of sound in the environment for familiarization b) Imitate sounds made in the environment for enjoyment. c) Appreciate sounds produced in the environment	Guide learners; <ul style="list-style-type: none"> listen to different sounds in the environment to identify the sources of sound in the environment. to imitate sounds produced in the environment in groups and pairs. sing songs related to sources of sound in the environment 	1. What do you hear? 2. What makes that sound? 3. Which direction did the sound come from?

			<ul style="list-style-type: none"> to identify the direction from which the sounds are coming. 	
Core Competence Communication and collaboration Self-efficacy				
Link to PCIs <ul style="list-style-type: none"> ESD; Animal awareness Environmental awareness 			Link to Core Values <ul style="list-style-type: none"> Humility 	
Link to other subjects: <ul style="list-style-type: none"> Environmental, Language, CRE/IRE/HRE 			Suggested Community service learning <ul style="list-style-type: none"> Nature walk in the neighbourhood – caring for animals 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Music festival 			Suggested Assessment <ul style="list-style-type: none"> Observation of children's individual activity, question and answer through discussion 	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Imitating Musical Sounds	Can successfully; <ul style="list-style-type: none"> Listen to sounds Identify sources of sound Imitate sounds correctly Make sound they have listened Appreciate sound produced 	<ul style="list-style-type: none"> Listen to sound Identify sources of sounds Imitate sounds Express his feelings towards sound produced 	<ul style="list-style-type: none"> Listen fairly well Fairly identify sources of sound Tries to imitate sounds Enjoy sounds produced 	<ul style="list-style-type: none"> Cannot listen sounds without assistance Attempts to identify Attempts to imitate sounds Fair enjoyment of the sounds produced

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A))	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PAPER CRAFT	Weaving 8 lessons	a) Identify materials for weaving for familiarization b) Cut for use in weaving c) Weave for fun and creatively d) Weave using papers for fun.	<ul style="list-style-type: none"> Learners identify weaving materials. Learners to cut papers freely. guide learners on how to cut material for weaving. Learners work in pairs, small groups as they practice weaving. 	1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for

		e) Appreciate own and others work	<ul style="list-style-type: none"> Learners observe safety as they work in groups. Learners display their work and gallery walk. 	
Core Competence <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self-efficacy Critical thinking and problem solving 				
Link to PCIs <ul style="list-style-type: none"> Life skills; effective communication 			Link to Core Values <ul style="list-style-type: none"> Responsibility Cooperation Sharing 	
Link to other subjects: <ul style="list-style-type: none"> Language, Environmental, Mathematics 			Suggested Community service learning <ul style="list-style-type: none"> Collecting litters 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group craft activities 			Suggested Assessment Observation, question and answer, self assessment	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Weaving	Can successfully; <ul style="list-style-type: none"> Perform different skills of cutting papers Cut papers correctly Use cut paper to weave correctly Enjoy own and others finished work 	<ul style="list-style-type: none"> Perform different skills of cutting papers Cut correctly Weave correctly Enjoy own work Enjoy others work 	<ul style="list-style-type: none"> Try to perform skills of cutting papers Attempts to cut Try to weave Enjoy own work 	<ul style="list-style-type: none"> Has difficulty performing any skill of cutting Needs assistance in cutting No attempt to weave unassisted Does not enjoy cutting or weaving

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
PAPER CRAFT	Paper folding	a) Identify different ways of folding papers from creativity	<ul style="list-style-type: none"> Learners fold papers freely in different ways 	1. What items do you enjoy making?

		b) Make items using folding techniques for enjoyment c) Appreciate paper folding for fun	<ul style="list-style-type: none"> • Guide learners on different ways of folding papers • Learners practice making items using paper folding technique in pairs and small groups • Express their emotions as they display their work 	2. Which ways do you fold the paper? 3. Which items do you make using paper folding?
Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Self-efficacy • Critical thinking and problem solving 				
Link to PCIs <ul style="list-style-type: none"> • Life skills; effective communication 			Link to Core Values <ul style="list-style-type: none"> • Responsibility • Co-operation • Sharing 	
Link to other subjects: <ul style="list-style-type: none"> • Language • Environmental • Mathematics 			Suggested Community service learning <ul style="list-style-type: none"> • Collecting litters 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 			Suggested Assessment Observation Question and answer Self-assessment	

Suggested assessment rubrics

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Paper Folding	<ul style="list-style-type: none"> • Identify different techniques of folding papers correctly • Make items using paper • Make items using paper folding technique independently 	<ul style="list-style-type: none"> • Identify techniques of folding papers • Successfully make items using paper • Successfully make items using paper folding technique independently 	<ul style="list-style-type: none"> • Can fairly identify techniques of folding paper • With assistance can make items using paper • Attempt to make some items using paper folding technique 	<ul style="list-style-type: none"> • Does not identify techniques of folding papers • No attempt to make items using paper • Has difficulty to make items using paper folding techniques

Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
Swimming	Pool safety hygiene 30 lessons	a) Identify basic water safety rules in the pool for mastery b) Apply basic water safety rule in the pool for personal safety c) Have fun as they role play basic water safety rules in the pool d) Display ability to use safety materials in water for security	<ul style="list-style-type: none"> Guide learners on the basic water safety rules to observe in the pool. Learner could watch a film on swimming safety gears. Guide learners to use improvised pools as they observe safety rules. Take turns as they practicing safety rules in the pool. Appreciate own and others efforts. 	1. Which safety rules should you observe in the pool? 2. What should you do before getting into a swimming pool? 3. Which materials do you use in the pool for safety?
Core Competence Self-efficacy Communication and collaboration				
Link to PCIs • ESD: DRR; Safety			Link to Core Values • Responsibility	
Link to other subjects: • Environmental • Language Activities			Suggested Community service learning • Share with peers basic safety rules	
Non-Formal Activity to support learning through application: • Swimming competition			Suggested Assessment Observation, question and answer, observation checklist	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Pool safety	<ul style="list-style-type: none"> Successfully identifies basic water safety rules 	<ul style="list-style-type: none"> Identify basic water safety rules 	<ul style="list-style-type: none"> With assistance can identify basic water safety 	<ul style="list-style-type: none"> Has difficulty identifying rules No application of basic rules

	<ul style="list-style-type: none"> • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials 	<ul style="list-style-type: none"> • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials 	<ul style="list-style-type: none"> • Attempts to apply basic water safety rules • Use safety materials • Enjoys basic water rules with assistance 	<ul style="list-style-type: none"> • May display ability to use safety rules • Fairly enjoys basic safety rules and materials
--	---	---	--	---

Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
SWIMMING	Water orientation 15 lessons	a) Demonstrate ability to take care of themselves when playing with water for personal safety b) Demonstrate basic swimming skills for talent development c) Have fun when playing with in in water	<ul style="list-style-type: none"> • Guide learners interact with water freely. • Guide them to practice basic safety precautions when playing with water. • Guide them to adjusting in water in the pool. • Sing routine songs as they enter and exit water. Walking in a baby pool • Guide learners to demonstrate basic swimming styles in turns 	1. What are some of the improvised pools you used? 2. How do you feel while in water? 3. What do you do before entering the pool?
Core Competence <ul style="list-style-type: none"> • Critical thinking and problem solving 				
Link to PCIs <ul style="list-style-type: none"> • ESD – Safety • Life skills – making choices • LSP – Sports and Games • Health Education – personal hygiene 			Link to Core Values <ul style="list-style-type: none"> • Responsibility 	
Link to other subjects: <ul style="list-style-type: none"> • Environmental, Language 			Suggested Community service learning <ul style="list-style-type: none"> • A nature walk to a river/poor 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Picnics 			Suggested Assessment Question and answer, observation, checklist	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
------------	-----------------------------	---------------------	-------------------------	-------------------

Water Orientation	<ul style="list-style-type: none"> Follows the rules for safety Take care of him/herself when playing with water Swim for talent development 	<ul style="list-style-type: none"> Can take care of him/herself when playing with water Swim without being guided for fun Can follow some rules for safety 	<ul style="list-style-type: none"> May not be able to take care of himself/herself when playing with water Swim with assistance May be able to follow some rules 	<ul style="list-style-type: none"> Take care of him/herself when playing with water with assistance Cannot swim Cannot follow the rules correctly
--------------------------	---	---	---	--

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
CREATING SHAPES AND FORMS USING ICT	Creating shapes and forms 5 lessons	a) Interact with the gadgets freely for familiarization b) Display the ability to operate the gadgets for creating shapes c) Create shapes using electronic gadgets for creativity d) Appreciate own created shapes for fun	<ul style="list-style-type: none"> Guide learners to operate electronic gadgets guide learners to create shapes using electronic gadgets. Learners to observe safety on the use of electronic gadgets. Learners to store electronic gadgets. 	1. What electronic gadget did you use to create forms and shapes? 2. Which are the digital devices used for creating shapes? 3. How did you operate electronic gadgets to create shapes and forms?
Core Competence Creativity and imagination Learning to learn Critical thinking and problem solving				
Link to PCIs <ul style="list-style-type: none"> ESD: DRR; Safety 		Link to Core Values <ul style="list-style-type: none"> Responsibility, Respect 		
Link to other subjects: <ul style="list-style-type: none"> Mathematics, Language 		Suggested Community service learning <ul style="list-style-type: none"> Interact with parents and other siblings 		
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Visit a supermarket 		Suggested Assessment Observation, own assessment, question and answer		

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Creating shapes and forms	<ul style="list-style-type: none"> Can name electronic gadgets Uses the gadgets confidently 	<ul style="list-style-type: none"> can name electronic gadgets can freely use the gadgets 	<ul style="list-style-type: none"> may not name some electronic gadgets uses the gadgets with assistance 	<ul style="list-style-type: none"> cannot name electronic gadgets cannot use the gadgets

Strand	Sub-strands	Specific learning outcomes ensure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
	Construction 3D forms 4 Lessons	a) Identify materials for construction b) Construct simple 3D objects for creativity c) Handling materials for interaction d) Display for appreciation	<ul style="list-style-type: none"> Learners collect materials from the environment. Learners interact with materials as they make objects Learners construct 3D Objects and simple playing materials. Learners display work and talk about own and others Learners to be guided on safety precautions when collecting and - working with materials Express their emotions as they display work. Store and care for materials. 	1. How do you make 3d forms? 2. What should you consider when collecting materials?
Core Competence <ul style="list-style-type: none"> Creativity and imagination 				

<ul style="list-style-type: none"> • Communication and collaboration • Critical thinking • Self efficacy 	
Link to PCIs <ul style="list-style-type: none"> • ESD: DRR; Safety • Health Education: Hygiene • Financial Literacy 	Link to Core Values <ul style="list-style-type: none"> • Coping with emotions, co-operation, responsibility, sharing
Link to other subjects: Mathematics, Language, Environmental	Suggested Community service learning <ul style="list-style-type: none"> • Observation, Question and answer
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Cooking (kalongo) 	Suggested Assessment Observation, question and answer

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
3D forms	<ul style="list-style-type: none"> • identify materials for construction • collect materials from the environment for creativity • has the ability to construct simple 3D's objects for creativity 	<ul style="list-style-type: none"> • Can identify materials for construction • Can collect materials from the environment in a relaxed way • Can be able to construct simple 3D's objects for enjoyment 	<ul style="list-style-type: none"> • Can identify some materials for construction • Collect materials with assistance • Can construct simple 3D's objects but with assistance 	<ul style="list-style-type: none"> • Needs assistance to identify materials for construction • Needs assistance to collect materials from the environment for familiarization • Needs assistance to construct simple 3D's objects

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
--------	-------------	---	--	-----------------------

	Ornaments Beading 4 Lessons	<ol style="list-style-type: none"> 1. Identify materials used for beading 2. Make beads using locally available materials for aesthetics 3. Appreciate own and others finished beading work 	<ul style="list-style-type: none"> • Learners to collect locally available materials • Learners to sort the materials to use • learnersto be guided on how to bead. • Learners to work in pairs and small groups to make beads. • Observe safety as they bead • Learners to express their emotions as they display their work and gallery walk. 	<ol style="list-style-type: none"> 1. What materials do you need for beading? 2. What item can you make from beads?
Core Competence Creativity and imagination Critical thinking Communication and collaboration Self efficacy				
Link to PCIs <ul style="list-style-type: none"> • ESD: DRR; Safety • Financial Literacy • Health Education: Hygiene 		Link to Core Values <ul style="list-style-type: none"> • Sharing • Responsibility 		
Link to other subjects: <ul style="list-style-type: none"> • Mathematics • Environmental • Language 		Suggested Community service learning <ul style="list-style-type: none"> • Collecting material at home and within the environment 		
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Group craft activities 		Suggested Assessment Observation, self assessment, question and answer		

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Beading	<ul style="list-style-type: none"> • Identifies materials for beading from the environment • Can make beads freely • Appreciate the finished work 	<ul style="list-style-type: none"> • Can identify materials for beading from the environment • Make beads freely • Appreciates the finished work 	<ul style="list-style-type: none"> • Can identify materials for beading with assistance • Make beads with assistance 	<ul style="list-style-type: none"> • Needs assistance to be able to identify materials for beading • Cannot make beads • Cannot appreciate the finished work

			<ul style="list-style-type: none"> • Appreciates the finished work 	
--	--	--	---	--

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
Ornaments	- Bracelet making 4 Lessons	a) Identify different materials for making bracelets for innovation (K) b) Make simple bracelets using locally available materials for creativity (S) c) Appreciate own and others finished work (A)	Guide learners to; <ul style="list-style-type: none"> collect materials from the environment sort materials for bracelets making Making bracelets of their choice in pairs or small groups. Observe safety during materials collection and in making bracelets. Display the made bracelets 	1. What materials did you collect from the environment? 2. Who did you work with?
Core Competence Communication and collaboration Self-efficacy Critical thinking and problem solving				
Link to PCIs <ul style="list-style-type: none"> ESD: Environmental awareness 			Link to Core Values <ul style="list-style-type: none"> Unity, love 	
Link to other subjects: <ul style="list-style-type: none"> Mathematics Environmental Language 			Suggested Community service learning <ul style="list-style-type: none"> Nature walk to collect materials 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Role play 			Suggested Assessment Observation of children's activities, Question and answer, Observation checklist	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Bracelets	<ul style="list-style-type: none"> Can identify materials for making bracelets creatively 	<ul style="list-style-type: none"> Can identify materials for making bracelets creatively Can make simple bracelets for enjoyment 	<ul style="list-style-type: none"> Can identify some materials for making bracelets for enjoyment 	<ul style="list-style-type: none"> Attempts to identify materials with assistance May not make simple bracelets

	<ul style="list-style-type: none"> Can make simple bracelets from locally available materials The learner has the ability to explain his/her finished work 	<ul style="list-style-type: none"> The learner can explain his finished work 	<ul style="list-style-type: none"> Can make simple bracelets with assistance Can explain finished work with assistance 	<ul style="list-style-type: none"> Cannot explain his finished work
--	--	---	--	--

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
Rhythm	Creating and composing rhythmic patterns 12 Lessons	a) Produce rhythmic patterns using body for strength and body coordination b) Creating various rhythmic patterns for talent development c) Play simple percussion instruments for fun	<ul style="list-style-type: none"> Guide learners to; create free rhythmic pattern. Could watch films on different rhythmic patterns from videos and films. Identify percussion instruments Practice playing simple percussion instruments in pairs and in small groups. Observe safety as they play and store materials 	1. What percussion instruments do we use to create rhythmic patterns? 2. Which percussion instruments did you use? 3. How do you play different percussion instruments?
Core Competence <ul style="list-style-type: none"> Digital literacy – as they watch films and videos Critical thinking and problem solving Imagination and creativity Communication and collaboration ESD – DRR; Safety 				
Link to PCIs <ul style="list-style-type: none"> Patriotism 			Link to Core Values <ul style="list-style-type: none"> Appreciation 	
Link to other subjects: <ul style="list-style-type: none"> Environmental and Language 			Suggested Community service learning <ul style="list-style-type: none"> Playing percussion with their siblings 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Music Festival 			Suggested Assessment Questions and answer Observation	

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Creating shapes and forms	<ul style="list-style-type: none"> Can name electronic gadgets Uses the gadgets confidently 	<ul style="list-style-type: none"> can name electronic gadgets can freely use the gadgets 	<ul style="list-style-type: none"> may not name some electronic gadgets uses the gadgets with assistance 	<ul style="list-style-type: none"> cannot name electronic gadgets cannot sue the gadgets

Strand	Sub-strands	Specific learning outcomes censure you cover knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience (align to the level competency descriptions)	Key inquiry questions
FUN GAMES	Traditional games 15 Lessons	a) Identify various traditional and modern games for performance b) Perform different traditional games for enjoyment c) Perform various game for fun	Guide learners to; <ul style="list-style-type: none"> collect materials from home and neighborhood. -learners identify various traditional and modern games played in the environment. perform traditional and modern games in pairs, small groups and whole class. -observe safety when playing various traditional and modern games. Practice proper storage of playing materials. 	1. Where do we get the materials for traditional and modern games? 2. What types of games do you played? 3. How did you play the games? 4. Which games do you enjoy playing?
Core Competence Communication and collaboration Imagination and creativity Self-efficacy				
Link to PCIs <ul style="list-style-type: none"> Financial literacy – proper storage of materials 			Link to Core Values <ul style="list-style-type: none"> Respect 	
Link to other subjects: <ul style="list-style-type: none"> Environmental and Language 			Suggested Community service learning <ul style="list-style-type: none"> Invite a resource person to teach modern and traditional games 	

Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Visit old people 	Suggested Assessment Questions and answer, Observation
--	--

Suggested assessment rubrics:

Indicators	Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Traditional games	<ul style="list-style-type: none"> • Can successfully identify games within the environment • Can perform the games successfully • Can perform games with props correctly 	<ul style="list-style-type: none"> • Be able to identify games within the environment • Can perform the games successfully • Can perform games with props well 	<ul style="list-style-type: none"> • Can identify game within the environment with assistance • May perform the games with assistance • Can attempt to perform games with props well 	<ul style="list-style-type: none"> • Cannot identify games within the environment • Needs assistance to perform some games • Cannot perform games with props well

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:

- a) Observe proper hygiene, sanitation, and nutrition to promote health.
- b) Explore the immediate environment for learning, conservation and enjoyment.
- c) Apply technological skills for learning and enjoyment within their local environment.
- d) Demonstrate acquisition of social skills for interpersonal relationship.
- e) Appreciate the rich and diverse cultural heritage in the local environment
- f) 6.Make appropriate choices for safe interaction with the immediate environment

ENVIRONMENTAL ACTIVITIES

Strand	Sub-strand/ (Suggested time)	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: a) wash hands appropriately for personal hygiene b) demonstrate hand washing behavior at critical times c) c) Appreciate the need to wash hands for personal hygiene	Learners observe the demonstration of washing hands <ul style="list-style-type: none">Learners are guided to wash hands appropriately.In groups learners practice washing handsLearners sing songs, recite poems related to hand washing as they wash handsLearners watch videos on hand washing demonstrations	1. Why do we wash hands? 2. How do we wash hands? 3. When do we wash our hands?
Core-Competence to be developed : <ul style="list-style-type: none">Communication and collaboration-working in pairsSelf- efficacy-Washing Hands AppropriatelyLearning to learn-demonstrate hand washing behavior at critical times				
Link to PCIs: loving myself (self-esteem as they demonstrate hand washing behavior.			Link to values: respect, patient	
Link to other subjects: Language , Music and Psychomotor and Creative			Suggested Community service learning activities: <ul style="list-style-type: none">Community hand washing day	
Suggested non formal Activities to support learning: <ul style="list-style-type: none">Parents empowerment and engagement – provide materials for hand washing, resource person			Suggested assessment: <ul style="list-style-type: none">Oral questions, observation	
Suggested Resources; Hand washing facilities, charts of people washing hands, videos, water, soap				

FORMATIVE ASSESMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Proper hand washing	Able to state why we should wash hands appropriately and tell critical times to wash their hands besides assisting others to wash hands.	Able to state why we should wash hands, wash hands appropriately and tell critical times to wash their hands	Able to state why we should wash hands appropriately.	Able to wash hands but cannot state why we should wash hands

Strand	Sub-strand/ (Suggested time)	Specific Learning Outcomes)	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.2 Cleaning nose 5 lessons	a) Talk about the importance of cleaning their nose b) demonstrate the ability to wipe the nose appropriately c) maintain a clean handkerchief for personal hygiene d) talk about the dangers of putting objects in the nose.	<ul style="list-style-type: none"> • Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief • Learners observe the teacher while demonstrating nose wiping • Learners are guided on how to use a clean handkerchief appropriately and how to take care of it. • Learners practice wiping their nose. • Learners are guided to talk about dangers of putting objects in the nose. • Learners sing songs and recite rhymes and poems about cleaning the nose. • Learners watch videos on cleaning the nose. 	1. Why do we clean our nose? 2. When do we clean our nose? 3. What do we use to clean our nose? 4. Why should we use a clean handkerchief? 5. What are the dangers of putting objects in the nose?
Core-Competence to be developed <ul style="list-style-type: none"> • Self-efficacy-wiping nose appropriately • Learning to learn-practice wiping nose • Communication and collaboration-discussion, singing 				

Link to PCIs: <ul style="list-style-type: none"> • Health education- personal hygiene - Life skills- effective communication (responds to verbal instructions in importance of cleaning the nose) - ESD- personal safety as they observe dangers of putting objects in the nose 	Link to values: <ul style="list-style-type: none"> • Responsibility • Peace
Link to other subjects: <ul style="list-style-type: none"> • Language • Music and movement • Psychomotor and creative activities 	Suggested Community Service learning activities <ul style="list-style-type: none"> • Parental enjoyment- provision of a clean handkerchief, Resource person
Suggested Non formal Activity to support learning <ul style="list-style-type: none"> • Parental engagement-provision of clean handkerchief • guest person from health facilities (resource person) 	Suggested assessment; <ul style="list-style-type: none"> • Oral questions • Observations
Suggested Resources: <ul style="list-style-type: none"> • Handkerchiefs, water, soap, containers, charts, pictures, videos 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Proper nose cleaning	Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintain a clean handkerchief besides cautioning others to avoid putting objects in the nose.	Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintain a clean handkerchief.	Able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief.	Able to tell a clean and dirty nose but cannot clean the nose using a handkerchief appropriately.

Strand	Sub-strand/ (Suggested time)	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: a) talk about items and substances that destroy teeth b) name items used to clean their teeth	<ul style="list-style-type: none"> • Learners are guided to name items and substances that destroy their teeth • Learners listen to a resource person talk about dangers of using 	1. What substances and items destroy teeth? 2. What should we avoid in order to keep our teeth healthy? 3. What items are used to clean teeth?

		c) clean teeth appropriately for personal hygiene d) tell appropriate times for cleaning teeth	substances that destroy teeth <ul style="list-style-type: none">Learners are guided to name items used to clean their teethLearners imitate cleaning teethLearners be guided to talk about appropriate times for clean teethLearners watch videos on cleaning of teethLearners sing songs related to care for teeth	4. Why do we clean our teeth? 5. When do we clean our teeth?
Core-Competence to be developed <ul style="list-style-type: none">Learning to learn-sorting things that destroy teethCommunication and collaboration-discussion				
Link to PCIs: <ul style="list-style-type: none">LSP- guidance: hygiene, grooming, and etiquetteLife skills- making good choices: to avoid substances to that destroy teeth			Link to values <ul style="list-style-type: none">ResponsibilityPatienceRespect	
Links to other subjects <ul style="list-style-type: none">Language, Psychomotor and creative activities music and movement			Suggested community Service learning activities <ul style="list-style-type: none">Health clubs	
Suggested Non formal Activity to support learning <ul style="list-style-type: none">Parental engagement- parents should be sensitized to limit substances they give to children that destroy their teeth			Suggested assessment <ul style="list-style-type: none">Oral questionsobservation	
Suggested Resources, <ul style="list-style-type: none">Tooth brushing materials, water, videos, charts, Resource persons e.g. a dentist				

FORMATIVE ASSESMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Proper cleaning of teeth	Able to tell the importance of cleaning their teeth, ability to clean the teeth using a clean toothbrush appropriately, maintain a clean handkerchief besides cautioning	Able to tell the importance of cleaning their teeth, ability to clean the teeth using a clean handkerchief appropriately, maintain a clean brush	Able to tell the importance of cleaning their teeth, ability to clean the teeth using a clean brush	Able to tell a clean and dirty nose but cannot clean the teeth using a tooth brush appropriately.

	others to avoid putting objects in between the teeth.			
Strand	Sub- (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.4 Sanitation/ Toileting 10 Lesson	By the end of the sub strand the learner should be able to: a) talk about the importance of toilet facilities for personal hygiene b) identify toilet facilities in the school c) express the urge for toileting d) use of toilet facilities properly for personal hygiene e) appreciate the need to use clean toilet for personal hygiene	<ul style="list-style-type: none">Learners are guided to talk about the importance of sanitary facilities in the schoolLearners are guided to identify the toilets facilities in the school compoundLearners are guided in talking about how to express the urge for toiletingLearners practice seeking permission to go to toiletsLearners observe a role play on the use of sanitary facilitiesLearners use games to practice the use of toileting facilitiesLearners are guided to talk about the need to use clean toilet/ latrine for personal hygiene	<ol style="list-style-type: none">Why should we use toilets facilities?Which are the toilets facilities in school?What do you do when you need to go to the toilet?How do you use toilets facilities correctly?Why do you keep the toilet clean?
Core-Competence to be developed <ul style="list-style-type: none">Learning to learn-identifying urge and seeking permissionCommunication and collaboration- discussionSelf-efficacy-using toilet appropriatelyCitizenship-proper use of toilets				
Link to PCIs: <ul style="list-style-type: none">health education-personal hygiene as they use toiletslife skills- effective communication as they seek permission to go to the toilets			Link to values <ul style="list-style-type: none">PatienceResponsibilityrespect	
Link to other subjects: <ul style="list-style-type: none">Language, Psychomotor and Creative activities			Suggested Community Service Learning Activities <ul style="list-style-type: none">parental engagement – provide toilet facilities	
Suggested Non formal activity to support learning <ul style="list-style-type: none">participate in an organized activity in the school			Suggested assessment: <ul style="list-style-type: none">Oral questionsObservations	
Suggested Resources; Real objects, pictures, toileting facilities/ materials, water, toiletories/tissue paper				

FORMATIVE ASSESMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Toilet use	Able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet well besides assisting others.	Able to tell the importance of toilet facilities, identify toilet facilities in the school toileting express the urge for toileting and use the toilet well	Able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting facilities but cannot use the toilet well.	Able to identify toilet facilities, cannot express the urge for toileting and cannot use the toilet well.

Strand	Sub- (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.1.3 Foods/Feeding 10 Lessons	By the end of the sub strand the learner should be able to: a) talk about different food eaten at home b) talk about the importance of eating food c) talk about the dangers of sharing food from someone else's mouth d) feed self-using clean hands or feeding items appropriately e) observe proper feeding habits f) maintaining a clean feeding area g) appreciate different foods eaten at home	<ul style="list-style-type: none"> Learners to be guided in naming foods eaten at home Organise learners in groups to talk about foods they eat at home and school Learners are guided to read pictures of foods Learners are guided to colour drawings of foods -learners sing songs and recite poems on importance eating food foods be guided to discuss the dangers of eating food from someone's mouth In groups learners practice feeding self Learners are guided to talk about proper feeding habits Learners are guided to clean their feeding area Learners practice cleaning the feeding area 	<ol style="list-style-type: none"> How do we eat? Why do we eat food? How should we behave when eating? Why should we use clean feeding items when feeding ourselves? Why should we clean our feeding area? What are the dangers of eating from someone's mouth

			<ul style="list-style-type: none">• Learners tell stories, sing songs and recite poems on foods eaten at home and school• Learners practice the culturally appropriate feeding habits using clean or feeding items• watch videos of different foods	
Core-Competence to be developed <ul style="list-style-type: none">• Self-efficacy-feeding self• Communication and collaboration –guided discussion• Learning to learn-learning proper feeding habits				
Link to PCIs <ul style="list-style-type: none">• Health education-personal hygiene, not eating from other peoples mouth• Citizenship: guide learners about hygiene to clean the feeding areas			Link to values <ul style="list-style-type: none">• Respect• Responsibility	
Link to other subjects <ul style="list-style-type: none">• Psychomotor and Creative Activities• Music and Movement• Language			Suggested community service learning activities <ul style="list-style-type: none">• Parental engagement- reinforce feeding habits	
Suggested non formal activity to support learning <ul style="list-style-type: none">• Feeding programme			Suggested assessments <ul style="list-style-type: none">• Oral questions• Observations	
Suggested Resources, charts, videos, realia (feeding items)				

FORMATIVE ASSESMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Feeding habits	Able to talk about foods eaten at home, tell importance of eating food, talk about dangers of sharing from someone else mouth, feed self-using clean	Able to talk about foods eaten at home, tell importance of eating food, talk about dangers of sharing from someone else mouth,	Able to talk about sfoods eaten at home, tell importance of eating food, talk about dangers of sharing from someone	Able to talk about foods, cannot tell the importance of food and cannot hold the feeding

	hands, observe proper feeding habits, ,maintain clean feeding area besides assisting others to hold the feeding items well.	feed self-using clean hands, observe proper feeding habits, maintain a clean feeding area.	else mouth, observe proper feeding habits but cannot keep the feeding area and items clean	items well while feeding self.
--	---	--	--	--------------------------------

Strand	Sub-strand (Suggested time)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.1 Plants 10 Lessons	By the end of sub strand the learner should be able to: a) identify the types of plants found in the home and school environment b) talk about safe and harmful plants found in the home and school environment c) appreciate the importance plants found in the home and school environment	<ul style="list-style-type: none"> • learners are guided to take a walk in the school compound to name plants within their school environment • Learners are guided to name plants found in the home environment • learners are guided to identify the safe and harmful plants in the home and school environment • in groups learners practice match and pair pictures of safe and harmful plants • learners paste picture cut outs of plants found at home and school environment • Learners sing songs on plants found at home and school environment • learners recite poems, and rhymes about plants found at home and school environment 	a) Which plants are found at home and school environment? b) Which plants are safe? c) Which plants are harmful? d) What is the importance of plants found in the home and school environment ?
Core-Competence to be developed <ul style="list-style-type: none"> – Critical thinking and problem solving-coming up with what to do when in contact with dangerous plants – Learning to learn-when identifying the plants – Communication and collaboration-in discussion – Imagination and creativity-discuss in groups – Self efficacy- 				

Link to PCIs <ul style="list-style-type: none"> ESD: environmental education, environmental awareness- as they take a walk in the school DRR: personal safety- learners observe safety as they identify safe and harmful plants Life skills: effective communication- learners to responds to instructions as they match pictures of safe and harmful plant 	Link to value <ul style="list-style-type: none"> Cooperation Responsibility
Link to other subjects <ul style="list-style-type: none"> Creative, Mathematics, Music And Movement, Language 	Suggested community service learning activities <ul style="list-style-type: none"> Parental engagement
Suggested non formal activity <ul style="list-style-type: none"> Group activities- to match and pair safe and harmful plants 	Suggested assessments <ul style="list-style-type: none"> Observations Oral questions
Suggested Resources- plants, charts	

FORMATIVE ASSESMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Identification of safe and harmful plants	Able to identify the types plants found at home and school environment, talk about safe and harmful plants in home and school environment, appreciate the importance of plants besides identifying other uses of the plants	-Able to identify the plants found at home and school environment, talk about safe and harmful plants in home and school environment, appreciate the importance of plants.	-Able to identify the plants found at home and school environment, talk about safe and harmful plants in home but cannot appreciate the importance of plants.	Able to identify one or two plants found at home and school environment and cannot talk about the harmful and safe plants.

2.0 NATURAL ENVIRONMENT	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Animals 10 Lessons	By the end of the sub strand the learner should be able to:	<ul style="list-style-type: none"> Learners are guided to walk around and name the animals found within school compound. 	1. Which animals are found at home and school?

		<p>a) Talk about animals found at home and school environment</p> <p>b) Identify animals found at home and school environment</p> <p>c) Identify safe and dangerous animals found at home and school environment</p> <p>d) Appreciate the animals found at home and school environment</p>	<ul style="list-style-type: none"> Learners are guided to identify animals found at home and school environment by taking a school tour. Learners colour pictures animals from a picture book. Learners are guided to identify the dangerous animals found at home and school environment. In groups, learners discuss the dangerous animals found at home and school. Sort and group pictures of dangerous animals from a picture book. Learners sing songs and recite poems about animals found at home and school environment Learners watch videos of animals 	<p>2. Which animals are dangerous to you?</p> <p>3. Which animals are safe to handle at home and school?</p>
--	--	--	--	--

<p>Core-Competence to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration-discussing in pairs; Self efficacy- while taking a walk; Digital literacy- watching videos; Critical thinking and problem solving- when confronting dangerous animals 	
<p>Link to PCIs</p> <ul style="list-style-type: none"> ESD: Animal welfare: Introduction- to animal welfare education- as they identify animals found at home and school DRR: personal safety: as they identify safe and dangerous animals they observe their safety Life skills: making good choices: not to disturb and play with dangerous animals 	<p>Link to value</p> <ul style="list-style-type: none"> Cooperation Respect Care
<p>Link to other subjects</p> <ul style="list-style-type: none"> Mathematics Creative Psychomotor Music and Movement 	<p>Suggested community service learning activities</p> <ul style="list-style-type: none"> Parental engagement

<ul style="list-style-type: none"> Language 	
Suggested non formal activity to support learning <ul style="list-style-type: none"> Nature walk 	Suggested assessments <ul style="list-style-type: none"> Observations Oral questions
Suggested Resources: <ul style="list-style-type: none"> Realia, Picture cut outs; flash cards; - Picture books; crayons, paper; videos 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Identifying safe and dangerous animals	Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment besides taking care of the animals	Able to talk about animals found at home and school environment, Identify animals found at home and school environment, identify safe and dangerous animals at school and home environment	Able to talk about animals found at home and school environment, Identify animals found at home and school environment but cannot identify safe and dangerous animals.	Able to talk about only two animals found at home and at school 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) Observe weather conditions in the immediate environment b) Identify different weather conditions in the immediate environment c) respond to weather conditions appropriately in the immediate environment	<ul style="list-style-type: none"> Learners are guided to observe the weather condition of the day Learners are guided to talk about weather conditions they have observed Learners are guided to talk about weather different conditions by observing pictures, charts and watch videos Learners sing songs and recite poems about different 	What is the weather condition of the day? How do you respond to a different weather conditions? How do you respond to a different weather condition of the day?

		d) appreciate different weather conditions in the immediate environment	weather conditions for enjoyment <ul style="list-style-type: none">Learners are guided to play with prevailing condition	
Core-Competence to be developed <ul style="list-style-type: none">Learning to learn-playing with kites, balloons and propellers, dressing according to the weatherCreativity and imagination- construction of propellers and kitesCritical thinking –dressing according to weather conditionsSelf efficacy- expressing whether feeling hot or cold				
Link to PCIs <ul style="list-style-type: none">ESD: environmental education- environmental awareness as the learners observe the weather condition of the dayLife skills: effective communication- communicate verbally as they talk about weather conditions they observed			Link to values <ul style="list-style-type: none">ResponsibilityCooperation	
Links to other subjects <ul style="list-style-type: none">languagemusic and movementcreative and psychomotor			Suggested community service learning activities <ul style="list-style-type: none">Tree planting in the community by learnersParental engagement in developing materials e.g. kitesGuided tours	
Suggested non formal activity to support learning <ul style="list-style-type: none">Health clubs			Suggested assessments <ul style="list-style-type: none">ObservationOral questions	
Suggested Resources Balloons, kites, propellers, flutes (hollow objects), realia (trees)				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Response to weather conditions	Able to observe weather conditions in the immediate environment, identify different weather conditions in the immediate environment, respond to	Able to observe weather conditions in the immediate environment, identify different weather conditions in the immediate environment, respond to	Able to observe weather conditions in the immediate environment and identify different weather conditions in the immediate environment	Able to observe weather conditions in the immediate environment but cannot identify different weather conditions.

	weather conditions appropriately besides appreciate different weather conditions.	weather conditions appropriately		
--	---	----------------------------------	--	--

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRON- MENT	2.4 Water 5 Lessons	By the end of the strand the learners should be able to: a) identify sources of water at home and school b) talk about uses of water in their home and school c) conserve water at home and school d) appreciate water conservation at home and school	<ul style="list-style-type: none"> • learners are guided to take a walk to identify sources of water within the school environment • learners are guided to talk about sources of water at home and school • learners are guided to observe sources of water from a picture book, watch videos, charts • learners are guided to talk about uses of water at school and home • learners are guided to close taps after and when not in use • learners are guided on how to use and re-use water properly • learners are guided to engage in water games • learners are guided to sing songs, recite poems, and rhymes related to water 	<ul style="list-style-type: none"> – Where do we get water? – What are the uses of water? – How do we conserve water? – How do we use water sparingly ?

Core-Competence to be developed

- Self efficacy- using water sparingly
- Learning to learn-opening and closing taps
- Critical thinking and creativity- re using water
- Communication and collaboration-discuss sources of water
- Digital literacy- play games with digital devices

Link to PCIs	Link to values
---------------------	-----------------------

<ul style="list-style-type: none"> ESD: Environmental education, animal welfare, financial literacy 	<ul style="list-style-type: none"> Responsibility Cooperation
Links to other subjects <ul style="list-style-type: none"> Language Psychomotor and creative Music and movement 	Suggested community service learning activities <ul style="list-style-type: none"> Parental empowerment Parental involvement
Suggested non formal activity learning <ul style="list-style-type: none"> Participate in a fun day for creativity Re- circling water in the community 	Suggested assessment <ul style="list-style-type: none"> Observation Oral questions
Suggested Resources <ul style="list-style-type: none"> Water, buckets, picture books, videos, play containers, charts 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Conserving water	Able to identify sources of water at home and school, talk about uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school besides assisting others to perform simple experiments with water.	Able to identify sources of water at home and school, talk about uses of water at their home and school, conserve water at home and school ,appreciate water conservation at home and school.	Able to identify sources of water at home and school, talk about uses of water at home and school, conserve water at home and school but cannot conserve water.	Able to identify sources of water at home and school but cannot talk about uses of water and cannot conserve water at home and school.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRON- MENT	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) take safety measures when playing with soil for safety	<ul style="list-style-type: none"> Learners be guided to talk about safety measures while playing with soil Learners take safety measures while play with soil learners tell safety measures when handling soil learners are guided to play with soil 	<ol style="list-style-type: none"> What safety measures do you observe when playing with soil? What do you need to do when playing with soil?

		c) playing with soil for enjoyment d) appreciate playing with soil for enjoyment	<ul style="list-style-type: none">learners sing songs, recite poems on safety when handling soil	
Core-Competence to be developed <ul style="list-style-type: none">Communication and collaboration- discussionSelf efficacy-confidence in handling soilLearning to learn- learn safety measures to take when playing				
Link to PCIs <ul style="list-style-type: none">ESD: DRR: personal safetyLife skills- effective communication		Link to values <ul style="list-style-type: none">ResponsibilityUnity		
Link to other subject <ul style="list-style-type: none">LanguageMusic and Movement		Suggested community service learning activities <ul style="list-style-type: none">Parental engagementParental empowerment		
Suggested non formal activity to support learning <ul style="list-style-type: none">Role playing		Suggested assessment <ul style="list-style-type: none">Observation and oral questions		
Suggested Resources <ul style="list-style-type: none">Sandpits, containers, charts, picture books,				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Taking safety measures in play	Able to talk about the safety measures when playing with soil, take safety measures when playing with soil for safety, play with soil for enjoyment besides assisting others to explore the different soil textures.	Able to talk about the safety measures when playing with soil, take safety measures when playing with soil for safety, play with soil for enjoyment.	Able to talk about the safety measures when playing with soil, take safety measures when playing with soil for safety.	Able to 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 learners are able to: a) identify different sounds within their immediate environment b) talk about different sounds in the environment c) imitate sounds outcome in their immediate environment d) appreciate the different sounds in the environment	<ul style="list-style-type: none">• learners are guided to take a walk to listen to different sounds within their environments• In groups learners discuss different sounds in the environment• Learners practice imitation of different sounds within the environment• Learners practice hitting of objects to produce different sounds• Learners sing songs related to sounds in the environment• Learners are guided to play games to learn about different sounds in the environment	<ol style="list-style-type: none">1. What sounds do you hear?2. What are the different sources of sounds?
Core-Competence to be developed <ul style="list-style-type: none">• Communication and collaboration- telling sources of sounds• Critical thinking and problem solving-telling different sounds• Learning to learn• Citizenship				
Links to PCIs <ul style="list-style-type: none">• ESD: environmental education- environmental awareness• Life skills: creative thinking			Link to values <ul style="list-style-type: none">• Cooperation• Unity	
Link to other subjects <ul style="list-style-type: none">• Music and movement• Language• Psychomotor			Suggested community service learning activities <ul style="list-style-type: none">• Parental engagement	
Suggested non formal activity to support learning <ul style="list-style-type: none">• Role playing			Suggested assessment <ul style="list-style-type: none">• Oral questions• Observations	
Suggested Resources <ul style="list-style-type: none">• Musical instruments, realia (birds and animals in the environment), pictures, charts				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Identifying sounds in the environment	Able to identify different sounds, within their immediate environment, talk about different sounds in their environment, imitate sounds outcome in their immediate environment, appreciate different the sounds in their environment besides identifying and distinguishing other sources of sounds in their environment.	Able to identify different sounds, within their immediate environment, talk about different sounds in their environment, imitate sounds outcome in their immediate environment, appreciate different the sound in their environment.	Able to identify different sounds, within their immediate environment, talk about different sounds in their environment, imitate sounds outcome in their immediate environment	Able to identify different sounds, within their immediate environment but cannot talk about different sounds in their environment.

Strand	Sub-strand/Theme/Topic (Suggested time)	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)
2.0 NATURAL ENVIRONMENT	2. 7 Smell 5 Lessons	By the end of the sub strand the learners should be able to: a) identify the sources of smell in the immediate environment b) differentiate between good and bad smell in the immediate environment c) appreciate good scent in the immediate environment	<ul style="list-style-type: none"> Learners are guided to identify different sources of smell in the environment. In groups learners sort and group substances that smell good Learners sing songs, recite poems on good scent 	<ol style="list-style-type: none"> What do you use to smell with? Which are some of the sources of smell? Which substances smell good? Which substances smell bad?
Core-Competence to be developed <ul style="list-style-type: none"> Self efficacy- confidence for learners who smell good Learning to learn-identifying good and bad smell Communication and collaboration-telling sources of smell Critical thinking and problem solving-smelling substances while blind folded 				
Link to PCIs <ul style="list-style-type: none"> ESD: environmental education, environmental awareness Life skill: effective communication 			Link to values <ul style="list-style-type: none"> Cooperation 	
Link to other subjects <ul style="list-style-type: none"> Music and movement 			Suggested community service learning activities <ul style="list-style-type: none"> Parental involvement 	

<ul style="list-style-type: none"> • Psychomotor • Language • Creative activities 	
Suggested non formal activity to support learning <ul style="list-style-type: none"> • Nature walk 	Suggested assessment <ul style="list-style-type: none"> • Oral questions • observations
Suggested Resources <ul style="list-style-type: none"> – Food substances, plants, nature walk field trips, substances that smell good and bad 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Responding to good and bad smell	Able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment, appreciate good scent in the immediate environment besides assisting others to respond appropriately to good and bad smell.	Able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment, appreciate good scent in the immediate environment.	Able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate environment.	Able to identify the sources of smell in the immediate environment but cannot differentiate between good and bad smell in the immediate 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 learners should be able to: a) talk about the sources of light in the immediate environment b) talk about uses of light in the environment c) differentiate day and night d) appreciate the importance of light in their daily activities	<ul style="list-style-type: none"> • Learners are guided to talk about sources of light in their environment • Learners talk about objects that produce light • Learners are guided to talk about uses of light in their environment • learners are guided to play with shadows • learners perform simple experiments using sources of light • learners are guided to appreciate light as cause of day and night • Learners sing songs and recite poems related to light 	<ol style="list-style-type: none"> 1. What are the sources of light? 2. How can you differentiate day and night? 3. What produces light in the day and night? 4. What are the uses of light?

Core-Competence to be developed <ul style="list-style-type: none"> • Communication and collaboration-discussion on sources of light • Critical thinking and problem solving-switch on light when dark • Learning to learn-through experiments 	
Link to PCIs <ul style="list-style-type: none"> • Life skills: Appropriate use of light • Creative thinking to solve social problems • Conflict resolution 	Link to values <ul style="list-style-type: none"> • Respect • Cooperation
Link to other subjects <ul style="list-style-type: none"> • Music and Movement • Language • Psychomotor 	Suggested community service learning activities <ul style="list-style-type: none"> • Parental engagement
Suggested non formal activity to support learning <ul style="list-style-type: none"> • Role playing 	Suggested assessment <ul style="list-style-type: none"> • Oral questions • Observations
Suggested Resources <ul style="list-style-type: none"> • Sources of light (sun, torch, lamps etc.) • Piece of cloth 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Importance of light	Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities besides assisting others to perform simple experiment using different sources of light	Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night, appreciate the importance of light in their daily activities.	Able to talk about the sources of light in the immediate environment, talk about uses of light in the environment, differentiate day and night.	Able to talk about the sources of light in the immediate environment, can differentiate day and night but cannot talk about uses of light in the environment.

Strand	Sub-strand/Theme/Topic (Suggested time)	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)
3.0 ENVIRONMENTAL CARE AND SAFETY	3.1 Care 10 Lessons	By the end of the sub strand the learner should be able to: a) talk about the care of classroom and home environment b) talk about care of different items and materials used in the classroom and home environment c) appreciate the need to maintain a clean environment	<ul style="list-style-type: none">Learners are guided to talk about how to care of the home and classroom environmentLearners are guided to talk about how to take care of different items and materials used in caring for the environment at home and classroomLearners Sing songs and recite poems related to school and home environment	<ol style="list-style-type: none">How do you take care of materials at home and classroom environmentwhich materials are used for caring in the classroom and home?when do we clean our classroom?
Core-Competence to be developed <ul style="list-style-type: none">Citizenship-caring for our environmentCommunication and collaboration-developing rulesCritical thinking and problem solving-using a litter binLearning to learn-rules				
Link to PCIs <ul style="list-style-type: none">Health education-living in a clean environmentESD-environmental education, environmental awareness, financial literacyService learning and parental engagement-cleaning compound at homeLife skills: making good choices			Link to values <ul style="list-style-type: none">CooperationResponsibility	
Link to other subjects <ul style="list-style-type: none">Music and movementPsychomotorLanguage			Suggested community service learning activities <ul style="list-style-type: none">Parental involvementCommunity visits	
Suggested non formal activity to support learning <ul style="list-style-type: none">Participate in the clean-up activity in the school			Suggested assessments <ul style="list-style-type: none">ObservationOral questions	
Suggested Resources <ul style="list-style-type: none">Brushes, brooms, wiping cloths, litterbins				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Cleaning material	Able to talk about care of classroom and home environment, talk about care of different items and materials used in the classroom and home environment, appreciate the need to maintain a clean environment besides assisting others to identify cleaning materials.	Able to talk about care of classroom and home environment, talk about care of different items and materials used in the classroom and home environment, appreciate the need to maintain a clean environment.	Able to talk about care of classroom and home environment, talk about care of different items and materials used in the classroom and home environment.	Able to talk about care of classroom and home environment

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 ENVIRONMENTAL CARE AND SAFETY	3.2 Safety 15 Lessons	By the end of sub strand the learners should be able to: a) identify safe and dangerous places, objects and activities in the immediate environment b) handle different materials in the immediate environment appropriately c) use different materials and facilities appropriately in the immediate environment d) appreciate the need for safety in the immediate environment	<ul style="list-style-type: none"> • learners are guided to identify safe and dangerous places, objects, activities and games in their environment • learners are guided on how to handle different materials for safety • learners are guided to clean working areas after an activity • learners are guided to watch videos showing dangerous places, objects, activities and games • learners are guided on how to use different materials and facilities properly • Learners sing songs and recite poems related to safety 	<ol style="list-style-type: none"> 1. What are the dangerous places, objects, activities and games? 2. How do you observe safety 3. How do you use materials safely?
Core-Competence to be developed <ul style="list-style-type: none"> • Communication and collaboration discussion • Critical thinking and problem solving- identifying and reporting incidences of safety. • Learning to learn-how to handle unsafe objects 				

Link to pcis <ul style="list-style-type: none"> • ESD: disaster and risk reduction- personal safety • Citizenship- child care and protection avoid dangerous places • Life skills- effective communication 	Link to values <ul style="list-style-type: none"> • Responsibility • Unity
Links to other subjects <ul style="list-style-type: none"> • Language • Music and movement • Psychomotor 	Suggested community service learning activities <ul style="list-style-type: none"> • Parental engagement in safety
Suggested non formal activity to support learning <ul style="list-style-type: none"> • DRR club 	Suggested assessment <ul style="list-style-type: none"> • Oral questions; observation
Suggested resources <ul style="list-style-type: none"> • Realia, videos, flashcards 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectatio
Safety measures in the environment	Able to identify safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment appreciate the need for safety in the immediate environment besides can guide other learners to recognize safe and dangerous places, objects and activities.	Able to identify safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately, use different materials and facilities appropriately in the immediate environment appreciate the need for safety in the immediate environment.	Able to identify safe and dangerous places, objects and activities in the immediate environment, handle different materials in the immediate environment appropriately.	Able to identify safe and dangerous places, objects and activities in the immediate environment.

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:	<ul style="list-style-type: none"> • Learners are guided to tell their names 	1. What is your name?

		a) Tell their names for identity b) Identify their sex for self-awareness c) Identifying body parts (head, hand and legs d) Appreciate oneself for self-esteem	<ul style="list-style-type: none"> Learners sing songs about their names and sex Learners are guided to group themselves according to sex Learners are guided on picture reading categorizing boys and girls Learners are guided to identify body parts Learners are guided on picture reading on body parts from charts Learners sing songs on body parts In groups learners sing songs about themselves. 	2. Are you a boy or a girl? 3. Which are your body parts?
--	--	---	---	--

Core Competencies <ul style="list-style-type: none"> Learning to learn-interpersonal relationship Self- efficacy-identifying self by name and sex Collaboration and communication 	
Link to PCIs <ul style="list-style-type: none"> ESD: Gender issues in education, gender awareness- learners identify their sex for self awareness Life skills - self awareness and self-esteem: knowing and loving myself, personal identity as learners tell their names 	Link to values <ul style="list-style-type: none"> Respect Accept one self
Links to other subjects <ul style="list-style-type: none"> Language Music and Movement Psychomotor Mathematics Creative Activities 	Suggested community service learning activities <ul style="list-style-type: none"> Parental engagement in safety
Suggested non formal activity to support learning <ul style="list-style-type: none"> Role play 	Suggested assessment <ul style="list-style-type: none"> Oral questions observation
Suggested Resources <ul style="list-style-type: none"> Charts, picture books, pastiche/clay 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Self awareness	Able to tell their names for identity, identify their sex for self-awareness, identifying body parts, appreciate oneself for self-esteem besides identifying classmate for interpersonal relationship.	Able to tell their names for identity, identify their sex for self-awareness, identifying body parts, appreciate oneself for self-esteem.	Able to tell their names for identity, identify their sex for self-awareness, identifying body parts.	Able to tell their names for identity, identify their sex for self-awareness.

4.0 SOCIAL ENVIRONMENT	4.2 Our School 10 Lessons	By the end of the sub strand the learner should be able to: a) Talk about people working in the school for identification b) Appreciate the work done by people in school c) Identify structures found in the school for familiarization d) Identify the flag and the flag post for patriotism(<ul style="list-style-type: none"> • Learners are guided to talk about work done by people in the school • Learners are guided to walk round the school to identify structures • In groups learners identify different structures on the chart • Learners sing songs about structures and people in school • Learners recite poems about our school • Learners are guided to colour the flag 	<ol style="list-style-type: none"> 1. Who are the people in school? 2. What work is done by different people in school? 3. What structures are found in the school? 4. What are the colours of the flag?
-------------------------------	--	--	--	--

Core competence to SCBE developed <ul style="list-style-type: none"> – Communication and collaboration-talk about work done – Learning to learn-learning about work done by people in school – Citizenship, patriotism 	
Link to PCIs <ul style="list-style-type: none"> – Citizenship: national hood nationalism – Life skill: Knowing our school as they walk around 	Link to values <ul style="list-style-type: none"> – Patriotism as they colour national flag – Respect people and work done by them
Links to other subjects <ul style="list-style-type: none"> – Language activities – Music and movement – Psychomotor activities – Creative activities 	Suggested community service learning activities <ul style="list-style-type: none"> – Parental engagement in safety
Suggested non formal activity to support learning <ul style="list-style-type: none"> – Role play 	Suggested assessment <ul style="list-style-type: none"> – Oral questions, Observation

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Following rules and regulations	Able to talk about people working in the school for identification, appreciate the work done by people in the school, identify structures found in the school for familiarization, identify the flag and the flag post for patriotism, besides assisting others to follow the school rules and regulations.	Able to talk about people working in the school for identification, appreciate the work done by people in school, identify structures found in the school for familiarization, identify the flag and flag post for patriotism.	Able to talk about people working in the school for identification, appreciate the work done by people in school, identify structures found in the school for familiarization	Able to talk about people working in the school for identification and the work done.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.3 Home 20 Lessons	By the end of sub strand the learner should be able to: a) Talk about people found at home for self-awareness b) Appreciate the people at home for harmonious living	<ul style="list-style-type: none"> Learners are guided to talk about people found at home. Learners watch videos of people found at home Learners draw pictures of people at home Learners colour pictures of people at home Learners model people at home Learners sing songs and recite poems about 	<ol style="list-style-type: none"> Who are the people are found at home? What work is done by people at home?
Core competence to SCBE developed <ul style="list-style-type: none"> Learning to learn-learning about work done by people at home Self-efficacy-colouring Communication and collaboration-discussing and role playing 				
Link to PCIs <ul style="list-style-type: none"> Citizenship: national hood and nationalism, knowing our school as they walk around, identifying structures 			Link to values <ul style="list-style-type: none"> Patriotism as they colour national flag Respect – people and work done by people 	
Links to other subjects <ul style="list-style-type: none"> Language Activities Creative Activities Music And Movement Psychomotor Activities 			Suggested community service learning activities <ul style="list-style-type: none"> Visiting an elderly person to learn about etiquette in the community 	
Suggested non formal activity to support learning <ul style="list-style-type: none"> Role play in clubs 			Suggested assessment <ul style="list-style-type: none"> Oral questions observation 	

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Harmonies living	Able to talk about people found at home for self-awareness, appreciate the people at home for harmonious living besides assisting others to talk about the uses of buildings and structures at home.	Able to talk about people found at home for self-awareness, appreciate the people at home for harmonious living	Able to talk about people found at home for self-awareness but cannot appreciate the people at home for harmonious living	Able to talk about people found at home for self-awareness.

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 courteous words for different situations b) Use courteous words appropriately during interactions c) Show etiquette in their interactions for personal relationships)	<ul style="list-style-type: none"> Learners are guided on situations where they can use courteous words Learners are guided to talk about courteous words. Learners are guided on situations where they can use courteous words Learners are guided to use courteous words in incidental learning to reinforce etiquette In groups learners practice use of courteous words 	<ol style="list-style-type: none"> What do you tell someone who has done something good to you? What do you tell someone who has done something bad to you? What words would you use to show appreciation? How do you greet different people? When do you use the

				courteous words?
Core-Competence to be developed <ul style="list-style-type: none">• Communication and collaboration-sharing materials• Critical thinking and problem solving-listening to a story and answering questions• Self efficacy-use of courteous words				
Link to PCIs and Values: <ul style="list-style-type: none">• Life skills-learning to share• Citizenship-social cohesion, integrity			Links to Values <ul style="list-style-type: none">• Respect, responsibility, peace, love	
Links to other subject(s): <ul style="list-style-type: none">• Languages• Religious education• Psychomotor			Suggested Community Service Learning <ul style="list-style-type: none">• Visit an elderly person to learn about etiquette in the community	
Formal Activity to support learning through application <ul style="list-style-type: none">• Role plays, dramatization			Suggested Assessment <ul style="list-style-type: none">• Observation, question and answers (oral question)	
Suggested Resources: charts, pictures, boxes, videos				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Courtesy	Able to talk about courteous words for different situations, use courteous words appropriately during interactions, show etiquette in their interactions for personal relationships is sides assisting others to use courteous wards in day to day life.	Able to talk about courteous words for different situations, use courteous words appropriately during interactions show etiquette in their interactions for personal relationships.	Able to talk about courteous words for different situations use courteous words appropriately during interactions.	Able to talk about courteous words.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 SOCIAL ENVIRONMENT	4.5 Dressing 10 Lessons	By the end of the sub strand the learners are able to: a) Talk about clothes worn at different occasions for responding to different situations b) Talk about the importance of dressing for protection c) Appreciate clothes worn at different occasions for responding to different situations	<ul style="list-style-type: none">• Learners are guide to identify clothes worn at different occasions• Learners are guided to colour clothes worn at different occasions• Learners are guided to put on different attires worn on different occasions• appreciate clothes worn at different occasions	<ol style="list-style-type: none">1. What clothes do people wear at home?2. What clothes do you wear at school?3. What clothes do you wear at different occasions?
Core-Competence to be developed <ul style="list-style-type: none">• Learning to learn-learning about clothes worn on different occasions• Communication and collaboration-discussing clothes worn at different occasions				
Link to PCIs <ul style="list-style-type: none">• Citizenship – Dress common• Life skill – Effective communication			Link to values <ul style="list-style-type: none">• Respect	
Links to other subjects <ul style="list-style-type: none">• Language Activities• Religious Education• Creative Activities• Music and Movement			Suggested community service learning activities <ul style="list-style-type: none">• Visiting an elderly person to learn about etiquette• In the community	
Suggested non formal activity to support learning: <ul style="list-style-type: none">• Role play			Suggested assessment <ul style="list-style-type: none">• Oral questions, Observation	
Suggested Resources <ul style="list-style-type: none">• Cultural attires, picture books, drawing materials, charts, resource person				

FORMATIVE ASSESSMENT

Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Dressing	Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing for protection, appreciate clothes worn at different occasions for responding to different situations besides assisting others to identify different clothes worn by other people.	Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing for protection, appreciate clothes worn at different occasions for responding to different situations besides	Able to talk about clothes worn at different occasions for responding to different situations, talk about the importance of dressing for protection.	Able to talk about clothes worn at different occasions for responding to different situations.

CHRISTIAN RELIGIOUS EDUCATION CURRICULUM DESIGNS

PREPRIMARY CRE

SUBJECT TITLE: CHRISTIAN RELIGIOUS EDUCATION

ESSENCE STATEMENT

Christian Religious Education (CRE) activities at the pre-primary level focus on the holistic development of the learner through use of life approach. They help the learner to differentiate between good and evil, learn about God, His beautiful creation (living and non-living things) and prayer. These activities are geared towards the continuous moral and spiritual development of the learner. Teachers should help the learner to appreciate people of different religious backgrounds, through emphasis on love and respect for one another.

The aim of Christian Religious Education activities at the pre-school level, is to develop awareness and appreciation of the generosity, love and care of God's creation. This will enable the learner to acquire the qualities of sharing, respect, kindness, getting along with others and the ability to differentiate good from evil.

Christian Religious education is a unique subject in the curriculum; because it touches on core aspects of the society. CRE is concerned with both the academic and moral development of the individual learner. The teaching of CRE therefore, cannot be separated from the daily life situations which affect the physical, moral, emotional and spiritual growth of the learner. In the present society, the learner is faced with various challenges in life. The CRE Curriculum Design aims at equipping the learner with spiritual, intellectual and moral development to be able to deal with these challenges.

General Learning Level Outcomes

The learner will be expected to:

- Demonstrate God's love through all creation in their lives
- Demonstrate the word of God through prayer, saying simple memory verses and singing Christian songs for their spiritual growth
- Demonstrate understanding of the person of Jesus Christ and emulate him in their daily lives
- Apply Christian values in their interaction with others from diverse cultural background for harmonious co-existence
- Appreciate the church as a house of God for their spiritual nourishment

THEME	SUB-THEME Suggested time	SPECIFIC LEARNING OUTCOMES(KSA)	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
1.0 GOD’S CREATION	1.1 Who is God? No of hours 1 No of lessons 2	By the end of the sub-theme the learner should be able to: a) Demonstrate God’s love as the Sole Creator in his/her life to promote personal relationship with Him. b) Identify God as the Heavenly Father in his/her life to respect Him as the Father of mankind. c) Appreciate God as the Sole Creator, Heavenly Father for personal development.	<ul style="list-style-type: none">Learners could be guided to recite simple short poems on God as his/her Sole creator, based on respect for God.(Genesis 1:27)In groups Learners will sing songs on God as their Heavenly Father to develop the virtue of love(Matthew 6:9)Learners will be exposed to a variety of relevant learning resources for example; pictures, watching videos, observing the di charts and posters to enhance their understanding of God as the Sole Creator and Heavenly Father(Genesis1:27,Mathew 6:9)Organize learners in small groups to sing thanksgiving songs to God as their Sole Creator and Heavenly Father.(Genesis 1:27)	<ol style="list-style-type: none">Who is God?Where does He live?Who is your Heavenly Father?
Core Competences to be developed: Learning to learn – Learners will know that God is the Sole Creator and everything they see was created by God through singing. Learners will appreciate that God is their Heavenly father and listen to a talk from a religious leader. Communication and Collaboration :-Learners will recite simple poems, role play and observe pictures in relation to God’s creation as the Sole Creator and Heavenly Father.				
Link to PCIs: Life Skills Education: Self-awareness, Effective Communication, Critical thinking and creative thinking			Link to Values: Love, and respect for God’s creation, others and myself (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activity areas: Language, HRE and IRE activities.			Suggested Community Service Learning activities: Encourage learners to sing songs praising God with the other children in their various Churches	
Suggested Non formal Activity to support learning: Visit a nearby church to listen to a talk from a religious leader on God as the Sole Creator and Heavenly Father.			Suggested assessment: Oral questions and observation & portfolios	
Suggested learning resource ❖ Good News Bible ❖ Pictures ❖ Cut-outs ❖ Audio visual ❖ Flash cards				

<div><div><div><div><div></div><div>❖</div><div>Charts</div></div><div><div></div><div>❖</div><div>Text books</div></div></div></div></div>				
Assessment Rubrics				
1.0 GOD’S CREATION	1.2 Myself No of hours 1½ No of lessons 3	a) Mention his /her name for self awareness b) Sing songs as special creature created in the image and likeness of God. c) Appreciate himself/herself as a unique child of God	<div><div><div>Learners are guided to mention their names</div><div>Learners are guided to sing songs to signify him/her as a child of God created in His image and likeness(Genesis 1:27)</div><div>Learners are guided in small groups to mention each others’ names.(Isaiah 43:1)</div></div></div>	<div><div>1. What is your name?</div><div>2. Who created you?</div></div>
<div>Core Competences to be developed:</div> <div>Citizenship- Learners will appreciate their name as given by their parent, hence develop a sense of belonging.</div> <div>Learning to learn: Learners will participate in activities that will help them understand themselves on how God created them as special creatures.</div> <div>Communication and Collaboration: Learners will interact with each other in groups to improve on their vocabulary, co-operation and develop values of love, concern, care and sharing(Deutronomy 5:10)</div>				
Link to PCIs: Life Skills Education; Self-awareness-Myself (Am God’s Creation), Self Esteem (Am a unique and special creature).			Link to Values: Love, Peace, respect,joy,kindness and integrity (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activity areas: Language and psychomotor activities.			Suggested Community Service Learning activities: Encourage parents at home to appreciate and accept their children(learners)in order to enhance assertiveness and self esteem	
Suggested Non formal Activity to support learning: Organize for an outdoor activity for learners to sing songs related to self.			Suggested assessment: Oral questions, check list and observation	
<div>Suggested learning resource</div> <div><div><div><div></div><div>❖</div><div>Holy News Bible</div></div><div><div></div><div>❖</div><div>portifolios</div></div><div><div></div><div>❖</div><div>Drawn pictures on the charts</div></div><div><div></div><div>❖</div><div>Cut-outs</div></div><div><div></div><div>❖</div><div>Audio visual</div></div><div><div></div><div>❖</div><div>Flash cards</div></div></div></div>				

Assessment Rubrics			
Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
➤ Learners are able to mention their names and appreciate themselves as children of God reciting poems and using songs that identifies them as children of God that he created.	➤ Learners are able to mention their names, appreciate themselves as children of God and appreciate their gender as God given with guidance.	➤ Learners are able to mention their names, appreciate themselves as children of God, and their gender and singing songs related to them with assistance.	➤ Learners are able to mention their names, appreciate themselves as children of God but cannot be able to appreciate their gender or sing songs in relation to themselves.

1.0 GOD'S CREATION	1.3 My family No of hours 1 No of Lessons 2	By the end of the sub-theme the learner should be able to: <ol style="list-style-type: none"> Name the family members for example father, mother, brothers and sisters to have a sense of belonging. Mention that his/her family members are a gift from God. Appreciate God for creating his/her parents, brothers and sisters. 	<ul style="list-style-type: none"> Learners will be encouraged to respond to God's love by obeying and respecting their family members.(Ephesians 6:1-4) Learners will be guided in small groups to colour drawn pictures of family members.(John2:12) Organize learners in small groups to sing simple short songs to thank God for the gift of their family members.(Exodus 20:12) Learners will be guided individually in different times to name their family members.(Matthew 12:46) Learners will observe drawn pictures of family members displayed on charts, flash cards, cutouts and watch relevant videos and films.(Luke 8:20). 	<ol style="list-style-type: none"> Who created your family members? How many family members do you have? What is the name of your guardian? How many brothers do you have? How many sisters do you have?
Core Competences to be developed: Communication and collaboration				

In groups learners could be guided to make simple prayers and sing thanksgiving songs to God for blessing them with family members to enhance cooperation							
Learning to learn: Learners will know that their family members are a gift from God for example, father, mother, brothers, sisters and guardians as they pray and share meals.							
Link to PCIs: Citizenship: Social cohesion: living in harmony with my family members. Life skills education-knowing and living with my family and others.			Link to Values: Unity, love, responsibility and respect(Galatians 5:22) to promote proper moral upbringing				
Link to other learning activity areas: Language and psychomotor activities			Suggested Community Service Learning activities: Learners will be organized in groups to pay a visit to a nearby home and assist the family (watering plants).				
Suggested Non formal Activity to support learning: Learners will identify a family near the school and learn how family members should live.			Suggested assessment: Observation ,portfolios and oral questions				
Suggested learning resource <ul style="list-style-type: none">❖ Holy News Bible❖ charts❖ Pictures❖ Cut-outs❖ Audio visual❖ Text books❖ Talking walls❖ Flash cards❖ Textbooks							
Assessment Rubrics							
Exceeds expectation		Meets Expectation		Approaches expectation		Below expectation	
<ul style="list-style-type: none">➤ The learner is able to name his/her family members and understand that they are special gift from God.➤ The learner can draw and colour the pictures of his family members.		<ul style="list-style-type: none">➤ The learner is able to name his/her family members and understand that they a special gift from God with assistance.➤ The learner can colour the drawn pictures of his family members with assistance		<ul style="list-style-type: none">➤ The learner is able to mention the name of his/her family members and helped to understand that they are special gift from God.➤ The learner can neither draw nor colour the drawn pictures of his family members.		<ul style="list-style-type: none">➤ The learner is able to name his/her family members but does not understand that they are special gift from God.	

GOD’S CREATION	1.4 Communicating to God through prayer. No of hours -1 No of lessons-2	By the end of the sub-theme the learner should be able to: a) Demonstate understanding that prayer is the most important way of communicating with God b) Appreciate different times of prayer for his/her spiritual nourishment. c) Show the desire to thank and praise God for his provision through prayers.	<ul style="list-style-type: none">• Learners are guided to say simple prayers on thanksgiving to God as their creator(Mathew6:9-13,Jeremiah 33:3)• Learners to guided to say simple prayers at different times(Mark 11:24)• Learners will listen to simple prayers from DVDs, TV, radio and any audio visual devices and will be guided to role play simple short prayers.(Jeremiah 29:12)	<ol style="list-style-type: none">1. How do you communicate to God?2. When do you communicate to God?3. Who answers your prayers?4. How can you thank God?
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 pray for family members				
Link to PCIs: Life Skills education: Effective communication, thus communication with God and others.			Link to Values: Love and respect for God (Galatians 5:22) to promote proper moral upbringing	
Link to other activities areas: Language and psychomotor activities.			Suggested Community Service learning activities: Learners in small groups will practice simple shorts prayers and participate during prayers with their families.	
Suggested Non-formal Activity to support learning: Learners will be organized in groups to pay a visit to a nearby church next to school and listen to a religious leader giving a talk on prayer.			Suggested assessment: Observations, oral questions and portfolios.	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Charts❖ Picture❖ Cut-outs❖ Simple prayer books❖ Audio visual❖ Flash cards❖ Text books				

Assessment Rubrics:				
Exceeds expectation		Meets expectation	Approaches expectation	Below expectation
2.0 Holy Bible	2.1 The Bible No of hours -1 No of lessons -2	By the end of the sub-theme the learner should be able to: a) Name the Bible as a Holy book used by Christians for spiritual nourishment b) Sing simple songs reflecting the Bible as a Holy book of God to be respected. c) Appreciate the Bible as a Holy Book in his/her daily life for spiritual growth	<ul style="list-style-type: none">Learners sing songs about the Bible as a Holy book for example “the song, read your Bible, pray every day”(John1:1)Learners are guided to observe drawn pictures and charts within the classroomLearners are shown pictures in the children’s Bible and guided on how to read them.(2Timothy 3:15-16)Organized in small groups, learners are guided to colour drawn pictures of the Bible(Matthew 24:35)	<ol style="list-style-type: none">What is a Bible?At what time do you read the Bible?Why the Bible is called a Holy book?Where do you keep your Bible?
Core Competences to be developed: Communication and Collaboration - Learners will participate in different groups singing songs and colouring the Bible that will enhance their understanding of the Bible as a Holy book. Learning to learn -By observing Bible pictures, watch audio visual pictures and colouring drawn pictures, the learners will develop the skill of inquiry.				
Link to PCIs: Life skills Education; Critical thinking, Effective Communication and Assertiveness.			Link to Values: Love and respect for the Bible (Galatians 5:22) to promote proper moral upbringing	
Link to other learning activity areas: Language and psychomotor activities.			Suggested Community Service Learning activities: Pay a visit to a nearby church and listen to a talk from the religious leader on the Bible as a Holy book.	
Suggested Non formal Activity to support learning: Learners to be guided to organize themselves in small groups outside the classroom within the school compound to observe different pictures in the Bible			Suggested assessment: Oral question, portfolio and observation.	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Pictures❖ Cut-outs❖ Digital devices e.g Audio visual❖ Flash cards❖ Charts❖ Textbooks				

Assessment Rubrics			
Exceeds expectation	Meets Expectation	Approaches expectation	Below expectation
➤ The learner is able to identify and distinguish the Bible from the other books and mention that it is a Holy book which contains God's word being used by Christians to strengthen one's faith.	➤ The learner is able to identify and distinguish the Bible from the other books and mention that it is a Holy book that contains God's word being used by Christians to strengthen one's faith with assistance.	➤ The learner is able only to identify and may not distinguish the Bible from the other books, but can mention that it is a Holy book which contains God's word and is used by Christians to strengthen ones faith with assistance.	➤ The learner is only able to mention the Bible as a Holy book but may not know that it is a Holy book that contains God's word which is being used by Christians to strengthen ones faith even with assistance.

3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.1 Birth of Jesus Christ No of hours 3 No of lessons 6	By the end of the sub-theme the learner should be able to: a) Describe the story about the birth of Jesus as his/her savior b) Demonstrate the visit by the shepherds through role playing to signify God's love.	<ul style="list-style-type: none"> Organize learners in groups to listen to the story about the birth of Jesus Christ, his parents, and his town of birth.(Mathew1:18-25,2:1-12) Learners are encouraged to narrate a story about the birth of Jesus Christ.(Luke1:26-45) Organize learners to demonstrate the birth of Jesus Christ and encourage them to role play through singing and dancing.(Isaiah 9:6) Learners are led to move around the classroom to observe the displayed pictures of the birth of Jesus Christ, his birth place and parents.(Luke2:1-14) Learners colour drawn pictures of Jesus, different types of buildings 	<ol style="list-style-type: none"> How do you celebrate your birthday? Where was Jesus Christ born? Which town was Jesus Christ born? Who are the parents of Jesus Christ?
--	--	--	---	--

			and images of his parents.(Luke 2:1-7)	
Core competencies to be developed: Communication and Collaboration -The learners will role play while singing, dancing and saying simple stories how Jesus was born. Learning to learn -Learners will know the story about the of birth of Jesus Christ, His parents and birth place.				
Link to PCIs: Life Skills Education, Self- awareness, Citizenship-unity, participation as a team.			Link to values: Love and concern,Humility,Sharing and respect (Galatians 5:22) to promote proper moral upbringing	
Links to other learning activity areas: Environmental and language activities			Suggested Community learning activities: In groups learners will be led to visit a nearby animal farm to observe the place where baby Jesus was laid after birth and fetch some water for the animals.	
Suggested Non formal Activity to support learning: Learners will pay a visit to a nearest church to learn more about the story of the birth of Jesus Christ, His birth place and parents.			Suggested assessment: Oral questions, group work and observations.	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Plasticine❖ Pictures❖ Cut-outs❖ Digital devices e.g Audio visual❖ Flash cards❖ Charts❖ Textbooks❖ Small baskets❖ Flash cards				
Assessment Rubrics				
Exceeds expectation		Meets expectation		Approaches expectation
➤ The learner has the ability to tell the story about the birth of Jesus Christ, name His parents and place of birth, as well as he/she can draw and colour pictures based on the birth of Jesus Christ.		➤ The learner is able to tell the story about the birth of Jesus Christ, mention His parents, birth place and colour drawn pictures without assistance.		➤ The learner has the ability to tell the story about the birth of Jesus Christ, his parents birth place and guided to colour drawn pictures.
				➤ The learner has the ability to tell the story of Jesus Christ, His parents

				and place of birth with assistance
3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.2 Christian Festivals Christmas No of hours- 1 No of lessons -2	By the end of the sub-theme the learner should be able to: a) Demonstrate the meaning of Christmas as an important Christian celebration about God’s love to mankind. b) Appreciate Christmas celebration by singing Christmas carols to acknowledge God’s love to mankind.	<ul style="list-style-type: none">Learners are guided to retell the story of the birth of Jesus Christ.(Luke1:1-38)Learners sing short and simple Christmas carols.Organize learners in small groups to walk around the classroom and observe the displayed pictures on charts explaining to them the significance of Christmas.(Luke2:8-20)Learners are guided to colour drawn pictures of some the events that takes place during Christmas.Learners sing Christmas carols and watch relevant digital materials based on the birth of Jesus Christ.(Luke 1:18-24)	<ol style="list-style-type: none">How do you celebrate on Christmas day?What do you do on Christmas day?How do you celebrate your birth day?When do you celebrate Christmas?
Core Competences to be developed: Communication and collaboration- Learning to learn – Learners will participate in activities leading interaction and communication				
Links to PCIs: Effective Communication			Link to values: Respect, sharing, love, Honesty and Integrity (Galatians 5:22) to promote proper moral upbringing	
Links to other learning activity areas: Environmental, Languages, Health and Hygiene activities.			Suggested Community Service Learning activities: Learners will be guided to pay a visit to a cowshed and have an idea of where baby Jesus was laid after birth.	
Suggested Non formal Activity to support learning: Learners in a group will visit an animal farm and observe how the cowshed looks like.			Suggested assessment :Group participation, observation and oral questions.	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Charts❖ Pictures				

- ❖ Cut-outs
- ❖ Flash cards
- ❖ Digital devices e.g Audio visual
- ❖ Flash cards
- ❖ Charts
- ❖ Textbooks

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
➤ The learner has an ability to listen and narrate the story of the event that took place on Christmas day, and can tell the importance of Christmas celebrations without assistance..	➤ The learner has an ability to listen and narrate the story of the event that took place on Christmas day, and can tell the importance of Christmas celebrations with assistance.	➤ The learner has an ability to listen and narrate the story of the event that took place on Christmas day with assistance but cannot tell the importance of Christmas celebrations.	➤ The learner has an ability to listen to the story of the event that took place on Christmas but cannot re- tell the story even with assistance.

3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	3.3 Simple Christian Rituals No of hours-1 No of lessons-2	By the end of the sub-theme the learner should be able to: <ol style="list-style-type: none"> Name some simple Christian rituals for his/her spiritual growth Appreciate taking part in Christian rituals for example giving offerings and praying for his/her spiritual nourishment. 	<ul style="list-style-type: none"> Learners are guided to name some simple Christian rituals for example giving offerings in the church as a sign of appreciation.(1Samuel:21-28) In groups learners practice some simple rituals pertaining to Christianity for example closing of the eyes during prayers(Proverbs 3:9-10) 	<ol style="list-style-type: none"> How should you behave while in church? What do you give in the church as an offering to God?
Core competencies to be developed: Communication and collaboration- Learners through sharing will improve their vocabulary and communication skills . Learning to learn – Learners will participate in activities leading interaction and communication				
Link to PCIs: Life Skill Education : Effective communication, passing on the message.			Link to values: Respect, obedience and integrity (Galatians 5:22) to promote proper moral upbringing	
Links to other learning activity areas: Environmental, Language and psychomotor activities.			Suggested Community learning activities: Learners will pay a visit to the church and participate in giving offerings as a sign of thanksgiving to God.	

Suggested Non formal Activity to support learning: Learners will visit a nearby church and observe how people are participating in giving offerings and in return do the same.		Suggested assessment: Observation and oral questions	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Charts❖ Pictures❖ Cut-outs❖ Digital devices e.g Audio visual❖ Flash cards❖ Charts❖ Textbooks❖ Flash cards❖ Small baskets			
Assessment Rubrics			
Exceeds expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none">➤ The learner has the ability to name, draw and colour pictures of rituals pertaining to Christianity. He/she is able to give offerings without making any observations of people giving offerings.	<ul style="list-style-type: none">➤ The learner has the ability to name and colour drawn pictures of rituals pertaining to Christianity. He/she is able to give offerings without making any observations of people giving offerings.	<ul style="list-style-type: none">➤ The learner has the ability to name and colour drawn pictures of rituals pertaining to Christianity with assistance. He/she is able to give offerings after making some observations of people giving offerings.	<ul style="list-style-type: none">➤ The learner has the ability to colour drawn pictures of rituals pertaining to Christianity with assistance. He/she is able to give offerings when given direction.

4.0 CHRISTIAN VALUES	4.1 Love of God and neighbour No of hours-3 No of lessons-6	By the end of the sub-theme the learner should be able to: a) Identify ways of showing love to God as the first commandment for their spiritual growth b) Sing songs in praise of God and ones neighbour. c) Appreciate the importance of showing respect to his/her neighbor as one of the requirements of the Ten Commandments for proper moral upbringing	<ul style="list-style-type: none">Learners are guided to identify examples of good manners during prayers to nurture the value of respect.(Matthew6:5-8)Learners are guided to demonstrate and practice the right prayer mannerism(Acts 20:36)Learners are guided to say simple prayers while practicing on how they should behave while in church.(Psalm 95:6)	<ol style="list-style-type: none">How should you behave while in church?Why should you observe good manners while in church?Why should you show respect when people are praying?
Core Competence to be developed: Communication and collaboration: Learners in groups will sing simple short songs; recite memory verses together to enhance their unity as children created by God out his unmeasured love. Citizenship: After the learners have been exposed to relevant charts, posters, pictures and church, they will appreciate interacting with other people in the society.				
Link to PCIs: Service Learning, parental empowerment and engagement Learners support programs; Citizenship which promotes integrity.			Suggested Community learning activities: Pay a visit to a nearby church and observe how people behave in church in return do the same.	
Suggested Non formal Activity to support learning: In groups learners will organize themselves and practice good behaviors that they should display while in church			Links to values: Integrity, respect and responsibility. (Galatians 5:22) to promote proper moral upbringing	
Links to other activity areas: Environmental and Psychomotor activities.			Suggested assessments: Oral questions, check lists, portfolio, and observation	
Suggested learning resource: <ul style="list-style-type: none">❖ Good News Bible❖ Textbooks❖ Pictures❖ Cut-outs❖ Digital devices e.g. Audio visual				

Assessment Rubrics			
Exceeds expectation	Meet expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying. ➤ The learner is able to identify different times of prayers and explain the need of praying without any assistance. 	<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying. ➤ The learner is able to identify different times of prayers and explain the need of praying with assistance. 	<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying with assistance. ➤ The learner is unable to identify different times of prayers and explain the need of praying even with assistance. 	<ul style="list-style-type: none"> ➤ The learner is unable to demonstrate and mention good behaviors that he/she should display while in the church praying even with assistance. ➤ The learner is not able to identify different times of prayers and explain the need of praying even with assistance.

5.0 PLACES OF WORSHIP	5.1 Church as a place of worship No of hours-2 No of lessons-4	By the end of the sub-theme the learner should be able to: <ol style="list-style-type: none"> a. Identify the church as a place of worship. b. Demonstrate activities that take place in the church for example singing, praying and giving of offerings as thanksgiving to God. c. Appreciate the church as a place of worship and have respect for other places of worship. 	<ul style="list-style-type: none"> • Learners are guided in groups to observe different places of worship as displayed on charts and posters in the classroom.(Isaiah 56:7) • Learners are guided to mention different churches they know. • In groups learners will practice some good behaviors that they need to display while inside the church.(Matthew 21:13) • Learners sing songs based on the activities that take place in the church.(Luke 19:45) 	<ol style="list-style-type: none"> 1. Why do you pray? 2. How do you pray? 3. Who takes you to the church? 4. When do you go to church? 5. Whom do you go with to the church?
Core Competence to be developed: Communication and collaboration: Learners in groups will sing simple short songs; recite memory verses together to enhance their unity as children created by God out his unmeasured love. Citizenship: After the learners have been exposed to relevant charts, posters, pictures and church, they will appreciate interacting with other people in the society.				

Link to PCIs: Service Learning, parental empowerment and engagement avenues for community involvement.(initiation into the religious institutions Learner support programmes:guidance(good manners in places of worship)	Links to values: Integrity, respect and responsibility(Galatians 5:22) to promote proper moral upbringing
Suggested Non formal Activity to support learning: In groups learners will organize themselves and practice good behaviors that they should display while in church	Suggested Community learning activities: Pay a visit to a nearby church and observe how people behave in church in return do the same
Links to other activity areas: Environmental and Psychomotor activities.	Suggested assessments: Oral questions, check lists, portfolio, and observation
Suggested learning resource: <ul style="list-style-type: none"> ❖ Good News Bible ❖ Pictures ❖ Cut-outs ❖ Audio visual ❖ Flash cards 	

Assessment Rubrics			
Exceeds expectation	Meet expectation	Approaches expectation	Below expectation
<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying. ➤ The learner is able to identify different times of prayers and explain the need of praying without any assistance. 	<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying. ➤ The learner is able to identify different times of prayers and explain the need of praying with assistance. 	<ul style="list-style-type: none"> ➤ The learner is able to demonstrate and mention good behaviors that he/she should display while in the church praying with assistance. ➤ The learner is unable to identify different times of prayers and explain the need of praying even with assistance. 	<ul style="list-style-type: none"> ➤ The learner is unable to demonstrate and mention good behaviors that he/she should display while in the church praying even with assistance. ➤ The learner is not able to identify different times of prayers and explain the need of praying even with assistance.

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

ESSENCE STATEMENT

Religious and moral activities at the pre-primary level comprise learning about the supernatural being (Allah SWT). The aim of moral and Islamic religious activities at the pre-primary level is to develop awareness and appreciation of the generosity, love and care of Allah (SWT) to all His creations. This will enable children acquire the values of sharing, care, respect, love, empathy, obedience, kindness, being social, helping those in need and the ability to tell right from wrong. These activities are geared towards the continuous moral and spiritual development of young children. Children need to participate in activities that integrate religion and moral values. Teachers should help them appreciate people of different religious backgrounds and inculcate the values at an early age so that they can grow up as upright members of the society.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a. Exhibit basic literacy skills in Arabic alphabets
- b. Recite short surah with confidence
- c. Demonstrate love, appreciation and awareness of Allah (SWT) and His creation.
- d. Demonstrate love and appreciation for Prophet Muhammad (SAW) by emulating his actions
- e. Practice Islamic etiquettes and values for interpersonal relations
- f. Celebrate Islamic festivals to appreciate the Islamic culture

PRE-PRIMARY ONE

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
1.0 THE HOLY QUR'AN	1.1 The Arabic Alphabets (Suggested time: 8 lessons)	By the end of the sub-strand the learner should be able to: a) Recognise the Alphabets in the Arabic text b) Articulate correctly the sounds of the Arabic alphabets c) Read the Arabic alphabets from right to left	<ul style="list-style-type: none"> Learners are introduced to the sounds of/ the Arabic alphabets through: flash cards Cut-outs Models Stories Learners listen and respond to instructions based on Arabic alphabets e.g. name, sound Learners are guided to use digital educational materials on Arabic Alphabets e.g. Al-Noorania Learners listen to and sing songs on Arabic alphabets Learners practice pronouncing the sounds of the Arabic alphabets in pairs or small groups Learners are guided to identify Arabic alphabets through ICT and games Arabic alphabets should be displayed for reference and used appropriately Learners practice the correct orientation of reading and writing the Arabic alphabets (Right to left) Learners are engaged in hands-on and pre-writing activities 	1. Where do we find the Arabic alphabets? 2. How do you identify the Arabic alphabets? 3. How do we relate the alphabets to the environment?
Core competence developed Communication and collaboration, Digital literacy				
Links to PCIs: Life skills: Skills of Knowing and living with others; Effective Communication – listening and Responding			Links to Values: Unity, love.	

Links to other Activities: Language Activities	Suggested Community Service Learning Sing songs related to Arabic alphabets to their elders
Suggested Non-formal activity to support learning: The learners participate in exhibition of their creative work on Arabic alphabets during parents meeting	Suggested Assessment Checklist, observation, portfolio,
Suggested Learning Resources Flashcards, cut-outs, charts, models, picture book, yasarnal quran ,juz amma, Digital educational resources e.g Al Noorania,	

Assessment Rubric

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Reads correctly the Alphabets in the Arabic text	Recognises the Alphabets in the Arabic text	Recognises most of the Alphabets in the Arabic text	Recognises a few of the Alphabets in the Arabic text
Consistently and correctly articulates the sounds of the Arabic alphabets	Correctly articulates the sounds of the Arabic alphabets	Articulates the sounds of most of the Arabic alphabets	Articulates the sounds of some of the Arabic alphabets
Consistently and correctly reads the Arabic alphabets from right to left	Correctly reads the Arabic alphabets from right to left	Sometimes reads the Arabic alphabets from right to left	Rarely reads the Arabic alphabets from right to left

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
	1.2 Short Surah (fatiha) (Suggested time: 5 lessons)	By the end of the sub-strand the learner should be able to: a) Recite correctly Surah Fatiha for use in swalah b) Handle the Qurán with respect as a holy book c) Appreciate reciting surah Fatiha during swalah	<ul style="list-style-type: none"> Learners are engaged in listening to and reciting surah Fatiha using varied digital educational materials/resource persons Learners to recite Surah Fatiha in pairs and small groups Learners to practice the correct orientation of reading Arabic – Surah Fatiha (Right to left) learners are guided on how to take care of the Quran. 	<ol style="list-style-type: none"> When do we recite surah Fatiha? Which is the first surah of the Qurán? How best do you recite surah fatiha? How do we take care of the Holy Quran?
Core competence to be developed: Learning to learn				
Links to PCIs and Values: Life skills: Skills of Knowing and living with others - Effective communication; Reciting short verses			Links to Values: Respect ,love,unity and Responsibility	

Links to other Activity Areas: Language Activities	Suggested Community Service Learning Arrange books at home
Suggested Non-Formal Activity to Support learning : Recite Surah Fatiha to their family members	Suggested Assessment Checklist,
Suggested Learning Resources Flashcards, Juz'uu Amma, Yasarnal Qurán, charts, Digital educational resources e.g Al Noorania,	

Assessment Rubrics			
EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Fluently and confidently recites surah Fatiha	Recites correctly surah Fatiha	Recites surah Fatiha	Recites surah Fatiha with difficulty
Handles the Holy Qur'an (Mus'haf) respectfully and carefully	Respectfully handles the Holy Qur'an (Mus'haf)	Sometimes handles the Holy Qur'an carefully	Handles the Holy Qur'an with less care

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 Creation Myself (Suggested time: 4 lessons)	By the end of the sub-strand the learner should be able to: a) Identifying oneself as a creation of Allah as stated in the Qur'an (Al Khaliq- the Creator) b) Appreciate the uniqueness of oneself as the creation of Allah	<ul style="list-style-type: none"> Learners are engaged in activities that show their images Learners are engaged in mentioning the body parts and relate it to Allah (ALKhaliq) Engage learners in group discussions about themselves Sing 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 are engaged in a discussion on good and bad touches Learners are introduced to appropriate activities such as painting, printing and drawing 	1. Who am I? 2. How am I similar and yet different from others? 3. Who created me?

Core competence to be developed: Self efficacy	
Link to PCIs: Life skills – Skills of knowing and living with oneself – self awareness and self esteem: personal identity	Link to Values Love, respect, responsibilities,
Link to Link to other Activity Areas Psychomotor and creative activities	Suggested Community Service Learning Activities Do simple chores at home
Suggested Non-Formal Activity to support learning: Develop a picture book with their photos/ prints/ drawing	Suggested Assessment Observation, oral questions
Suggested Learning Resources Flashcards, charts, Digital educational resources, items for reflection(mirror, water), paint, crayons, paper, pencils	

Assessment Rubrics			
EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Expresses self clearly and confidently by identifying oneself as Allah's creation	Confidently identifies oneself as Allah's creation	Sometimes identifies oneself as Allah's creation	Rarely identifies oneself as Allah's creation
Confidently states that they are alike and different in many ways yet special	States that they are alike and different in many ways yet special	States that they are alike and different	Rarely states that they are alike and different

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTION(S)
	2.2 Belief in His prophets Prophet Muhammad (S.A.W) His name (Suggested time: 2 lessons)	By the end of the sub-strand the learner should be able to: a) Mention the prophet’s name and accompany it with the phrase (Swalallahu Aleyhi Wassalaam – Peace be upon him) as a sign of love and respect b) Narrate confidently simple short stories on prophet Muhammad (S.A.W) c) Demonstrate love for prophet Muhammad (S.A.W) by emulating his character	<ul style="list-style-type: none">• Learners are introduced to stories on the character of the Prophet e.g. picture book• Learners are engaged in simple short stories on the character of the prophet Muhammad (S.A.W) through digital educational materials• Learners sing anashid/qasida and recite poems on prophet Muhammad (SAW) and his character• Learners are guided to role play on prophet Muhammad’s character (Al Amin – the trustworthy)• Learners are engaged in prewriting activities such as colouring e.g. the Kaaba, trees related to the story of the prophet	<ol style="list-style-type: none">1. Who is the last prophet?2. What was the character of the prophet Muhammad (S.A.W)3. How do we praise prophet Muhammad (S.A.W)
Core competence to be developed : Critical thinking and problem solving				
Link to PCIs Life skills: Skills of Knowing and living with others: Effective communication: listening and responding			Link to Values: Love, integrity, Respect	
Links to other activity areas Psychomotor and creative Activities			Suggested Community Service Learning: could be engaged at home in activities that show honesty, humility and love	
Suggested Non-formal Activity to support learning: Learners play games and sing songs on honesty with others			Suggested Assessment Oral questions, observation	
Suggested Resources Pictures, digital materials, charts, picture book, resource person				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Mentions the prophet's name and accompanies it with the phrase (S.A.W) and gives its meaning (Peace Be Upon Him)	Mentions the prophet's name and accompanies it with the phrase S.A.W – (Peace Be Upon Him)	Mention the prophet's name and sometimes accompanies it with the phrase SAW – (Peace Be Upon Him)	Mentions the prophet's name but rarely accompanies it with the phrase SAW – Peace Be Upon Him
Narrates confidently and logically simple short story on prophet Muhammad (SAW)	Narrates confidently simple short story on prophet Muhammad (SAW)	Attempts to narrate simple short story on prophet Muhammad (SAW)	Rarely narrates simple short story on prophet Muhammad (SAW)
Always tells the truth confidently in any circumstance	Tells the truth in any circumstance	Hesitant to tell the truth	Rarely tells the truth

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
3.0 DEVOTIONAL ACTS	3.1 Pillars of Islam Shahada Al- wahid (Suggested time: 3 lessons)	By the end of the sub-strand the learner should be able to: a) Recite correctly the shahada (Testify that Allah is one and Muhammad is His messenger) as a pillar of Islam b) Demonstrate love for Allah (S.W.T) by exalting His name with the phrase 'Subhanahu wa taala' when mentioned c) Demonstrate love for prophet Muhammad by praising him with Swalallahu Aleyhi wassalaam when his name is mentioned	<ul style="list-style-type: none"> Learners listen to and respond to audio-visual materials and resources on the shahada Learners recite the Shahada Learners sing anashid /qasida and recite poems on shahada/ oneness of Allah Learners are engaged in a discussion on oneness of Allah(Shahada) Learners are given hands-on activities to reinforce on the shahada e.g stencil printing, picture frame, painting 	1. What is shahada? 2. When do we recite the shahada? 3. Who says the shahada?

Core competence to be developed: Communication and Collaboration	
Links to PCIs: Life skills – Skills of Knowing and living with oneself: self awareness, Citizenship: understanding integrity – Religious virtues	Links to Values: Love, respect and integrity
Links to other activities Environmental Activities	Suggested Community Service Learning Activities
Suggested Non formal Activity to support learning: Learners to be encouraged to recite the shahada before sleeping	Suggested Assessment Checklist, oral questions
Suggested Learning Resources Stencil, paint, pictures, audio visual materials	

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Confidently and correctly recites the shahada with its meaning	Recites correctly the shahada with confidence	Recites the shahada	Attempts to recite the shahada
Always says subhanahu wa taala whenever Allah's name is mentioned and reminds others	Always says subhanahu wa taala when Allah's name is mentioned	Sometimes says subhanahu wa taala when Allah's name is mentioned	Rarely says subhanahu wa taala when Allah's name is mentioned

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 MORAL TEACHINGS	4.1 Islamic Etiquette <ul style="list-style-type: none">Greetings (Suggested time – 1 lesson)	By the end of the sub-strand the learner should be able to: a) Acquire appropriate spoken phrases related to Islamic greeting b) Appreciate the importance of using Islamic greeting in daily life c) Apply Islamic greeting appropriately while interacting with others	<ul style="list-style-type: none">Learners are shown pictures/videos on Islamic greeting in different situations and be encouraged to talk about it.Learners practice Islamic greeting e.g. skit/role-play.Learners listen to and sing songs related to Islamic greeting.In pairs or small groups learners discuss the importance of Islamic greeting	<ol style="list-style-type: none">When do you greet?Who do you greet?How do we greet?Why do you greet?
Core competence to be developed: <i>Communication and collaboration</i>				
Link to PCIs:Life skills: Skills of knowing and living with others: Effective communication: interpersonal relationship, Exchange greetings			Link to Values: Respect, love, peace, responsibility	
Links to other Activity Areas Environmental and language activities			Suggested Community Service Learning Activities Greeting community members	
Suggested Non Formal Activity to support learning: Learners practice Islamic greeting at home with others			Suggested Assessment: Observation, oral questions	
Suggested Learning Resources: Pictures, digital materials, charts, costumes				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Confidently and fluently says the complete Islamic greeting	Fluently says the Islamic greeting	Sometimes says the Islamic greeting correctly	Rarely says the Islamic greeting correctly
Always uses appropriately the complete Islamic greeting while interacting with other people	Uses the Islamic greeting appropriately while interacting with people	Sometimes uses the Islamic greeting while interacting with others	Rarely uses the Islamic greeting while interacting with others

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
	4.2 Toileting (Suggested time – 2 lesson)	By the end of the sub-strand the learner should be able to: a) Exhibit appropriate manners of entering and leaving the toilet b) Identify proper way of toileting in their day to day life c) Demonstrate proper use of water during toileting	<ul style="list-style-type: none">• Learners are guided on entering and leaving the toilet according to Islamic teachings e.g. digital educational materials• Learners are always encouraged to wash their hands after visiting the toilet• Learners are engaged in discussion on proper use of toilet• Charts on proper use of toilet should be displayed and used appropriately• Learners sing simple songs/ qasida/ anashid on toilet manners• Learners are guided to demonstrate proper way of toileting and use of water• Learners sequence pictures showing proper use of toilet (four different pictures)	<ol style="list-style-type: none">1. How do we enter and leave the toilet?2. How do we use the toilet properly?3. What do we do after leaving the toilet?
Core competence to be developed: Self efficacy				
Links to PCIs: Life skills: Skills of knowing and living with oneself – self awareness and self-esteem Life skills: Effective Decision making ,making choices, washing hands Learner support Programme: Guidance, hygiene and etiquette			Links to Values: Responsibility	
Links to other Activity Areas Environmental Activities			Suggested Community Service Learning Activities: fill water in portable containers for use in the toilet	
Suggested Non Formal Activity to support learning: Practice proper manners of toileting at home under the supervision of caregivers			Suggested Assessment Observation/oral question	
Suggested 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 leaves with the right foot and says the du'a respectively	Always uses the left foot when entering the toilet and leaves with the right foot	Sometimes uses the correct foot when entering and leaving the toilet	Rarely uses the correct foot when entering and leaving the toilet
Properly uses the toilet independently	Able to use the toilet properly	Able to use the toilet with minimal assistance	Uses the toilet with assistance

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
MORAL TEACHINGS	4.3 Islamic phrases Bismillah and Alhamdulillah (Suggested time – 1 lesson)	By the end of the sub-strand the learner should be able to: a) Pronounce correctly the Islamic phrases as a form of worship b) Use appropriately the given Islamic phrases in their day to day activities c) Appreciate the importance of Islamic phrases in daily life	<ul style="list-style-type: none">Learners listen to and respond to audio-visual aids.In pairs or small group learners practice the Islamic phrases in their activities: Say Bismillah before any activity and Alhamdulillah after every activity.Listen sing simple songs/anashid and recite poems related to the Islamic phrases	<ol style="list-style-type: none">When do we use these phrases?What do these phrases mean?Why do we say Bismillah and Alhamdulillah?
Core competence to be developed: Communication and collaboration, Learning to learn				
Link to PCIs: Life skills: Skills of knowing and living with oneself: Effective communication, listening and responding			Link to values: Love and Respect	
Links to other Activity Areas Language activities			Suggested Community service learning Activities: Encouraging their peers and community members to use the phrases when doing any good activity	
Non-formal activity to support learning Practice the Islamic phrases at home			Suggested Assessment Observation checklist/oral questions	
Suggested Learning Resources Flash cards, pictures, Audio-visual aids, charts,				

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Says confidently and fluently the given Islamic phrases	Says correctly the given Islamic phrases	Says the given Islamic phrases	Attempts to say the given Islamic phrases
Always says Bismillah before any activity and Alhamdulillah after every activity and reminds others	Says Bismillah before any activity and Alhamdulillah after every activity	Sometimes uses the Islamic phrases	Rarely uses the Islamic phrases

STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
	4.4 Relationship Respect for places of worship - Masjid (Suggested time – 2 lessons)	By the end of the sub-strand the learner should be able to: a) Identify the Islamic place of worship in their environment b) Appreciate the importance of a masjid as a place of worship c) Use masjid as a place of worship	<ul style="list-style-type: none">Learners view pictures of masjid through digital educational materials and othersDiscuss in pairs and in small groups about a masjidLearners complete picture puzzles of a masjidLearners use creative art activities to make a masjidSing songs/anashid/qasida and recite poems on a masjid	<ol style="list-style-type: none">What is a masjid?Why do we go to the masjid?What do you find in a masjid?
Core competence to be developed Creativity and imagination				
Links to PCIs: Life skills: Skills of knowing and living with others: interpersonal relationship			Links to Values: Respect and responsibility	
Links to other Activity Areas Psychomotor and creative activities			Suggested community service learning Activities: Arrange books within the mosque	
Suggested Non-formal Activity to support learning: Accompany the parents/caregiver to the masjid			Suggested assessment: Oral questions/observations	
Suggested Learning Resources				

Flash cards, pictures, paint, crayons, digital materials, charts, play dough/clay, boxes, materials for mosaic,

Assessment Rubrics

EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Identifies and names the masjid in their environment	Identifies the mosque in their environment	Sometimes identifies the mosque in their environment	Rarely identifies mosque in their environment
Clearly and logically expresses their experiences in the masjid	Clearly expresses their experiences in the mosque	Expresses their experiences in the mosque	Attempts to express their experiences in the mosque
Regularly goes to the masjid for prayers	Often goes to the mosque for prayers	Rarely goes to the mosque for prayers	Hardly goes to the mosque for prayers

STRAND	SUBSTRAND	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) Identify Eid as an Islamic festival b) Appreciate the importance of Eid activities by participating in the celebrations c) Show happiness and joy during Eid by exchanging gifts	<ul style="list-style-type: none"> • Learners sing simple songs/nashids on Eid • Learners watch and/or discuss Eid activities in pairs or small groups • Learners make and exchange Eid greeting cards and gifts • Learners newstell Eid Activities 	<ol style="list-style-type: none"> 1. What is Eid? 2. How do we celebrate Eid?
Core competence to be developed: Communication and Collaboration, Learning to learn				

Links to PCIs :Life skills: Skills of knowing and living with others: Effective communication; responding to simple instructions Citizenship: Understanding integrity; sharing	Link to Values; Love, responsibility, peace, unity
Link to other activity areas Environmental Activities	Suggested Community Service Learning: sharing gifts during Eid with neighbours
Suggested Non-Formal activity to support learning: Children to be encouraged to share with family members and neighbours	Suggested Assessment: Observation, oral questions
Suggested Learning Resources Pictures, Audio-visual aids, charts, manila papers, crayons, flowers, boxes	

Assessment Rubrics			
EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Consistently probes about Eid festival	Probes about Eid festivals	Sometimes probes about Eid festival	Rarely probes about Eid festivals
Clearly and logically expresses Eid experiences	Clearly expresses Eid experiences	Expresses Eid experiences	Rarely expresses Eid experiences
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 cohesion and co-existence.
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 strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 MANIFESTATIONS	1.1 Avataars/Enlightened Souls - Shri Ram -Shri Krishna -Guru Nanak Dev Ji -Lord Buddha -Lord Mahavir (2 lessons)	By the end of the Sub-strand the learner should be able to: a) Name Avataars/Enlightened souls as per the four faiths b) Recognize pictures and images of Avataars/Enlightened souls to associate themselves with Avataars/Enlightened souls as per their faith. c) Appreciate the Avataars/Enlightened souls for divine knowledge	<ul style="list-style-type: none">• The learner could be shown the pictures/images/murtis/animated stories, of Avataars/Enlightened souls from all the 4 faiths.• The learner to be guided to pick the pictures/images of Avataars/Enlightened souls from other pictures as a group activity.• The learner could be taught songs/stories about Paramatma and Avataars	1. Do you know the person in the picture? 2. Name any two great men of God.
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, Learning to learn.				
Link to PCIs: Life Skills: The skills of <i>Knowing and living with others</i> , - <i>Effective Communication, Interpersonal relationships-responding to simple verbal and non-verbal instructions.</i>			Link to Values: <i>Respect, Love, Humility and compassion- showing love and care, using kind words.</i>	
Links to other subjects : 1. Numeracy: counting, sorting and matching 2. Literacy: Picture reading, Story Stating 3. Movement and Creative Activities – Picture/image recognition, singing songs.			Suggested Community Service Learning activities:	
Suggested Non Formal Activity to support learning: Invite a resource person to come and state the children about Paramatma			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources Resource person, Pictures and flash cards, audio visual media				

Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner confidently recognises and identifies the images of Avataars/Enlightened souls of their Hindu faiths.	The learner can identify images of Avataars/Enlightened souls with correct names as per different faiths. (Require at least three out of four faiths)	The learner is inconsistent in recognizing the images of Avataars with their respective names. (Between one and two faiths)	The learner is unable to relate the image with correct name of Avataars/Enlightened souls to any of the four faiths.

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 CREATION	1.1 Myself (My name Gender (sex) My family (Nuclear) My surrounding Environment (Nature) – Plants and Flowers) (2 lessons)	By the end of the Sub strand the learner should be able to: a) Recognize self, parents and siblings by names for self-awareness b) Identify plants and flowers in their immediate Environment as part of Paramatma's creation. c) Appreciate Paramatma's creation through watering plants for continuity of life	<ul style="list-style-type: none"> The learner could introduce themselves for self-identity. The learners could be guided to mention the names of the members of their family. The learner could be guided on how to care for their immediate environment. 	<ol style="list-style-type: none"> What is your name? Are you a boy or girl? Do you know your father and mothers' name? Do you have plants and flowers in your surrounding? How do you take care of your plants?
Core Competences to be developed: Communication and Collaboration, Digital literacy, Learning to Learn, Self-Efficacy, Critical thinking.				
Link to PCIs: <u>Life Skills</u> : 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) PCIs: ESD-Environmental Awareness-Caring of plants Parental engagement and Empowerment: Telling stories and singing songs on Paramatma's Creation, Naming immediate family as part of creation			Link to Values: Respect, Love, Humility and compassion- showing love and care, using kind words	
Links to other subjects:			Suggested Community Service Learning activities:	

Environmental Studies – Self-identity and awareness of Plants & flowers Language Activities –Names and other vocabulary ICT	
Suggested Non-Formal Activity to support learning: The learner could be encouraged to visit places of worship accompanied by their parents to strengthen the knowledge. They will be encouraged to look after the plants in the school/home garden	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources Pictorial books, Audio-visual aids, Resource person	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Self-awareness	Confidently states the names of all family members, extended family and is aware of his/her gender.	The learner can correctly state the names of siblings as well as parents and their names.	Occasionally states the correct names of siblings as well as those of the parents	The learner always makes mistakes in stating the correct names of siblings as well as parents.
Immediate environment	Identifies and fairly mentions the names of flowers of immediate environment and demonstrates ability to take care of them	Correctly mentions names of few flowers in the immediate environment and waters them regularly.	The learner is aware of the immediate environment can name few of the flowers and waters them sometimes.	Hardly able to name the flowers in the immediate environment and shows no interest to water them.

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Yoga	1.1 Simple postures (Rhythmic exercises) (4 lessons)	By the end of the Sub strand the learner should be able to: a) Name the parts of the body Used for specific postures to ease practice b) Demonstrate simple yoga for physical wellbeing c) c. Appreciate the importance of yoga for better health	<ul style="list-style-type: none"> Learner could be shown charts/pictures/flash cards/videos displaying parts of the body used in performing Yoga. Learners could be guided to practice simple postures correctly as a group activity 	<ol style="list-style-type: none"> How do you become strong? We become strong by? Do you know about Yoga?

Core Competences to be developed: Digital literacy, Learning to Learn	
Link to PCIs: <u>Life Skills</u> : 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 PCIs: Parental engagement and empowerment	Link to Values: 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
Body parts for specific postures	Consistently and correctly knows the body parts involved for specific postures. Articulate body parts and demonstrate correctly the postures and practice religiously.	Correctly knows the body parts involved for specific postures. Articulates and demonstrate correctly the postures.	The learner can at times correctly state the body parts involved in a posture and demonstrate the correct posture.	The learner can rarely recognize the body parts involved in the postures or demonstrate
Postures for physical and spiritual growth.	Correctly and consistently demonstrate simple yoga for physical fitness and spiritual growth. Display confidence in daily actions. Appreciate the importance of the practice of yoga	The learner can correctly and consistently demonstrate simple yoga for physical fitness and spiritual growth. Display confidence in daily actions.	The learner is aware of the correct postures for physical fitness and spiritual growth. At times displays confidence in daily actions	The learner rarely demonstrates correct Yoga postures for physical fitness and spiritual growth and lacks confidence in daily actions.

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 WORSHIP	1.1 Places of Worship Mandir Derasar Gurudwara Buddhist temple (2 lessons)	By the end of the Sub strand the learner should be able to: a) Acknowledge the places of worship as sacred b) Demonstrate the appropriate pose for his/her place of worship	<ul style="list-style-type: none">The learner could be encouraged to visit different places of worship	1. Where do we go to pray?
	1.2 Basic rituals for worship (2 lessons)	a) Appreciate basic rituals for daily worship	<ul style="list-style-type: none">The learner could be shown the correct way of standing/sitting/joining palms for worship by the teacher	1.What is the appropriate pose for worship at the Temple?
Core Competences to be developed: Communication and Collaboration, Digital literacy, Learning to Learn, Self-Efficacy				
Link to PCIs: <u>Life Skills</u> -1. Skills of knowing and living with oneself - Self-awareness – self-efficacy Self-esteem. Skills of knowing and living with others- Effective Communication-Listening attentively Parental engagement and empowerment			Link to Values: Respect, Love, Humility and compassion-using kind words, obedience	
Links to other subjects: Psychomotor: Poses for worship Mathematical Activity: counting number of Jaaps on Mala Literacy: Learning new words			Suggested Community Service Learning activities:	
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
Basic Rituals for Worship	Consistently and correctly- identify and perform the correct pose during worship - Demonstrate the appropriate pose at his/her place of worship. Also inspires peers for the correct pose at different places of worship of all faiths.	The learner can correctly identify the correct pose during worship. - pose appropriately for worship - -demonstrate the appropriate pose for their place of worship	The learner can at times - identify the correct pose during worship - pose appropriately for worship - -demonstrate the appropriate pose for their place of worship	The learner can rarely - identify the correct pose during worship - pose appropriately for worship

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 Sadachar (Good Behaviour)	1.1 General Etiquettes Forms of Greetings in: Places of Worship / For different ages (2 Lessons)	By the end of the Sub strand the learner should be able to: a) Mention different ways of greetings used at places of worship for social interaction b) Demonstrate appropriate phrases in greetings at places of worship for different ages c) Appreciate the importance of appropriate words of greetings, at places of worship as a sign of respect.	<ul style="list-style-type: none"> Learners could be guided/using digital media/charts/pictures on the different forms of greetings. Learners practice and role play greetings in pairs or groups. 	<ol style="list-style-type: none"> How do you greet your parents/guardians/elders/friends? How should you behave at a place of worship?
Core Competences to be developed: Communication and collaboration, Citizenship, Self-efficacy				
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> <i>Parental engagement and empowerment: Guidance, counselling</i>			Link to Values: <i>Respect, Love, Humility and compassion-using kind words, obedience, Social cohesion, Honesty, sharing.</i>	
Links to other subjects: Psychosocial activity: greetings			Suggested Community Service Learning activities:	

Language: greetings	
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, Audio Visual, Posters	

Assessment Rubric

Criterion	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Greetings in: Places of Worship / For different ages	Confidently and consistently practice different forms and ways of greetings used at places of worship, for different ages using appropriate words in addition to his own faith.	Confidently and consistently practice different forms and ways of greetings used at places of worship, for different ages using appropriate words.	At times practice different forms and ways of greetings used at places of worship, for different ages using appropriate words.	Sometimes practices different forms and ways of greetings used at places of worship, for different ages using appropriate words.
Greetings in surrounding environment	Always confident to respond and greet people from different backgrounds with respect to promote social cohesion in the immediate environment.	Correctly responds and greet people from different backgrounds with respect to promote social cohesion.	Fairly responds and greet people from different backgrounds with respect at times to promote social cohesion.	Hardly responds and greet people from different backgrounds with respect.

Strand	Sub strand	Specific learning outcomes (KSA)	Suggested learning experiences	Key inquiry question(s)
1.0 SCRIPTURES	1.1 Names of Holy Scriptures Ramayan Sri Guru Granth Sahib Ji Kalpasutra Dhammpaddha (1 lesson)	By the end of the Sub strand the learner should be able to: a) Name Holy scriptures to promote religious identity and unity b) Recognize Holy scriptures from the four faiths, for awareness of his/her faith. c) Appreciate the Holy scriptures as sacred.	<ul style="list-style-type: none"> Through displayed images learner could be familiarized with different Scriptures Learner could be engaged in answering questions on the images of the scriptures displayed. The learner could be encouraged to participate in colouring activity 	1. Name the holy book you have seen at home. 2. Where is the holy book kept in your house? 3. Who reads this holy book in your house?
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- PCIs: Parental empowerment and engagement: Guidance	Link to Values: Respect, Love, Humility and compassion-using kind words, obedience, Social cohesion, Honesty, sharing.
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: To have a class project that portrays all the scriptures on one display	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 Scriptures	Confidently and correctly mention the names of Scriptures always	Confidently and correctly mention the names of Scriptures	Correctly mention the names of Scriptures at times	Sometimes mention the names of Scriptures correctly