



**REPUBLIC OF KENYA**

**LOWER PRIMARY LEVEL DESIGN: PRE-PRIMARY 1 & 2**

**LEARNING AREA: ENVIRONMENTAL ACTIVITIES  
FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2017

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## **FOREWARD**

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

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

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

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

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## TABLE OF CONTENTS

|   |      |
|---|------|
| Foreward .....  | iii  |
| Introduction.....   | v    |
| Suggested Time Allocation For Activity Areas per Week .....   | vii  |
| National Goals of Education.....  | viii |
| General Learning Outcomes for Early Years Education .....   | ix   |
| Preamble .....  | x    |
| Environmental Activities .....  | xi   |
| Essence Statement.....  | xi   |
| General Learning Outcomes .....   | xi   |
| Pre Primary 1 .....   | xii  |
| Pre Primary 2 .....   | 55   |
| Appendix 1: Suggested Assistive Devices, Environmental Adaptations, Time and Adaptations in Assessment..... | 110  |

## **INTRODUCTION**

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cuts across all the activity areas. Learning at the pre-primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

## **1. MYSELF**

- Parts of the body
- My clothes
- My friends

## **2. FAMILY**

- Family members
- Clothes worn by family members
- Foods eaten

## **3. OUR HOME**

- Our house
- Buildings
- Utensils
- Animals
- Furniture
- Work done
- Plants found at home

## **5. OUR SHOOL**

- Our class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

## **SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK**

| #  | ACTIVITY AREA                            | LESSONS   |
|----|--|-----------|
| 1. | Language Activities                      | 5         |
| 2. | Mathematical Activities                  | 5         |
| 3. | Environmental Activities                 | 5         |
| 4. | Psychomotor and Creative Activities      | 8         |
| 5. | Religious Education Activities           | 1         |
| 6. | Pastoral Programmes of Instruction (PPI) | 1         |
|    | <b>Total</b>                             | <b>25</b> |

**Note:**

1. The time allocated for each activity area is 30 minutes.
2. There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

## **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 instill 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 the 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 a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

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

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

Education should instill 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 psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

**GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION**

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

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
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 for balanced living

## **PREAMBLE**

This syllabus has been adapted to suit the needs of a learner with physical impairments. Learners with physical impairments are heterogeneous in terms of the type and degree of disability which calls for consideration of their inter and /or intra individual differences. The adaptation targets learners with:

- Neurological impairments such as; cerebral palsy, spinal injuries, spina bifida, epilepsy.
- Muscular-skeletal impairments such as; Muscular Dystrophy, Amputation, poliomyelitis, Osteogenesis imperfect condition.
- Other health impairments such as; asthma, sickle-cell anemia and multiple disabilities.

Unlike learners without disabilities, learners with physical impairment experience motor difficulties that affect their posture, balance, Speech, ability to move, sit, write and manipulate learning materials. Therefore, adaptations have been made to enable the learner access curriculum for meaningful learning.

These learners require special services, training, equipment, materials, tools and facilities to achieve their educational and life. In addition, they will require assistance in the learning process especially in the practical oriented activities. The suggested physical assistance, relevant adaptations and more time will be required in actual learning experiences and in examinations where applicable and should be individualized. Physical assistance may include performing an activity with the learner's instructions, manipulation of various learning equipment, tools materials, and facilitating mobility, grasping, and stabilizing the learners' body or parts of the body. Relevant adaptations means making of resources usable to the learner, for example, adapting drawing and writing equipment, page turners and head pointers for easier use. It also means changing the environment to suit the needs of the learner such as provision of modified tables and chairs, spacious classroom for easy of mobility, particularly for those on wheelchairs, provision of ramps for easier access to rooms and fitting of wide doors to allow for entry wheel chair users and those with mobility difficulties

This curriculum is intended for use in special and inclusive schools. The suggested activities in this adapted curriculum are intended to guide the teacher. The adaptation focuses on: Specific learning outcomes, suggested learning experiences, suggested community service, suggested resources, time, suggested learning resources and suggested assessment.

The instructions should be adapted to facilitate effective performance and masterly of the intended skill. Learners with physical impairment being a diverse group, the teacher will be expected to ensure that specialized assessment is done on each learner in every class before deciding on the desired skill and competence levels to be achieved.

Learners with conditions such as brittle bones, muscular dystrophy, heart conditions, spinal cord injuries among others could be exempted from certain activities such as gymnastics. The teacher is however expected to come up with appropriate and relevant activities for such learners when teaching the whole class.

## **Environmental Activities**

### **Essence Statement**

Environmental activities area in pre-primary entails the study of the relationship between man and his environment. It comprises; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact 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 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) make appropriate choices for safe interaction with the immediate environment.

## **PRE PRIMARY 1**

| <b>Strand</b>                     | <b>Sub-strand</b>                 | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>  |
|-----------------------------------|-----------------------------------|---|--|---|
| <b>1.0<br/>SOCIAL ENVIRONMENT</b> | <b>1.1 Myself<br/>(5 Lessons)</b> | By the end of the sub-strand the learner should be able to:<br>a) tell their names for identity;<br>b) identify their sex for self-awareness;<br>c) identify body parts (head, hands and legs);<br>d) appreciate oneself for self-esteem. | <ul style="list-style-type: none"> <li>• Learners are guided to tell their names</li> <li>• Learners sing songs about their names and sex. Learners with speech difficulties could mime or hum or stamp or tap.</li> <li>• Learners are guided to group themselves according to sex.</li> <li>• Learners are guided on picture reading categorizing boys and girls.</li> <li>• Learners are guided to identify body parts (head hands and legs).</li> <li>• Learners are guided on picture reading on body parts from charts.</li> <li>• Learners sing songs on body parts (Adaptations in bullet 2 above apply). In groups learners sing songs about themselves (Adaptations in bullet 2 above apply).</li> </ul> | 1. What is your name?<br>2. Are you a boy or a girl?<br>3. Which are your body parts? |

**Core Competencies to be developed:** Learning to learn as they know their names and sex. Self- efficacy as they identify self by name and sex. Collaboration and communication through picture reading and group work.

|  |   |
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| <b>Link to Pertinent and contemporary Issues(PCI's):</b> | <b>Link to values:</b><br><ul style="list-style-type: none"> <li>• Respect: Respect of self and others</li> </ul> |
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|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Education for Sustainable Development(ESD): Gender issues in education, gender awareness- learners identify their sex for self-awareness</li> <li>Life skills - self-awareness and self-esteem: knowing and loving myself, personal identity as learners tell their names</li> </ul> | <ul style="list-style-type: none"> <li>Love as they assist one another</li> <li>Responsibility: Identifying parts of the body</li> </ul>  |
| <b>Links to other learning areas:</b> <ul style="list-style-type: none"> <li>Language activities as they Name body parts</li> <li>Psychomotor and creative activities: Touching body parts</li> <li>Mathematical activities: Counting body parts</li> </ul>   | <b>Suggested community service learning activities:</b> Parental engagement: in providing safety to children and helping children to accept and understand themselves and appreciating their children |
| <b>Suggested non-formal activity to support learning:</b> Role play   | <b>Suggested assessment:</b> Oral questions, observation, portfolios  |
| <b>Suggested Resources:</b> Charts, picture books, plasticine/clay  |   |

## ASSESSMENT RUBRICS

| Exceeds Expectation  | Meets Expectation  | Approaches Expectation   | Below Expectation  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Learner is able to tell his/her name for identity and identify classmate for interpersonal relationship</li> <li>Identify their sex for self-awareness</li> <li>Identifying body parts, appreciate oneself for self-esteem</li> </ul> | <ul style="list-style-type: none"> <li>Learner is able to tell their names for identity</li> <li>Identify their sex for self-awareness</li> <li>Identifying body parts, appreciate oneself for self-esteem.</li> </ul> | <ul style="list-style-type: none"> <li>Learner is able to tell their names</li> <li>identify their sex for self-awareness</li> <li>Identify some body parts.</li> <li>Fairly appreciate oneself for self-esteem</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulty in telling own name for identity</li> <li>Has difficulty in identifying their names for identity</li> <li>Has difficulty in identifying their sex for self-awareness.</li> </ul> |

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| <p><b>1.2 : OUR SCHOOL</b></p> <p><b>10 Lessons</b></p> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Talk about people working in the school for identification;</li> <li>b) Identify structures found in the school for familiarization;</li> <li>c) Identify the flag and the flag post for patriotism;</li> <li>d) Appreciate the work done by people in school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to talk about work done by people in the school. Learners with speech difficulties could be assisted by their peers to report their views or use communication board.</li> <li>• Learners are guided to walk round the school to identify structures. Learners with mobility difficulties could use mobility devices and be added extra time</li> <li>• In purposive groups learners identify different structures on the chart</li> <li>• Learners sing songs about structures and people in school. Learners with speech difficulties could mime, hum , stamp or tap as others sing.</li> <li>• Learners recite poems about our school (Adaptations in bullet 4 above apply here).</li> <li>• Learners are guided to colour the flag. Learners with manipulation difficulties could use assistive devices.</li> </ul> | <ol style="list-style-type: none"> <li>1. Who are the people in school?</li> <li>2. What work is done by different people in school?</li> <li>3. What structures are found in the school?</li> <li>4. What are the colours of the flag?</li> </ol> |
|---|--|--|--|

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|   |   | <p>Amputees use alternative functioning parts of the body</p> <ul style="list-style-type: none"> <li>Learners could watch pictures or videos depicting structure and people in the school. Learners with speech difficulties could appreciate the work done by people in the school by use of communication boards.</li> </ul> |  |  |  |
| <b>Core competences to be developed:</b> Communication and collaboration as they walk about work done. Learning to learn as they learn about work done by people in school. |   |  |  |  |  |
| <b>Link to Pertinent and contemporary Issues(PCI's)</b>   | <ul style="list-style-type: none"> <li>Citizenship as they appreciate work done by people in the school.</li> <li>Life skill: Knowing the school as they walk around</li> </ul>             | <b>Link to values:</b>   | <ul style="list-style-type: none"> <li>Patriotism as they colour national flag</li> <li>Respect as they appreciate people and work done by them</li> </ul> |  |  |
| <b>Links to other learning activities</b>   | <ul style="list-style-type: none"> <li>Language activities as they name parts of the body</li> <li>Psychomotor and creative activities as they sing songs related to the school.</li> </ul> | <b>Suggested community service learning activities :</b> Parental engagement; in participating in school meetings and provision of required resources  |  |  |  |
| <b>Suggested non formal activity to support learning:</b> Role play   | <b>Suggested assessment:</b> Oral questions, observation, check-list  |  |  |  |  |
| <b>Suggested Resources:</b> School model, flag, computers, phones, colours, communication board (theme based).  |   |  |  |  |  |

## ASSESSMENT RUBRICS

| Exceeds Expectation  | Meets Expectation   | Approaches Expectation  | Below Expectation  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Learner is able to talk about people working in the school for identification</li> <li>• Identify structures found in the school for familiarization</li> <li>• Identify the flag and the flag post for patriotism, besides assisting others to follow the school rules and regulations</li> <li>• Appreciate the work done by people in the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner is able to talk about people working in the school for identification</li> <li>• Identify structures found in the school for familiarization</li> <li>• Identify the flag and flag post for patriotism</li> <li>• appreciate the work done by people in school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner sometimes talk about people working in the school for identification</li> <li>• Identify structures found in the school for familiarization</li> <li>• Has difficulty in identifying the flag and flag post for patriotism with prompts.</li> <li>• Appreciate the work done by people in school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner talks about some people working in the school for identification with assistance.</li> <li>• Has difficulty in identifying structures found in the school for familiarization</li> <li>• Has difficulty in identifying the flag and flag post for patriotism</li> <li>• Has difficulty in appreciating the work done by the people in school</li> </ul> |

| Strand | Sub-strand                       | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|----------------------------------|---|---|---|
|        | <b>1.3 HOME<br/>(10 Lessons)</b> | <p>By the end of sub strand the learner should be able to;</p> <p>a) name people found at home;</p> | <ul style="list-style-type: none"> <li>• Learners be guided in naming people found at home. Learners with speech difficulties could be assisted by their peers to report their responses or use communication board.</li> </ul> | <ol style="list-style-type: none"> <li>1. Who are the people are found at home?</li> <li>2. What work is done by people at home?</li> </ol> |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | <p>b) tell the relationship between people found at home;</p> <p>c) talk about work done by people found at home for appreciation;</p> <p>d) appreciate the people at home for harmonious living.</p> | <ul style="list-style-type: none"> <li>Learners are guided to talk about relationship of people found at home eg sister, brother, mother (Adaptations in bullet 1 above apply here).</li> <li>Learners watch videos of people found at home.</li> <li>Learners draw pictures of people at home. Learners with manipulation difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.</li> <li>Learners colour pictures of people at home (Adaptations in bullet 4 above apply here).</li> <li>Learners model people at home. (Adaptations in bullet 4 above apply here).</li> <li>Learners sing songs and recite poems about people found at home. Learners with speech difficulties could hum or mime or stamp or tap.<br/>Learners could tell news about family members (Adaptations in bullet 1 above apply here).</li> </ul> | <p>3. What is the relationship of people found at home?</p> |
|--|--|---|---|---|

|  |  |
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| <p><b>Core competences to be developed:</b> Learning to learn as they learn about work done by people at home. Self-efficacy as they talk, name and draw people found at home. Communication and collaborationas they discuss and role play.</p> |  |
| <p><b>Link to Pertinent and contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Citizenship as they follow guidelines given</li> <li>• Life skills as a result of knowing self and relating with others at home</li> </ul>      | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Co-operation/unity as they work with others</li> <li>• Respect as they appreciate work done by people.</li> <li>• Love as they appreciate self and others</li> </ul> |
| <p><b>Links to other learning areas</b></p> <ul style="list-style-type: none"> <li>• Language Activities: Naming</li> <li>• Psychomotor and creative Activities: Singing work songs.</li> </ul>  | <p><b>Suggested community service learning activities:</b> Visiting an elderly person to learn about etiquette in the community</p>  |
| <p><b>Suggested non formal activity to support learning:</b> Role play, Clubs</p>  | <p><b>Suggested assessment:</b> Oral questions, observation</p>  |

## ASSESSMENT RUBRICS

| Exceeds Expectation  | Meets Expectation  | Approaches Expectation  | Below Expectation  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Learner is able to name all people found at home.</li> <li>• Tell relationship between people found at home including extended family</li> <li>• Talk about work done by people found at home for appreciation with ease</li> </ul> | <ul style="list-style-type: none"> <li>• Learner is able to name people found at home.</li> <li>• Tell relationship between people found at home.</li> <li>• Talk about work done by people found at home for appreciation.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner attempts to name some people found at home.</li> <li>• Attempts to tell relationship between some people found at home.</li> <li>• Talk about work done by people found at home for appreciation.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner attempts to name some people found at home with assistance.</li> <li>• Has difficulty in telling relationship between some people found at home.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Appreciate people at home for harmonious living</li> </ul> | <ul style="list-style-type: none"> <li>Appreciate people at home for harmonious living.</li> </ul> | <ul style="list-style-type: none"> <li>appreciation with assistance.</li> <li>Appreciates people at home for harmonious living with prompts</li> </ul> | <ul style="list-style-type: none"> <li>Has difficulty talking about work done by people found at home for appreciation</li> <li>Appreciates people at home for harmonious living, with assistance</li> </ul> |
|---|--|--|--|

| Strand | Sub-strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|---|---|---|---|
|        | <b>Interpersonal Relationship</b><br><b>(5 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>talk about courteous words used in different situations;</li> <li>use courteous words appropriately during interactions;</li> <li>show etiquette in their interactions for personal relationships.</li> </ol> | <ul style="list-style-type: none"> <li>Learners are guided on situations where they can use courteous words</li> <li>Learners are guided to talk about courteous words. Learners with speech difficulties could be assisted by their peers to report their views, teacher aid e, teacher or use communication theme based board.</li> </ul> | <ol style="list-style-type: none"> <li>What do you tell someone who has done something good to you?</li> <li>What do you tell someone who has done something bad to you?</li> <li>What words would you use to show appreciation?</li> </ol> |

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|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Learners are guided on situations where they can use courteous words.</li> <li>• Learners are guided to use courteous words in incidental learning to reinforce etiquette (Adaptations in bullet 2 above apply).</li> <li>• In purposive groups learners practice use of courteous words ( Adaptations in bullet 2 above apply).</li> </ul> | 4. How do you greet different people?<br>5. When do you use the courteous words? |
|--|--|--|--|--|

**Core-Competences to be developed:** Communication and collaboration as they share materials. Critical thinking and problem solving as they talk about and use courteous words. Self-efficacy as they use of courteous words.

|   |   |
|---|---|
| <b>Link to Pertinent and contemporary Issues and Values:</b> <ul style="list-style-type: none"> <li>• Life skills as they use courteous words</li> <li>• Citizenship as they follow guidelines</li> </ul> | <b>Links to Values</b> <ul style="list-style-type: none"> <li>• Respect as they respect self and others.</li> <li>• Responsibility as they use courteous words</li> <li>• Love as they work together</li> </ul> |
| <b>Links to other learning Activities:</b> <ul style="list-style-type: none"> <li>• Language as they talk about courteous words</li> <li>• Religious education as they use courteous words</li> </ul>     | <b>Suggested Community Service Learning:</b> Visit an elderly person to learn about etiquette in the community  |
| <b>Suggested non formal activity to support learning:</b> Role play, Dramatization  | <b>Suggested Assessment:</b> Observation, oral questions, check - list  |
| <b>Suggested Resources;</b> charts, pictures, videos  |   |

## ASSESSMENT RUBRICS

| Exceeds Expectation   | Meets Expectation   | Approaches Expectation   | Below Expectation   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Learner is able to talk about courteous words for different situations</li> <li>• Use courteous words appropriately during interactions</li> <li>• Show etiquette in their interactions for personal relationship besides assisting others to use courteous words in day to day life.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner is able to talk about courteous words for different situations</li> <li>• Use courteous words appropriately during interactions</li> <li>• Show etiquette in their interactions for personal relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner is able to talk about some courteous words for different situations</li> <li>• Use courteous words appropriately during interactions</li> <li>• Has difficulty in showing etiquette in their interactions for personal relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulty in talking about courteous words without assistance</li> <li>• Attempts to use courteous words with assistance</li> <li>• Has difficulty in showing etiquette in their interactions for personal relationships</li> </ul> |

| Strand | Sub-strand                        | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------|-----------------------------------|--|--|---|
|        | <b>1.5 Dressing ( 10 Lessons)</b> | <p>By the end of the sub strand the learners should be able to:</p> <p><b>a)</b> Identify clothes worn at different occasions;</p> | <ul style="list-style-type: none"> <li>• Learners are guided to identify clothes worn at different occasions</li> <li>• Learners are guided in talking about clothes worn during different occasions.</li> </ul> | <ol style="list-style-type: none"> <li>1. What clothes do people wear at home?</li> <li>2. What clothes do you wear at school?</li> </ol> |

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|  | <p><b>b)</b> Talk about clothes for different occasions;</p> <p><b>c)</b> Talk about the importance of dressing ;</p> <p><b>d)</b> Appreciate clothes worn at different occasions for.</p> | <p>Learners with speech difficulties could be assisted by peers to report their views, teacher aide, teacher or use communication boards.</p> <ul style="list-style-type: none"> <li>• Learners could view videos and photographs of clothe worn in different occasions.</li> <li>• Appreciate clothes worn at different occasions.</li> </ul> | <p>3. What clothes do you wear at different occasions?</p> |
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**Core-Competences to be developed:** Learning to learn as they learn about clothes worn on different occasions. Communication and collaboration as they engage in a discussion on clothes worn at different occasions. Digital literacy as they view videos

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| <p><b>Link to Pertinent and contemporary Issues (PCI's)</b></p> <ul style="list-style-type: none"> <li>• Citizenship as they follow guidelines</li> <li>• Life skill as they learn about clothes worn during different occasions</li> </ul> | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Respect as they talk about clothes worn during different occasions</li> <li>• Responsibility as they thy participate in the activities given</li> </ul> |
| <p><b>Links to other learning areas</b></p> <ul style="list-style-type: none"> <li>• Language Activities as they talk about clothes worn in different occasions</li> </ul>  | <p><b>Suggested community service learning activities:</b><br/>Participating in different activities like singing, dancing, weddings, graduations etc.</p>  |
| <p><b>Suggested non formal activity to support learning:</b> Music and drama festivals, sports and games, educational trips</p>   | <p><b>Suggested assessment ;</b> Oral questions, Observation</p>  |
| <p><b>Suggested Resources:</b> Cultural attires, picture books, drawing materials, charts, resource person</p>  |   |

## Assessment rubrics

| Exceeds Expectation   | Meets Expectation  | Approaches Expectation  | Below Expectation  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Learner can identify clothes worn at different occasions for responding to different situations</li> <li>Talk about the importance of dressing for different occasions</li> <li>Appreciate clothes worn at different occasions for responding to different situations</li> </ul> | <ul style="list-style-type: none"> <li>Learner can identify clothes worn at different occasions</li> <li>Talk about clothes for different occasions</li> <li>Appreciate clothes worn at different occasions</li> </ul> | <ul style="list-style-type: none"> <li>Learner identify clothes worn at different occasions</li> <li>Talk about the importance of dressing with prompts</li> <li>Appreciate some clothes worn at different occasions</li> </ul> | <ul style="list-style-type: none"> <li>Learner can identify clothes worn at different occasions with assistance</li> <li>Talk about some of the clothes worn at different occasions with assistance</li> <li>Appreciate some of the clothes worn at different occasions with assistance</li> </ul> |

| Strand                      | Sub-strand/<br>(Suggested time)         | Specific Learning Outcomes)   | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|-----------------------------|---|---|--|--|
| <b>2.0 HEALTH PRACTICES</b> | <b>2.1 Hand washing<br/>(5 lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>wash hands appropriately for personal hygiene;</li> <li>demonstrate hand washing behaviour at critical times;</li> <li>appreciate the need to wash hands for personal hygiene;</li> </ol> | <ul style="list-style-type: none"> <li>Learners observe a demonstration of washing hands.</li> <li>Learners are guided to wash hands appropriately. Learners with fine motor difficulties and missing limbs could be assisted by peers, teacher aide, teacher</li> </ul> | <ol style="list-style-type: none"> <li>Why do we wash hands?</li> <li>How do we wash hands?</li> <li>When do we wash our hands?</li> </ol> |

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|  |  | d) tell the importance of washing hands. | <p>use functioning alternative parts of the body, assistive devices</p> <ul style="list-style-type: none"> <li>• In purposive groups learners practice washing hands (Adaptions in bullet 2 above apply here).</li> <li>• Learners sing songs and recite poems related to hand washing as they wash hands. Learners with speech difficulties could mime, hum, tap, clap or use communication board.</li> <li>• Learners watch videos on hand washing demonstrations.</li> </ul> |  |
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**Core-Competence to be developed:** Communication and collaboration as they work in groups. Self-efficacy as they wash hands appropriately. Learning to learn as they learn about hand washing .

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| <p><b>Link to Pertinent and contemporary Issues:</b> life skills and value education loving myself (self-esteem as they demonstrate hand washing behaviour).</p> <p>Learner support programmes: Hands washing in schools.</p> <p>Health education: Washing hands.</p> | <p><b>Link to values:</b></p> <ul style="list-style-type: none"> <li>• Respect as they respect self and others</li> <li>• Responsibility as they wash hand</li> </ul>   |
| <p><b>Link to other activity areas:</b></p> <ul style="list-style-type: none"> <li>• Language activities as they talk with each other in groups</li> <li>• Psychomotor and creative activities as they sing songs</li> </ul>  | <p><b>Suggested Community service learning activities:</b></p> <ul style="list-style-type: none"> <li>• Parents empowerment and engagement –the parents to provide materials for hand washing, act as resource persons</li> </ul> |

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| <b>Suggested Non formal activities to support learning:</b> Hand washing days, role play, poems, songs , Clubs and Societies   | <b>Suggested assessment:</b> Oral questions , Observation (checklist), Portfolios |
| <b>Suggested Resources:</b> Hand washing facilities, charts of people washing hands, videos, water, soap, communication board, pointers, adapted hand washing facilities |   |

### Assessment rubrics

| Exceeds Expectation  | Meets Expectation  | Approaches Expectation  | Below Expectation  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>Learner is able to tell why we should wash hands appropriately and tell why we wash hands</li> <li>Tell critical times to wash their hand, Assist others in hand washing and demonstrate hand washing behaviour appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>Learner is able to tell wash hands appropriately and tell critical times to wash their hands</li> <li>Appreciate the need to wash hands for personal hygiene</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties to wash hands appropriately for personal hygiene</li> <li>Has difficulties to demonstrate hand washing without prompts</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties to wash hands appropriately without assistance</li> <li>Has difficulties to demonstrate hand washing behaviour without assistance</li> </ul> |

| Strand | Sub-strand/<br>(Suggested time)           | Specific Learning<br>Outcomes)                              | Suggested Learning<br>Experiences   | Key Inquiry Question(s)      |
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|        | <b>2..2 Cleaning nose<br/>(5 lessons)</b> | By the end of the sub strand the learner should be able to: | <ul style="list-style-type: none"> <li>Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief.</li> </ul> | 1. Why do we clean our nose? |

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|  |  | <p>a) tell the importance of cleaning their nose;</p> <p>b) demonstrate the ability to wipe the nose appropriately</p> <p>c) maintain a clean; handkerchief for personal hygiene;</p> <p>d) talk about the dangers of putting objects in the nose.</p> | <p>Learners with speech difficulties could point, use a multipurpose stamp or communication board .</p> <ul style="list-style-type: none"> <li>• Learners observe a demonstration on nose wiping</li> <li>• Learners are guided on how to use a clean handkerchief appropriately and how to take care of it. Learners with motor difficulties could use alternative functioning parts of the body or be assisted peers, teacher aide, teacher or use assistive devices.</li> <li>• Learners practice wiping their nose (Adaptations in bullet 3 above apply here).</li> <li>• Learners are guided to talk about dangers of putting objects in the nose (Adaptations in bullet 3 above apply here).</li> <li>• Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief (Adaptations in bullet 3 above apply here).</li> </ul> | <p>2. When do we clean our nose?</p> <p>3. What do we use to clean our nose?</p> <p>4. Why should we use a clean handkerchief?</p> <p>5. What are the dangers of putting objects in the nose?</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>Learners sing songs and recite rhymes and poems about cleaning the nose. Learners with speech difficulties could mime, hum, tap, stamp or clap.</li> <li>Learners watch videos on cleaning the nose.</li> </ul> |  |
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**Core-Competence to be developed:** Self-efficacy as they wipe nose appropriately. Learning to learn as they practice wiping nose. Communication and collaboration as they discuss and sing.

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| <b>Link to Pertinent and contemporary Issues:</b> <ul style="list-style-type: none"> <li>Health education as they observe personal hygiene</li> <li>Life skills as they learn to wipe nose appropriately</li> <li>ESD :personal safety: As they observe dangers of putting objects in the nose</li> </ul> | <b>Link to values:</b> <ul style="list-style-type: none"> <li>Responsibility as they Clean nose</li> <li>Cooperation as they Participate in a discussion</li> <li>Respect as they observe respect to self and others.</li> </ul> |
| <b>Link to other activity areas:</b> <ul style="list-style-type: none"> <li>Language Activities as they participate in a discussion</li> <li>Psychomotor and creative activities as they sing songs</li> </ul>  | <b>Suggested Community Service learning activities</b> <ul style="list-style-type: none"> <li>Parental enjoyment- provision of a clean handkerchief, Resource person</li> </ul>  |
| <b>Suggested Non formal Activity to support learning:</b> Parental engagement- revision of clean handkerchief, teaching how to wipe the nose, guest person from health facilities (resource person)   | <b>Suggested assessment:</b> Oral questions, observations  |

**Suggested Resources:** Handkerchiefs, water, soap, containers, charts, pictures, videos

#### FORMATIVE ASSESSMENT

| Exceeds Expectation   | Meets Expectation   | Approaches Expectation   | Below Expectation   |
|---|---|--|---|
| Learner is able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintain a clean | Learner is able to tell the importance of cleaning their nose, ability to clean the nose using a clean handkerchief appropriately, maintained a | Learner is able to tell the importance of cleaning their nose, ability to clean the nose | Learner is able to tell a clean and dirty nose ,clean the nose using a handkerchief with assistance |

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| handkerchief besides cautioning others to avoid putting objects in the nose. | clean handkerchief, able to avoid putting objects in the nose. | using clean handkerchief with prompt. |  |
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| Strand                  | Sub-strand/<br>(Suggested time)                | Specific Learning Outcomes)   | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|-------------------------|--|---|--|---|
| <b>Health practices</b> | <b>Care for the teeth<br/><br/>(5 lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) name items used to clean their teeth;</li> <li>b) talk about items used to clean their teeth ;</li> <li>c) clean teeth appropriately for personal hygiene;</li> <li>d) tell appropriate times for cleaning the teeth.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to name items used to clean their teeth. Learner with speech difficulties could be assisted by peers, teacher aide, teacher to express their responses or use a communication board.</li> <li>• Learners listen to a resource person talk about items that are used to clean their teeth.</li> <li>• Learners imitate cleaning teeth. Learner with difficulties in</li> </ul> | <ol style="list-style-type: none"> <li>1. What items are used to clean the teeth?</li> <li>2. What should we do in order to keep our teeth healthy?</li> <li>3. Why do we clean our teeth?</li> <li>4. When do we clean our teeth?</li> </ol> |

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|  |  |  | <p>manipulation of objects could be assisted by peers, teachers and teacher aide or use assistive devices.</p> <ul style="list-style-type: none"> <li>• Learners be guided to talk about appropriate times for cleaning their teeth<br/>(Adaptations in bullet 1 above apply here).</li> <li>• Learners watch videos on cleaning of teeth.</li> <li>• Learners sing songs related to care for the teeth. Learners with speech difficulties could mime, hum, tap, stamp or clap.</li> </ul> |  |
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**Core-Competence to be developed:** Learning to learn as they name things that are used to clean our teeth. Communication and collaboration as they discuss

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| <p><b>Link to Pertinent and Contemporary Issues(PCI's):</b></p> <ul style="list-style-type: none"> <li>• Health Education as they observe Hygiene</li> <li>• Life skills as they learn to clean teeth</li> </ul>             | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as they Clean teeth</li> <li>• Respect as they respect self and others.</li> </ul> |
| <p><b>Links to other subjects areas:</b></p> <ul style="list-style-type: none"> <li>• Language Activities as they name items for cleaning teeth</li> <li>• Psychomotor and creative activities as they sing songs</li> </ul> | <p><b>Suggested community Service learning activities:</b> Health clubs</p>   |

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| <b>Suggested Non formal Activity to support learning:</b> Parental engagement- parents should be sensitized to give learners appropriate items to clean their teeth. | <b>Suggested assessment :</b> Oral questions , observation |
| <b>Suggested Resources:</b> Tooth brushing materials, water, videos, charts, salt, resource persons such as a dentist  |  |

### Assessment rubrics

| Exceeds Expectation  | Meets Expectation   | Approaches Expectation   | Below Expectation   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Learner can identify brushing materials with ease</li> <li>• Tells the importance of cleaning both the teeth and the brushing materials</li> <li>• Able to clean teeth using appropriate method and appropriately stores the material for hygiene.</li> <li>• Able to maintain hygiene in storing of the brushing items.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner can identify the brushing materials</li> <li>• Able to tell the importance of cleaning their teeth</li> <li>• Able to clean teeth appropriately</li> <li>• Able to tell when to brush teeth</li> </ul> | <ul style="list-style-type: none"> <li>• Learner can identify the brushing materials with prompts</li> <li>• Able to tell the importance of cleaning their teeth with prompts</li> <li>• Able to clean teeth with assistance</li> <li>• Able to tell when to brush teeth with prompts</li> </ul> | <ul style="list-style-type: none"> <li>• Learner can identify g brushing materials with assistance</li> <li>• Tells importance of cleaning teeth with difficulties or with assistance</li> <li>• Fairly clean teeth with a lot of assistance</li> <li>• Tells when to clean teeth with a lot of assistance</li> </ul> |

| Strand | Sub-Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|--------|---|---|--|--|
|        | <b>2.4Sanitation/<br/>Toileting<br/>(10 Lesson)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify toilet facilities in the school;</li> <li>b) talk about the importance of toilet facilities for personal hygiene with assistance;</li> <li>c) express the urge for toileting;</li> <li>d) use toilet facilities properly for personal hygiene;</li> <li>e) appreciate the need to use clean toilet for personal hygiene.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to talk about the importance of sanitary facilities in the school. Learner with speech difficulties could be assisted by peers, teacher aid, teacher or use communication board.</li> <li>• Learners are guided to identify the toilets facilities in the school compound.</li> <li>• Learners are guided in talking about how to express the urge for toileting (Adaptations in bullet 1 above apply here).</li> <li>• Learners practice seeking permission to go to toilets (Adaptations in bullet 1 above apply here).</li> <li>• Learners observe a role play on the use of sanitary facilities.</li> <li>• Learners use games to practice the use of toileting facilities. Learners with mobility and manipulation difficulties could use mobility and assistive devices respectfully.</li> <li>• Learners are guided to talk about the need to use clean toilet/ latrine for personal hygiene. (Adaptations in bullet 1 above apply here).</li> </ul> | <ol style="list-style-type: none"> <li>1. Why should we use toilets facilities?</li> <li>2. Which are the toilets facilities in school?</li> <li>3. What do you do when you need to go to the toilet?</li> <li>4. How do you use toilet facilities?</li> <li>5. Why do you keep the toilet clean?</li> </ol> |

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|  |   |  | <ul style="list-style-type: none"> <li>Learners could observe a video on appropriate use of toilet facilities. Learners with epilepsy could use videos with less light intensity.</li> </ul>  |  |
| <b>Core-Competence to be developed:</b> Learning to learn as they identify urge and seeking permission. Communication and collaboration as they participate in a discussion. Self-efficacy as they learn to use toilet appropriately |   |  |   |  |
|  | <ul style="list-style-type: none"> <li>Citizenship-proper use of toilets</li> </ul>   |  |   |  |
| <b>Link to Pertinent Contemporary Issues(PCI's):</b>   | <ul style="list-style-type: none"> <li>Health education-personal hygiene as they use toilets, washing hands</li> <li>Life skills as they learn to communication effectively as they seek permission to go to the toilets</li> </ul> |  | <b>Link to values</b> <ul style="list-style-type: none"> <li>Responsibility as they assist each other</li> <li>Respect as they practice seeking permission to go to toilets</li> <li>Love as they get concerned about others</li> </ul> |  |
| <b>Link to other activity areas:</b>   | <ul style="list-style-type: none"> <li>Language Activities as they seek permission</li> <li>Psychomotor and creative activities as they use games</li> </ul>  |  | <b>Suggested Community Service Learning Activities:</b> parental engagement – provide toilet facilities, teach proper use of toilets while at home  |  |
| <b>Suggested Non formal activity to support learning:</b> Participate in cleaning the toileting facilities like bring ash, water at home, brooms.  |   |  | <b>Suggested assessment:</b> Oral questions, Observations   |  |
| <b>Suggested Resources;</b> Real objects, pictures, toileting facilities/ materials, water, videos, communication board, assistive device, mobility devices  |   |  |   |  |

## Assessment rubrics

| Exceeds Expectation   | Meets Expectation   | Approaches Expectation  | Below Expectation  |
|---|---|---|--|
| Learner is able to tell the importance of toilet facilities easily, identify toilet facilities in the school and at home, express the urge for toileting effectively and use the toilet well and assist others. | Learner is able to tell the importance of toilet facilities, identify toilet facilities in the school, express the urge for toileting and use the toilet well | Leaner is able to tell the importance of toilet facilities with prompts, identify some toilet facilities in the school, express the urge for toileting but can use the toilet well only with prompts. | Learner is able to identify toilet facilities, can express the urge for toileting can use the toilet well with assistance. |

| Strand | Sub- Strand                               | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|---|--|---|---|
|        | <b>2.5 Foods/Feeding<br/>(10 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) talk about different food eaten at home with assistance;</li> <li>b) talk about the importance of eating clean food;</li> <li>c) tell the importance of eating food;</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to be guided in naming foods eaten at home. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication devices, could use universal stamp to name the foods.</li> <li>• Learners to be guided in telling about cleaning of foods before eating (adaptations in bullet 1 above apply here).</li> </ul> | <ol style="list-style-type: none"> <li>1. How do we eat?</li> <li>2. Why do we eat clean food?</li> <li>3. Why do we eat food?</li> <li>4. How should we behave when eating?</li> <li>5. Why should we use clean feeding items when feeding ourselves?</li> <li>6. Why should we clean our feeding area?</li> </ol> |

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|  |  | <p>d) talk about the dangers of sharing food from someone with assistance else's mouth;</p> <p>e) feed self-using clean hands or feeding items appropriately;</p> <p>f) observe proper feeding habits;</p> <p>g) maintaining a clean feeding area;</p> <p>h) appreciate different foods eaten at home.</p> | <ul style="list-style-type: none"> <li>Organise learners in groups to talk about foods they eat at home and school (adaptations in bullet 1 above apply here).</li> <li>Learners are guided to read pictures of foods found in the local environment (Adaptations in bullet 1 above apply here).</li> <li>Learners are guided to colour drawings of foods. Learners with manipulation difficulties could use the assistive devices or be assisted with peers, teachers and teacher aides.</li> <li>Learners sing songs and recite poems on importance of eating food. Learners with speech difficulties could mime, hum, tap or clap.</li> <li>Be guided to discuss the dangers of eating food from someone's mouth (Adaptations in bullet 1 above apply here).</li> <li>Individually learners practice feeding self (Adaptations in bullet 5 above apply here).</li> <li>Learners are guided to talk about proper feeding habits.</li> </ul> | <p>7. What are the dangers of eating from someone's mouth</p> |
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|  |  |  | <p>(Adaptations in bullet 1 above apply here).</p> <ul style="list-style-type: none"> <li>• Learners practice cleaning the feeding area (Adaptations in bullet 5 above apply here).</li> <li>• Learners tell stories, sing songs and recite poems on foods eaten at home and school.</li> <li>• (Adaptations in bullet 1 above apply here).</li> <li>• practice the appropriate cultural feeding habits using clean feeding items (Adaptations in bullet 5 above apply here).</li> <li>• watch videos on different feeding habits, cleaning foods (fruits and vegetables).<br/>Learners with epilepsy could use videos with less light intensity.</li> </ul> |  |
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**Core-Competences to be developed:** Self-efficacy as they feed self. Communication and collaboration as they participate in a discussion. Learning to learn as they learn proper feeding habits. Digital literacy as they watch video.

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| <p><b>Link to Pertinent and Contemporary Issues(PCI's)</b></p> <ul style="list-style-type: none"> <li>• Health education as they observe personal hygiene, not eating from other peoples mouth, eating clean foods</li> <li>• Citizenship as they observe guidelines given</li> </ul> | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Respect as they watch video</li> <li>• Responsibility as they carry out given activity</li> </ul> |
| <p><b>Link to other activity areas :</b></p> <ul style="list-style-type: none"> <li>• Language Activities as they name foods</li> </ul>   | <p><b>Suggested community service learning activities</b></p>   |

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| <ul style="list-style-type: none"> <li>Environmental activities as they practice cleaning the feeding area</li> <li>Psychomotor and creative activities as they sing songs</li> </ul> | <ul style="list-style-type: none"> <li>Parental engagement- reinforce feeding habits and cleaning foods before eating</li> </ul> |
| <b>Suggested non formal activity to support learning:</b> Participating in feeding programme  | <b>Suggested assessments:</b> Oral questions, Observations, checklists, Portfolios   |
| <b>Suggested Resources,</b> charts, videos, realia (feeding items), communication board, mobility and assistive devices   |  |

### Assessment rubrics

| Exceeds Expectation   | Meets Expectation   | Approaches Expectation   | Below Expectation   |
|---|---|--|---|
| Learner is able to talk about foods eaten at home and school, tell importance of eating clean food and assist others, talk about dangers of sharing from someone else mouth, feed self and others using clean hands, observe proper feeding habits and teach others, ,maintain clean feeding area and assist others to hold the feeding items well. | Learner is able to talk about foods eaten at home, tell importance of eating clean food, talk about dangers of sharing food from someone's else mouth, feed self-using clean hands, observe proper feeding habits, maintain a clean feeding area. | Learner is able to talk about some foods eaten at home, tell importance of eating some clean food, talk about dangers of sharing food from someone else mouth with prompts<br><br>Observe proper feeding habits with assistance but cannot keep the feeding area and items clean with assistance | Leaner is able to talk about some foods, can tell the importance of eating clean food with support and can observe proper eating habits or hold the feeding items well while feeding self with much assistance. |

| <b>Strand</b>                  | <b>Sub-strand</b>                      | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>  |
|--------------------------------|--|--|--|---|
| <b>3.0 NATURAL ENVIRONMENT</b> | <b>3.1 Plants</b><br><b>10 Lessons</b> | <p>By the end of sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the types of plants found in the home and school environment;</li> <li>b) talk about safe and harmful plants found in the home environment;</li> <li>c) talk about safe and harmful plants found in the school;</li> <li>d) appreciate the important plants found in the home and school environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to take a walk in the school compound to name plants within their school environment. Learner with mobility difficulties could be assisted by peers, teacher and teacher aide or use assistive and mobility devices.</li> <li>• Learners are guided to name plants found in the home environment. Learner with speech difficulties may be assisted by peers, teacher aide, teacher to express own feelings or use communication board.</li> <li>• Learners are guided to identify the safe plants in the home and school environment</li> <li>• Learners are guided to identify harmful plants in the home and school environment</li> <li>• In purposive groups learners group pictures of safe and harmful plants. Learners with manipulative difficulties could be assisted by peers, teacher aide or teacher or use assistive devices.</li> </ul> | <p>a) Which plants are found at home and school environment?</p> <p>b) Which plants are safe? Which plants are harmful?</p> <p>What is the importance of plants found in the home and school environment?</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Learners paste picture cut outs of plants found at home and school environment (Adaptations in bullet 5 above apply here).</li> <li>• Learners sing songs on plants found at home and school environment</li> <li>• Learners recite poems, and rhymes about plants found at home and school environment (Adaptations in bullet 5 above apply here).</li> </ul> |  |
| <b>Core-Competences to be developed:</b>                 | Critical thinking and problem solving as they identify safe and dangerous plants. Learning to learn as they identify plants. Communication and collaboration as they work in groups Imagination and creativity-discussion in groups. Self-efficacy as they sing.   |  |   |  |
| <b>Link to Pertinent and Contemporary Issues(PCI's);</b> | <ul style="list-style-type: none"> <li>• Education for Sustainable Development (ESD): environmental education, environmental awareness- as they take a walk in the school</li> <li>• Disaster Risk Reduction: personal safety- learners observe safety as they identify safe and harmful plants</li> <li>• Life skills: effective communication- learners to respond to instructions as they match pictures of safe and harmful plant</li> </ul> |  | <b>Link to values</b>   | <ul style="list-style-type: none"> <li>• Cooperation as they assist others</li> <li>• Responsibility as they group pictures</li> </ul> |
| <b>Link to other activity areas</b>                      | <ul style="list-style-type: none"> <li>• Mathematical Activities as they identify plants</li> <li>• Language Activities as they discuss in group work.</li> <li>• Psychomotor and creative activities as they paste picture cut outs</li> </ul>  |  | <b>Suggested community service learning activities:</b>   | Parental engagement- helping the learners to identify safe and harmful plants at home, Taking care of plants at home and school        |

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| <b>Suggested non formal activity:</b> Group activities- grouping safe and harmful plants, Joining environmental clubs | <b>Suggested assessments:</b> Observation, oral questions |
| <b>Suggested Resources-</b> plants, charts, assistive devices, mobility devices, communication board                  |   |

#### Assessment rubrics

| <b>Exceeds Expectation</b>  | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>  | <b>Below Expectation</b>  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Learner is able to identify the types of plants found at home and in the school environment and some of their benefits</li> <li>Talk about safe and harmful plants at home and school environment</li> <li>Appreciate the importance of plants besides identifying other uses of the plants</li> </ul> | <ul style="list-style-type: none"> <li>Able to identify the plants found at home and school environment</li> <li>Talk about safe and harmful plants in home and school environment with little assistance</li> <li>Appreciate the importance of plants.</li> </ul> | <ul style="list-style-type: none"> <li>Able to identify the plants found at home and school environment with a lot of prompts</li> <li>Talk about safe and harmful plants in home</li> <li>Appreciate the importance of plants with prompts</li> </ul> | <ul style="list-style-type: none"> <li>Able to identify one or two plants found at home and school environment with assistance</li> <li>Attempt to talk about safe plants with assistance</li> <li>Appreciate the importance of plants with assistance</li> </ul> |

| Strand | Sub-strand                              | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------|---|--|--|---|
|        | <b>3.2 Animals</b><br><b>10 Lessons</b> | By the end of the sub strand the learner should be able to:<br><b>a)</b> identify animals found in school environment;<br><b>b)</b> identify animals found at home environment;<br><b>c)</b> talk about animals found at home and school environment;<br><b>d)</b> identify safe and dangerous animals found at home and school environment;<br><b>e)</b> appreciate the animals found at home and school environment. | <ul style="list-style-type: none"> <li>• Learners are guided to walk around and name the animals found within school compound. Learners with mobility difficulties could be assisted by peers ,teacher aide, teacher or use assistive or mobility devices</li> <li>• Learners are guided to identify animals found at home and school environment by taking a school tour (Adaptations in bullet 1 above apply here).</li> <li>• Learners colour pictures animals from a picture book.Learners with manipulation difficulties could be assisted by peers, teacher aide, teacher or use assistive devices like universal cuffs.</li> <li>• Learners are guided to identify the dangerous animals found at home and school environment.</li> <li>• In purposive groups, learners discuss the dangerous animals found at home and school. Learners with speech could be assisted by peers, teacher aide, teacher or use communication board.</li> </ul> | 1. Which animals are found at home and school?<br>2. Which animals are dangerous to you?<br>3. Which animals are safe to handle at home and school? |

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|  |  |  | <ul style="list-style-type: none"> <li>• Learners could sort and group pictures of dangerous animals from a picture book (Adaptations in bullet 3 above apply here).</li> <li>• Learners sing songs and recite poems about animals found at home and school environment. Learners with speech difficulties mime, hum, tap, clap or use communication board</li> <li>• Learners could watch videos of animals and identify those found at home and school. Learners with epilepsy could use videos with low light intensity</li> </ul> |  |
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| <p><b>Core-Competence to be developed:</b> Communication and Collaboration as they discussing pairs. Self-efficacy as they take a walk. Digital literacy as they watch videos. Critical thinking and problem solving as they identify dangerous animals</p>  |  |
| <p><b>Link to Pertinent and Contemporary Issues(PCI's)</b></p> <ul style="list-style-type: none"> <li>• Education for Sustainable development: Animal welfare: Introduction- to animal welfare education- as they identify animals found at home and school</li> <li>• Disaster Risk Reduction: personal safety: as they identify safe and dangerous animals they observe their safety</li> <li>• Life skills: making good choices: not to disturb and play with dangerous animal</li> </ul> | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Cooperation as they work together</li> <li>• Respect as they work in groups</li> </ul> |

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| <b>Link to other activity areas:</b> <ul style="list-style-type: none"> <li>• Mathematical activities as they identify dangerous animals</li> <li>• Language Activities as that discuss</li> <li>• Religious education as appreciate animals as Gods' creation</li> <li>• Psychomotor and creative activities as they colour pictures of animals</li> </ul> | <b>Suggested community service learning activities:</b> Parental engagement in teaching children to take care of animals and how to behave toward animals |
| <b>Suggested non formal activity to support learning:</b> Taking a nature walk at home  | <b>Suggested assessments:</b> Observation, oral questions   |
| <b>Suggested Resources:</b> Realia, Picture cut outs; flash cards; - Picture books; crayons, paper; videos, universal cuff, assistive devices, mobility devices   |   |

#### Assessment rubrics

| Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
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| Learner is able to talk about animals found at home and school environment with ease, Identify animals found at home and school environment and classify them, identify safe and dangerous animals at school and home environment take care of the animals | Learner is 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 | Learner is able to talk about animals found at home and school environment with prompts<br><br>Identify animals found at home only, can identify safe animals or take care of the animals found at home only. | Learner may be able to talk about animals found at home with assistance<br><br>Take care of animals found at home only with much assistance |
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| Strand | Sub-strand                                     | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)   |
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|        | <b>3.3 Weather</b><br><br><b>( 10 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) observe weather conditions in the immediate environment;</p> <p>b) identify different weather conditions in the immediate environment;</p> <p>c) respond to weather conditions appropriately in the immediate environment ;</p> | <ul style="list-style-type: none"> <li>• Learners are guided to observe weather conditions of the day</li> <li>• Learners are guided to talk about weather conditions they have observed. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication board</li> </ul> | <p>1. What is the weather condition of the day?</p> <p>2. How do you respond to different weather conditions?</p> |

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|  |  | <p>d) appreciate different weather conditions in the immediate environment.</p> | <ul style="list-style-type: none"> <li>• Learners are guided to talk about different weather conditions by observing pictures, charts and watching videos (Adaptations in bullet 2 above apply here).</li> <li>• Learners sing songs and recite poems about different weather conditions for enjoyment. Learners with speech difficulties could mime, hum, tap or clap</li> <li>• Learners could be guided to respond to different activities as per weather conditions of the day such as playing with kites, propellers during windy times and dressing. Learner with manipulative and motor difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.</li> </ul> |  |
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| <p><b>Core-Competences to be developed :</b> Learning to learn-playing with kites, balloons and propellers, dressing according to the weather. Creativity and imagination as they talk about whether conditions observed. Critical thinking as they dress according to weather conditions . Efficacy as they sing songs and recite poems about different weather conditions for enjoyment.</p> |  |
| <p><b>Link to Pertinent and contemporary Issues.</b></p> <ul style="list-style-type: none"> <li>• Life skills: Environmental awareness</li> <li>• Education for Sustainable Development (ESD): environmental education- environmental awareness as the learners observe the weather condition of the day</li> <li>• Life skills as they talk about weather conditions they observed</li> </ul> | <p><b>Link to values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as they take part in activities given</li> <li>• Cooperation as they assist each other</li> </ul> |
| <p><b>Links to other subjects</b></p> <ul style="list-style-type: none"> <li>• language activities: Naming</li> <li>• creative and psychomotor activities: singing songs related to weather dance.</li> </ul>  | <p><b>Suggested community service learning activities:</b> Tree planting in the community by learners, Parental engagement in developing materials e.g. kites, guided tours</p>        |
| <p><b>Suggested non formal activity to support learning:</b> Health clubs, environmental clubs, Educational tours, Establishing Weather station in the school</p>  | <p><b>Suggested assessments:</b> Observation, oral questions</p>   |
| <p><b>Suggested Resources:</b> Balloons, kites, propellers, flutes (hollow objects), realia (trees)</p>  |  |

### Assessment rubrics

| Exceeds Expectation   | Meets Expectation  | Approaches Expectation  | Below Expectation  |
|---|--|---|--|
| Learner is able to observe weather conditions in the immediate environment and beyond, identify different weather conditions in the | Learner is able to observe weather conditions in the immediate environment, identify different weather conditions in the immediate | Learner is able to observe weather conditions in the immediate environment and identify different weather | Leaner is able to observe weather conditions in the immediate environment with assistance but cannot different |

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| immediate environment and beyond, respond to weather conditions appropriately and help others to respond appropriately besides helping others respond to and appreciating different weather conditions. | environment, respond to weather conditions appropriately | conditions in the immediate environment with prompts | weather conditions in the immediate environment |
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| Strand | Sub-strand                        | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|--------|-----------------------------------|---|--|--|
|        | <b>3.4 Water<br/>(10 Lessons)</b> | <p>By the end of the sub strand the learners should be able to:</p> <ul style="list-style-type: none"> <li>a) identify sources of water at home and school ;</li> <li>b) talk about uses of water in their home and school;</li> <li>c) conserve water at home and school;</li> <li>d) appreciate water conservation at home and school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to take a walk to identify sources of water within the school environment<br/>Learners with mobility difficulties could be assisted by their peers, teacher, teacher aide or use mobility or assistive devices.</li> <li>• Learners are guided to talk about sources of water at home and school. Learners with speech difficulties could be assisted by peers, teacher, teacher aide or</li> </ul> | <ol style="list-style-type: none"> <li>1. Where do we get water in the school and at home?</li> <li>2. What are the uses of water?</li> <li>3. How do we conserve water at home and at school?</li> <li>4. Why is it important to conserve water?</li> </ol> |

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|  |  |  | <p>use the communication board.</p> <ul style="list-style-type: none"> <li>• Learners are guided to observe sources of water from a picture book, watch videos and charts</li> <li>• Learners are guided to talk about uses of water (Adaptations in bullet 2 above apply here).</li> <li>• Learners are guided to draw items used to conserve water at home and at school. Learners with manipulation difficulties could use alternative functioning parts of the body be assisted by peers, teachers and teachers aides use assistive devices .</li> <li>• Learners are guided to close taps after use (Adaptations in bullet 2 above apply here) .</li> <li>• Learners are guided on how to use and re-use water properly.</li> <li>• Learners are guided to engage in sinking, floating, filling and emptying</li> </ul> |  |
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|  |   |   | <p>(Adaptations in bullet 5 above apply here).</p> <ul style="list-style-type: none"> <li>Learners are guided to sing songs, recite poems, and rhymes related to water. Learners with speech difficulties could mime, tap, clap, hum or use communication board.</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Self-efficacy as they talk about sources of water. Learning to learn-opening and closing taps. Critical thinking and creativity- conserving water. Communication and collaboration-discuss sources of water. Digital literacy- play games on uses and conservation of water using digital devices |   |   |   |  |
| <b>Link to Pertinent and Contemporary Issues(PCI's)</b> <ul style="list-style-type: none"> <li>Education for Sustainable Development(ESD): Environmental education, using water properly</li> <li>Religious education as they appreciate water as a God given resource</li> </ul>  | <b>Link to values:</b> <ul style="list-style-type: none"> <li>Responsibility as they close taps</li> <li>Cooperation as they Work together</li> </ul> |   |   |  |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>Language activities as they talk about sources of water at home and school.</li> <li>Psychomotor and creative Activities as they draw and sing songs related to water.</li> </ul>   |   | <b>Suggested community service learning activities:</b> Parental empowerment – Empower the learners to use and re-use water properly, Parental involvement – to teach learners on how to conserve water |   |  |
| <b>Suggested non formal activity learning:</b> Participate in a fun day for creativity, re- circling water in the community  |   |   |   |  |
| <b>Suggested Resources:</b> Water, buckets, picture books, videos, play containers, charts   |   |   |   |  |

### Assessment rubrics

| <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>  | <b>Below Expectation</b>  |
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| <ul style="list-style-type: none"> <li>• Learner is able to identify sources of water at home, school and beyond,</li> <li>• Talk about uses of water at their home, school and beyond,</li> <li>• Conserve water at home, school and beyond ,</li> <li>• Appreciate water conservation at home, school and beyond besides assisting others to conserve, use and re –use water.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner is able to identify sources of water at home and school.</li> <li>• Talk about uses of water at their home and school</li> <li>• Conserve water at home and school Appreciate water conservation at home and school.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner can identify sources of water at home and school with prompts</li> <li>• Has difficulty to talk about uses of water at home and school,</li> <li>• Has difficulty to conserve water at home and school without prompts and assistive devices</li> </ul> | <ul style="list-style-type: none"> <li>• Learner identifies sources of water at home and school with assistance</li> <li>• Has difficulties to talk about uses of water conservation at home and school without assistance</li> </ul> |

| <b>Strand</b> | <b>Sub-strand</b>               | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>  |
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|               | <b>3.5 Soil<br/>(5 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) talk about the safety measures when playing with soil;</li> <li>b) take safety measures when playing with soil;</li> </ol> | <ul style="list-style-type: none"> <li>• Learners be guided to talk about safety measures while playing with soil. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication board .</li> </ul> | <ol style="list-style-type: none"> <li>1. What safety measures do you observe when playing with soil?</li> <li>2. What do you need to do when playing with soil?</li> </ol> |

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|  |  | <p>c) play with soil for enjoyment;</p> <p>d) appreciate playing with soil for enjoyment .</p>   | <ul style="list-style-type: none"> <li>• Learners take safety measures while playing with soil.</li> <li>• Learners tell safety measures when handling soil. learners are guided to play with soil ( Adaptations in bullet 1 above apply here) .</li> <li>• Learners sing songs, recite poems on safety when handling soil. Learners with speech difficulties could mime, tap, hum or clap.</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Communication and collaboration as they play together. Self -efficacy-confidence in handling soil. Learning to learn- learn safety measures to take when playing.                       |  |  |  |  |
| <b>Link to Pertinent and contemporary Issues:</b> <ul style="list-style-type: none"> <li>• Education for Sustainable development: personal safety</li> <li>• Life skills as they learn about safety</li> </ul>                   |  | <b>Link to values</b> <ul style="list-style-type: none"> <li>• Responsibility as they Play with soil</li> <li>• Unity as they play together</li> </ul> |  |  |
| <b>Link to other activity areas</b> <ul style="list-style-type: none"> <li>• Language Activities as they Communicate in play activities.</li> <li>• Music and Movement activities as they sing Songs related to soil.</li> </ul> |  | <b>Suggested community service learning activities:</b> Parental engagement (parents to guide children on safety measures while playing with soil)     |  |  |
| <b>Suggested non formal activity to support learning:</b> Clubs and societies field trips and nature walk  |  | <b>Suggested assessment:</b> Observation and oral questions  |  |  |
| <b>Suggested Resources:</b> Sandpits, containers, charts, picture books, soils containers and videos on soil, communication board, universal scuffs  |  |  |  |  |

### Assessment rubrics

| Exceeds Expectation  |                                     | Meets Expectation  | Approaches Expectation  | Below Expectation  |
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| Learner is able to talk about the safety measures when playing with soil and assist others, take safety measures when playing with soil, play with soil without support for enjoyment besides assisting others to explore the different soil textures. |                                     | Learner is able to talk about safety measures when playing with soil, take safety measures when playing with soil for safety, play with soil for enjoyment.  | Learner has difficulty to talk about safety measures when playing with soil without prompt, take safety measures when playing with soil for safety with prompts.  | Learner is able to play with soil with assistance. Has difficulties talking about safety, play with soil and take safety measures without assistance |
| Strand   | Sub-strand                          | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|  | <b>3.6 Sound<br/>  ( 5 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify different sounds within their immediate environment;</li> <li>b) talk about different sounds in their immediate environment;</li> <li>c) imitate sounds in their immediate environment;</li> <li>d) appreciate the different sounds in the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to take a walk to listen to different sounds within their environments. Learner with mobility difficulties may be assisted by peers, teacher aide, teacher or use assistive devices.</li> <li>• In groups learners discuss different sounds in their immediate environment. Learners with speech difficulties could be assisted by peers, teacher aide or use communication board .</li> <li>• Learners imitate different sounds within</li> </ul> | <ol style="list-style-type: none"> <li>1. What sounds do you hear?</li> <li>2. What are the different sources of sounds?</li> </ol>                  |

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|  |  |  | <p>their immediate environment.</p> <ul style="list-style-type: none"> <li>• Learners produce sounds by playing with different objects or items in their immediate environment. Learners with fine motor difficulties could be assisted by peers, teacher aide or use adapted and assistive devices</li> <li>• Learners sing songs related to sounds in the environment. Learners with speech difficulties to mime, hum, tap or stamp.</li> <li>• Learners are guided to role play while producing different sounds in the environment.</li> </ul> <p>(Adaptations in bullet 1 above apply here).</p> |  |
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**Core-Competences to be developed:** Communication and collaboration as they tell sources of sounds. Critical thinking and problem solving as they produce different sounds. Learning to learn as they get to know different sources of sounds and their meanings. Citizenship as they work in groups and appreciating the meaning of different sounds.

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| <b>Links to Pertinent and contemporary Issues(PCI's):</b>   | <b>Link to values:</b>  |
| <ul style="list-style-type: none"> <li>• Education for Sustainable Development: environmental education- environmental awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Cooperation: Assist peers</li> <li>• Responsibility: Identify sounds</li> <li>• Respect : Self and others</li> </ul> |

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| <b>Link to other activity areas:</b> <ul style="list-style-type: none"> <li>Language activities as they discuss different sounds in the environment</li> <li>Psychomotor and creative activities: Imitation/singing</li> <li>Environmental activities as they talk a walk in the environment</li> </ul> | <b>Suggested community service learning activities:</b> Parental engagement- guiding the learners to appreciate the meaning different sounds from their immediate environment |
| <b>Suggested non formal activity to support learning:</b> Clubs and societies, field trips, morning assembly  | <b>Suggested assessment:</b> Oral questions, observation  |
| <b>Suggested Resources:</b> Musical instruments, realia (birds and animals in the immediate environment), pictures, charts, video clips, adaptation done to musical instruments for learners with fine motor difficulties, communication boards, universal scuffs                                       |   |

### Assessment rubrics

| Exceeds Expectation  | Meets Expectation  | Approaches Expectation  | Below Expectation  |
|--|--|---|--|
| <p>Leaner is able to identify different sounds within their immediate environment and beyond, talk about different sounds in their environment and beyond, imitate sounds in their immediate environment and beyond, appreciate and imitate sounds in their environment and beyond</p> <p>Interpret sounds in the immediate environment and beyond</p> | <p>Leaner is able to identify different sounds, within their immediate environment, talk about different sounds in their environment, imitate sounds in their immediate environment, appreciate different sounds in their environment.</p> | <p>Leaner is able to identify different sounds within their immediate environment with prompt, talk about different sounds in their environment with assistance, imitate sounds in their immediate environment with prompts</p> | <p>Leaner is able to identify different sounds, within their immediate environment with assistance but difficulties to talk about different sounds in their environment.</p> |

| <b>Strand</b> | <b>Sub-strand</b>                    | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>   |
|---------------|--------------------------------------|--|--|--|
|               | <b>3. 7 Smell<br/>  ( 5 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the sources of smell in the immediate environment;</li> <li>b) differentiate between good and bad smell in the immediate environment;</li> <li>c) talk about good and bad smell in their immediate environment;</li> <li>d) appreciate good smell in the immediate environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to identify different sources of smell in the environment.</li> <li>• In purposive groups learners sort and group substances that smell good and badly. Learner with motor and manipulative difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.</li> <li>• Learners sing songs, recite poems on good scent. Learners with speech difficulties mime, hum, clap tap or use communication board or mime.</li> <li>• Learners to take a guided tour of the school compound and identify different smells and the sources. Learners with mobility difficulties could</li> </ul> | <ol style="list-style-type: none"> <li>1. Which part of the body is used for smelling?</li> <li>2. Which are some of the sources of smell?</li> <li>3. Which substances smell good?</li> <li>4. Which substances smell bad?</li> </ol> |

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|   |   |  | be assisted by peers , teacher aid, teacher or use and assistive devices |  |
| <b>Core-Competences to be developed:</b> Self- efficacy as they gain confidence in identifying different smells. Learning to learn as they identify good and bad smell. Communication and collaboration as they tell sources of smell. Critical thinking and problem solving as they sort and group substances with good and bad smell. |   |  |  |  |
| <b>Link to Pertinent and contemporary issues;</b> <ul style="list-style-type: none"> <li>Education for Sustainable Development: environmental education, environmental awareness</li> </ul>   | <b>Link to values</b> <ul style="list-style-type: none"> <li>Cooperation as they work together</li> <li>Responsibilities as they Participate in activities</li> </ul> |  |  |  |
| <b>Link to other activity area</b> <ul style="list-style-type: none"> <li>Psychomotor and creative activities: Singing/reciting</li> <li>Language activities as they talk substances with good and bad smell</li> </ul>   |   | <b>Suggested community service learning activities:</b> Parental involvement, reporting to authorities when they come across bad smell in their immediate environment. |  |  |
| <b>Suggested non formal activity to support learning:</b> Nature walk, field trips, clubs and societies( home science and agricultural club)  |   | <b>Suggested assessment:</b> Oral questions, observations  |  |  |
| <b>Suggested Resources:</b> Food substances, plants, substances that smell good and bad, communication boards, universal scuffs   |   |  |  |  |

## ASSESSMENT RUBRICS

| Exceeds Expectation   | Meets Expectation  | Approaches Expectation   | Below Expectation  |
|---|--|--|--|
| Learner is able to identify the sources of smell in the immediate environment and beyond, differentiate between good and bad smell in the | Learner is able to identify the sources of smell in the immediate environment, differentiate between good and bad smell in the immediate | Learner is able to identify the sources of smell in the immediate environment with prompt, differentiate between good and bad smell in the | Learner has difficulty to identify the sources of smell in the immediate environment with cues as well as differentiate between good and |

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| immediate environment, appreciate good smell in the immediate environment besides assisting others to respond appropriately to good and bad smell. | environment, appreciate good scent in the immediate environment. | immediate environment with prompts. | bad smell in the immediate environment. |
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| Strand | Sub-strand                          | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|-------------------------------------|--|---|--|
|        | <b>3.8 Light<br/>  ( 5 Lessons)</b> | <p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) talk about the sources of light in the immediate environment;</li> <li>b) talk about uses of light in the environment;</li> <li>c) differentiate day and night</li> <li>d) appreciate the importance of light in their daily activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided to talk about sources of light in their environment. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication to sing and recite poems.</li> <li>• Learners talk about objects that produce light (Adaptations in bullet 1 above apply here).</li> <li>• Learners are guided to talk about uses of light in their environment (Adaptations in bullet 1 above apply here).</li> <li>• Learners are guided to play with shadows. Learners with motor difficulties and</li> </ul> | <ol style="list-style-type: none"> <li>1. What are the sources of light?</li> <li>2. How can you differentiate day and night?</li> <li>3. What produces light in the day and night?</li> <li>4. What are the uses of light?</li> <li>5. How do we conserve light energy</li> </ol> |

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|  |  |  | <p>missing limbs could be assisted by peers, teacher aide, teacher or use of assistive devices.</p> <ul style="list-style-type: none"> <li>• Learners perform simple experiments using sources of light like putting lights off and on and emphasize conservation of energy (Adaptations in bullet 4 above apply here).</li> <li>• Learners are guided to appreciate light as cause of day and night.</li> <li>• Learners sing songs and recite poems related to light. Learners with speech difficulties could mime, hum, tap clap or use communication board .</li> </ul> |  |
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**Core-Competence to be developed:** Self efficacy as they talk about objects that produce light. Communication and collaboration as they discuss on sources of light. Critical thinking and problem solving as they perform simple experiments using sources of light. Learning to learn-through experiments like playing with shadows.

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| <b>Link to Pertinent and contemporary Issues(PCI's):</b> <ul style="list-style-type: none"> <li>• Life skills and value education: decision making on appropriate use of light energy conservation</li> </ul> | <b>Link to values</b> <ul style="list-style-type: none"> <li>• Responsibility as they participate in given activities</li> <li>• Cooperation as they Work in groups/pairs.</li> </ul> |
| <b>Link to other activity areas</b>   | <b>Suggested community service learning activities:</b> Parental engagement in emphasizing conservation of light  |

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| <ul style="list-style-type: none"> <li>• Language Activities: Naming.</li> <li>• Psychomotor and Creative Activities: Using sources of light.</li> </ul> |   |
| <b>Suggested non formal activity to support learning;</b> Clubs and societies, nature walk   | <b>Suggested assessment:</b> Oral questions, observations |
| <b>Suggested Resources:</b> Sources of light (sun, torch, lamps, lanterns etc.), communication board, universal scuffs                                   |   |

## Assessment rubrics

| Exceeds Expectation   | Meets Expectation  | Approaches Expectation   | Below Expectation   |
|---|--|--|---|
| Learner is able to talk about the sources of light in the immediate environment and beyond, talk about uses of light in the environment and beyond, differentiate day and night, appreciate the importance of light in their daily activities besides assisting others to perform simple experiments using different sources of light | Learner is 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. | Learner has difficulty to talk about the sources of light in the immediate environment, and talk about uses of light in the environment, differentiate day and night with prompts. | Learner has difficulties to talk about the sources of light in the immediate environment, has difficulty to differentiate day and night ,to talk about uses of light in the environment without assistance. |

| Strand                                       | Sub-strand                      | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--|---------------------------------|--|---|---|
| <b>4.0<br/>ENVIRONMENTAL CARE AND SAFETY</b> | <b>4.1Care<br/>(10 Lessons)</b> | <p>By the end of the sub strand the learner should be able to</p> <p>a) talk about materials and items used in cleaning their classroom and immediate environment;</p> | <ul style="list-style-type: none"> <li>Learners are guided to talk about materials and items used in keeping their classroom and home clean. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication board.</li> </ul> | <ol style="list-style-type: none"> <li>Which items and materials are used in cleaning the home and the classroom environment?</li> <li>How do we clean our home and classroom?</li> <li>When do we clean our classroom and home?</li> </ol> |

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|  |  | <p>b) talk about materials and items used in cleaning their home and the immediate environment ;</p> <p>c) clean their classroom;</p> <p>d) clean their home compound;</p> <p>e) appreciate the need to maintain a clean environment.</p> | <ul style="list-style-type: none"> <li>• Learners could watch videos and photographs on materials used in cleaning their classroom.</li> <li>• Learners to be guided in cleaning their classroom and immediate environment.</li> </ul> <p>Learners with motor difficulties, missing limbs and mobility difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.</p> <ul style="list-style-type: none"> <li>• Learners to be guided in talking about how to take care of different items and materials used in cleaning their home and classroom<br/>(Adaptations in bullet 1 above apply here).</li> <li>• Learners sing songs and recite poems related to care for school and home environment.</li> </ul> <p>Learners with speech difficulties could mime, hum, tap or clap.</p> |  |
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|   |   |  | <ul style="list-style-type: none"> <li>• Learners could watch videos of children cleaning their home and classroom environments.</li> <li>• The learners could be used to improvise cleaning materials using locally improvised materials Adaptations in bullet 3 above apply here).</li> </ul> |  |
| <b>Core-Competence to be developed:</b> Citizenship as they care for the environment. Communication and collaboration as they clean the classroom. Critical thinking and problem solving as they improvise cleaning items. Learning to learn as they improvise cleaning materials.  |   |  |   |  |
| <b>Link to Pertinent and contemporary issues(PCI's):</b> <ul style="list-style-type: none"> <li>• Health education-living in a clean environment</li> <li>• ESD-environmental education, environmental awareness, financial literacy</li> <li>• Service learning and parental engagement-cleaning compound at home</li> <li>• Life skills and value education: making good choices</li> </ul> | <b>Link to values</b> <ul style="list-style-type: none"> <li>• Cooperation as they watching video</li> <li>• Responsibility as they clean their classroom.</li> <li>• Respect as they work in groups</li> </ul> |  |   |  |
| <b>Link to other activity areas:</b> <ul style="list-style-type: none"> <li>• Psychomotor and creative activities as they sing</li> <li>• Language activities as they talk about care of items</li> </ul>   |   | <b>Suggested community service learning activities:</b> Parental involvement; parents to assist the learners with cleaning materials, Participate in cleaning communal facilities, Community visits, cleaning for the aged |   |  |
| <b>Suggested non formal activity to support learning:</b> Participate in the clean-up activity in the school and at home  |   | <b>Suggested assessments:</b> Observation, oral questions  |   |  |
| <b>Suggested Resources:</b> Brushes, brooms, wiping cloths, litterbins, improvised cleaning materials, videos and , photographs, adapted brushes, brooms, wiping cloths, litter bins and improvised cleaning materials, communication boards  |   |  |   |  |

## Assessment rubrics

| Exceeds Expectation  | Meets Expectation   | Approaches Expectation  | Below Expectation  |
|--|---|---|--|
| Learner is able to talk about cleaning of classroom and home environment and beyond, talk about different items and materials used in cleaning the classroom and home environment and beyond, appreciate the need to maintain a clean environment besides assisting others to identify cleaning materials and in cleaning. | Learner is 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. | Learner has difficulties to talk about cleaning of classroom and home environment without prompts<br><br>Has difficulties to talk about different items and materials used in cleaning the classroom and home environment without prompts | Learner has difficulties in talking about cleaning classroom and environment without assistance<br><br>Has difficulties to talk about different items and materials used in cleaning the classroom and home environment without assistance |

| Strand                               | Sub-strand                         | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------------------------------------|------------------------------------|---|--|---|
| <b>ENVIRONMENTAL CARE AND SAFETY</b> | <b>4.2 Safety<br/>(15 Lessons)</b> | By the end of sub strand the learner should be able to:<br><br>a) identify safe places, objects and activities in the immediate environment;<br>b) identify dangerous places, objects and | <ul style="list-style-type: none"> <li>Learners are guided to identify safe places, objects, activities and games in their environment<br/>Learner with mobility difficulties could be supported by peers to use wheelchairs, crutches during exploration</li> </ul> | 1. What are the dangerous places, objects, activities and games?<br>2. How can you identify suspicious and unfriendly people?<br>3. How do you observe safety |

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|  |  | <p>activities in the immediate environment;</p> <p>c) Able to identify strangers and tell what to do when dealing with strangers;</p> <p>d) handle different materials in the immediate environment appropriately</p> <p>e) use different materials and facilities appropriately in the immediate environment</p> <p>f) appreciate the need for safety in the immediate environment</p> | <ul style="list-style-type: none"> <li>• Learners are guided to identify dangerous places, objects, activities and games in their environment. (Adaptations in bullet 1 above apply here).</li> <li>• Learners are guided in talking about strangers and what to do when they meet strangers.<br/>Learners with speech difficulties could be supported by peers, teacher aide, teacher or use communication board.</li> <li>• Learners are guided on how to handle different materials for safety.<br/>Learners with fine motor difficulties and missing limbs could be assisted by peers, teacher aide , teacher or use assistive devices.</li> <li>• Learners are guided to clean working areas after an activity (Adaptations in bullet 4 above apply here ).</li> <li>• Learners are guided to watch videos showing dangerous people, places,</li> </ul> | 4. How do you use materials safely? |
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|   |  |  | <p>objects, activities and games.</p> <ul style="list-style-type: none"> <li>• Learners are guided on how to use different materials and facilities properly .</li> <li>• Learners sing songs and recite poems related to safety. Learners with speech difficulties could mime, hum, tap or clap.</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Communication and collaboration through discussion. Critical thinking and problem solving as they identify strangers Learning to learn as they how to handle unsafe objects and respond to strangers |  |  |  |  |
| <b>Link to Pertinent and contemporary issues</b>  |  |  | <b>Link to values</b>  |  |
| <ul style="list-style-type: none"> <li>• ESD: disaster and risk reduction- personal safety</li> <li>• Citizenship as they follow guidelines</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>• Responsibility as they take safety precaution</li> <li>• Respect as they work together</li> </ul>   |  |
| <b>Links to other learning areas</b>  |  |  | <b>Suggested community service learning activities:</b> Parental engagement, taking care of their children   |  |
| <ul style="list-style-type: none"> <li>• Language activities as they talk with each other</li> <li>• Psychomotor and creative Activities as they sing and recite poems.</li> </ul>  |  |  |  |  |
| <b>Suggested non formal activity to support learning :</b> Disaster Risk Reduction club   |  |  | <b>Suggested assessment :</b> Oral questions, observation  |  |
| <b>Suggested resources:</b> Realia, videos, Photographs and pictures, communication board, universal cufffs, wheelchairs, crutches  |  |  |  |  |

### **Assessment rubrics**

| <b>Exceeds Expectation</b>   | <b>Meets Expectation</b>   | <b>Approaches Expectation</b>  | <b>Below Expectation</b>  |
|--|--|--|---|
| Learner is able to identify safe and dangerous places, objects and activities in the immediate environment and beyond, handle different materials in the immediate environment and beyond appropriately, use different materials and facilities appropriately in the immediate environment and beyond, appreciate the need for safety in the immediate environment besides guiding other learners to recognize strangers, safe and dangerous places, objects and activities. | Learner is able to identify strangers 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. | Learner is sometimes able to identify strangers, safe and dangerous places, objects and activities in the immediate environment<br><br>Has difficulties to handle different materials in the immediate environment appropriately without prompts | Learner has difficulties to identify strangers, safe and dangerous places, objects and activities in the immediate environment without assistance |

## **PRE PRIMARY 2**

| <b>Strand</b>  | <b>Sub-strand</b>                     | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>   | <b>Key Inquiry Question(s)</b>  |
|--|---------------------------------------|--|---|---|
| <b>1.0 SOCIAL ENVIRONMENT</b>  | <b>1.1 MYSELF</b><br><br>( 5 Lessons) | <p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness;</li> <li>b) Tell the uses of ears, nose mouth and eyes. for self-awareness;</li> <li>c) Appreciate one's body parts for self-esteem.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners sing songs and say poems on body parts. Learners with speech difficulties could manipulate mime hum or stamp the song.</li> <li>• Learners identify different parts of the body from a chart by pointing or gesturing where necessary.</li> <li>• Learners play different games on body parts. Learners with brittle bone could play less vigorous games</li> <li>• Learners tell the uses of different body parts. Learners with speech difficulties could be assisted by their peers to report their views or use communication devices</li> <li>• Learners to draw and model parts of the body. Learners with manipulation difficulties could describe orally, use functioning parts of the body, use universal cuffs//head or mouth pointers, multipurpose stamp ,communication board functioning parts of the body.</li> </ul> | <ol style="list-style-type: none"> <li>1. What are the parts of your body?</li> <li>2. What are the uses of your body parts?</li> </ol> |
| <b>Core-Competences to be developed</b>  |                                       |  |   |   |
| <ul style="list-style-type: none"> <li>• Citizenship-working in groups. Learning to learn-playing and listening to stories. Self-efficacy-talking about themselves</li> <li>• Collaboration and communication-when discussing. Digital literacy as they use ICT devices</li> </ul> |                                       |  |   |   |

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| <b>Link to Pertinent and contemporary issues( PCI's):</b> <ul style="list-style-type: none"> <li>• Life Skills-Self Awareness and Self-Esteem</li> </ul>  | <b>Link to values:</b> <ul style="list-style-type: none"> <li>• Co-operation as they work together</li> <li>• Love as they assist each other</li> <li>• Responsibility as they carry out a given activity</li> </ul> |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>• Language activities as they talk with each other</li> <li>• Psychomotor and Creative activities as they sing</li> <li>• Religious Education activities as they appreciate that God created them</li> </ul> | <b>Suggested Community Service Learning</b> <ul style="list-style-type: none"> <li>• Learners to visit a special school</li> </ul>   |
| <b>Suggested Non-Formal Activities</b> <ul style="list-style-type: none"> <li>• Clubs and Societies</li> </ul>  | <b>Suggested Assessment:</b> Observation using observation schedules , Check lists, Portfolios, Oral questions   |
| <b>Suggested resources:</b> Chart on parts of the body, songs and poems, multipurpose stamp, communication board, head/mouth pointers, ICT devices  |  |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation   | Approaches Expectations   | Below Expectations  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Learner consistently talks about body parts and for self-awareness</li> <li>• Consistently tell the uses of ears, nose, mouth and eyes for self-awareness</li> <li>• Appreciates one's body parts for self esteem</li> </ul> | <ul style="list-style-type: none"> <li>• Talks about body parts</li> <li>• Tell the uses of ears, nose, mouth and eyes for self-awareness</li> <li>• Appreciates one's body parts for self-awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Learner consistently talks about body parts and their uses</li> <li>• Inconsistently tells uses of ears, nose, mouth and eyes for self-awareness</li> <li>• Appreciates one's body parts with assistance for self-awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulty in talking about body parts and their uses</li> <li>• Has difficulty in appreciating one's body parts for self awareness</li> </ul> |

| Strand | Sub-strand                            | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|---------------------------------------|---|---|---|
|        | <b>1.2 OUR SCHOOL<br/>(10 Lesson)</b> | <p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) talk about work done by different people in the school</li> <li>b) participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships</li> <li>c) appreciate the school community for harmonious living</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to name people found at school (such as teachers, watchman and driver). Learners with speech difficulties to be assisted by their peers to report what they say or use communication devices</li> <li>• Learners to be taken round the school identifying the people by the work they do. Learners with mobility difficulties could use mobility devices and be added more time</li> <li>• Learners to mention the work done by people in school. (Adaptations done in bullet 1 above apply)</li> <li>• Learners to role play work done by people at school. (Adaptation done in bullet 2 above apply)</li> <li>• Learners to be guided in coming up with rules and regulations of their class. (Adaptations done in bullet 1 above apply)</li> <li>• Learners to sing songs about work done by people in the school. Learners with speech</li> </ul> | <ol style="list-style-type: none"> <li>1. Who are the people found at school?</li> <li>2. What work is done by people at school?</li> <li>3. How do we come up with rules and guidelines?</li> <li>4. What are the dos and don'ts in the class</li> </ol> |

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|   |  |   | <p>difficulties could mime, hum or stamp or tap or gesture</p> <ul style="list-style-type: none"> <li>Learners to draw and model people in school. Learner with manipulation difficulties could use assistive devices. Those with missing limbs could use alternative functioning parts of the body or use multipurpose stamps.</li> </ul> |  |
| <b>Core-Competences to be developed</b>   |  |   |  |  |
| <ul style="list-style-type: none"> <li>Communication and collaboration-making rules. Learning to learn-following the rules</li> </ul>   |  | <b>Link to Pertinent and contemporary issues (PCI's):</b> <ul style="list-style-type: none"> <li>Citizenship-Social Cohesion- Nationhood and Nationalism</li> </ul> |  |  |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>Language activities as they talk with each other</li> <li>Religious education activities as they appreciate themselves as Gods creation</li> <li>Psychomotor and Creative Activities as they sing</li> </ul> |  |   | <b>Links to values:</b> <ul style="list-style-type: none"> <li>Responsibility as they work in groups</li> <li>Cooperation as they work in groups</li> <li>Love as the assist each other</li> </ul>   |  |
| <b>Suggested Non-Formal Activity</b> <ul style="list-style-type: none"> <li>Field trips,</li> <li>Clubs and societies</li> <li>Sports and games</li> </ul>  |  |   | <b>Suggested Community Service Learning</b> <ul style="list-style-type: none"> <li>Parental engagement: parents to enhance following rules at home</li> </ul>  |  |
|   |  |   | <b>Suggested Assessment:</b> <ul style="list-style-type: none"> <li>Observation, using observation schedules and checklists,</li> <li>Portfolios,</li> <li>Oral questions</li> </ul>   |  |

## Assessment Rubrics

| Exceeds Expectation   | Meets expectation  | Approaches Expectations  | Below Expectations  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Learner consistently talk about work done by people in the school and observe rules at home</li> <li>Participates in developing classroom rules (Dos and don'ts) for interpersonal relations keenly</li> <li>Appreciates the school community for harmonious living</li> </ul> | <ul style="list-style-type: none"> <li>Learner talks about work done by different people in the school</li> <li>Participate in developing classroom rules (Dos and Don'ts) for interpersonal relations</li> <li>Appreciate the school community for harmonious living</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently talk about work done by different people in the school</li> <li>Participates with assistance in developing classroom rules (Dos and Don'ts) for interpersonal relations</li> <li>Appreciates with assistance the school community for harmonious living</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulty talking about work done by different people in the school</li> <li>Has difficulty participating in developing classroom rules (Dos and don'ts) for interpersonal relations</li> <li>Has difficulty appreciating the school community for harmonious living</li> </ul> |

| Strand | Sub-strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------|--|---|--|---|
|        | <b>OUR HOME</b><br><b>1.3.1 Structures /buildings</b><br><b>(10 lessons)</b> | By the end of the sub-strand, the learner should be able to;<br>a) Name different structures and buildings found at home; | <ul style="list-style-type: none"> <li>Learners to name different structures and buildings at home .Learners with speech difficulties could be assisted by their peers to report their responses or sentences. They could also use theme based.</li> </ul> | 1. Which are the buildings and structures found at home?<br>2. What are the uses of different structures and buildings found at home? |

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|  |  | <p>b) Identify different buildings and structures at home;</p> <p>c) Talk about the uses of buildings and structures at home;</p> <p>d) Appreciate buildings and structures.</p> | <ul style="list-style-type: none"> <li>• Learners identify structures found at home in the environmental activities area in the classroom(Adaptations done in bullet 1 above apply).</li> <li>• Learners talk about uses of buildings and structures at home (Adaptations done in bullet 1 above apply).</li> <li>• Learners view videos of buildings and structures at home.</li> <li>• Learners to observe charts of peoples working, buildings, structures and tools used at home</li> <li>• Learners to draw buildings and structures at home.<br/>Learners with manipulative difficulties and those with missing limbs could be assisted by peers , teacher aide, teacher or use alternative functioning parts of the body .</li> </ul> |  |
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|  | <p><b>1.3.2 People found at home</b></p> <p><b>10 Lessons</b></p> | <p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) name people found at home for self-awareness,</li> <li>b) tell the relationships between people found at home for harmonious living</li> <li>c) talk about people found at home for harmonious living</li> <li>d) talk about work done by people at home</li> <li>e) appreciate people found at home and the work they do.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to be guided in naming people found at home. Learners with speech difficulties could be assisted by their peers to report their responses or sentences or use multipurpose communication devices or gesture.</li> <li>• Learners to be guided in establishing the relationship of people found at home. (Adaptation done in bullet 1 above apply here).</li> <li>• Learners to be guided in talking about work done by different people at home. (Adaptation done in bullet 1 above apply here).</li> <li>• Learners to discuss the importance of work done by people at home. (Adaptation done in bullet 1 above apply here).</li> <li>• Learners to role play work done by people at home. Learners with mobility difficulties could be encouraged to perform the activity according to their</li> </ul> | <p>1. Who are the people found at home?</p> <p>2. What work is done by people at home?</p> |
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|  |  |   | <p>ability or use mobility devices.</p> <ul style="list-style-type: none"> <li>Learners to sing songs about work done by people at home. Learners with speech difficulties could mime, hum, tap gesture or stamp</li> <li>learners could watch videos on people working</li> </ul> |  |
| <b>Core-Competences to be developed</b>  |  |   |  |  |
| <ul style="list-style-type: none"> <li>Self-efficacy as they role play which enhances their self esteem. Communication and collaboration as they talk with each other. Learning to learn as they practice learnt skills. Digital literacy as they watch videos.</li> </ul> |  |   |  |  |
| <b>Links to Pertinent and contemporary issues (PCI's):</b>   |  | <b>Links to values:</b>   |  |  |
| <ul style="list-style-type: none"> <li>Life skills as they care for self</li> <li>Citizenship as they obey rules</li> </ul>  |  | <ul style="list-style-type: none"> <li>Responsibility as they observe safety as they role play</li> <li>Co-operation as they work together</li> </ul> |  |  |
| <b>Links to other activity areas:</b>  |  | <b>Suggested Community Service Learning:</b>  |  |  |
| <ul style="list-style-type: none"> <li>Language activities as they talk with each other</li> <li>Psychomotor and creative activities as they role play</li> </ul>  |  | <ul style="list-style-type: none"> <li>Parental engagement</li> </ul>   |  |  |
| <b>Non-Formal Activity to support learning :</b>   |  | <b>Suggested Assessment:</b> Observation, Check-lists, Oral questions   |  |  |
| <b>Suggested Learning Resources</b><br>Soil, adapted grip, adapted computers, pictures, photographs, book holders, multipurpose stamps, communication boards, flash cards and universal cuffs  |  |   |  |  |

## Assessment Rubrics

### 1. Structures and Buildings

| Exceeds Expectation  | Meets expectation  | Approaches Expectations   | Below Expectations   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>Learner consistently names different structures and building found at home</li> <li>Identify different building and structures at home in more than one language</li> <li>Talk about the uses of buildings and structures at home with ease</li> <li>Appreciate buildings and structures</li> </ul> | <ul style="list-style-type: none"> <li>Learner can name different building and structures found at home</li> <li>Identify different building and structures at home</li> <li>Talk about the uses of buildings and structures at home</li> <li>Appreciate buildings and structures at home</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently name different buildings and structures at home</li> <li>Identify some building and structures at home</li> <li>Talk about the uses of buildings and structures at home with assistance</li> <li>Attempts to appreciate buildings and structures at home</li> </ul> | <ul style="list-style-type: none"> <li>Learner names different buildings and structures at home with assistance</li> <li>Has difficulty in identifying buildings and structures at home</li> <li>Has difficulty in talking about the uses of buildings and structures at home</li> <li>Attempts to appreciate buildings and structures at home with prompts</li> </ul> |

### 1. People found at home

| Exceeds Expectation   | Meets expectation  | Approaches Expectations  | Below Expectations  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Learner consistently talks about people found at home for self-awareness</li> <li>Tell the relationship between people found at home correctly</li> <li>Talk about people found at home for harmonious living with ease</li> </ul> | <ul style="list-style-type: none"> <li>Learner can name people found at home for self-awareness</li> <li>Tell the relationships between people found at home for harmonious living</li> <li>Talks about people found at home for harmonious living</li> <li>Talks about work done by people at home</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently name people found at home for self-awareness</li> <li>Tells the relationships between people found at home with assistance for harmonious living</li> <li>Talks about some people found at home for harmonious living</li> <li>Talks about work done by people at home inconsistently</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulty naming people found at home for self-awareness</li> <li>Attempts to tell the relationship between people found at home with assistance</li> <li>Has difficulty in talking about people found at home for harmonious living</li> <li>Talks about work done by people at home with prompts</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Talks about work done by people at home consistently</li> <li>• Happily appreciates people found at home and work done</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciates people found at home and work done</li> </ul> | <ul style="list-style-type: none"> <li>• Sometimes appreciates people found at home and work done</li> </ul> | <ul style="list-style-type: none"> <li>• Has difficulty in appreciating people found at home and work done</li> </ul> |
|--|--|--|---|

| Strand | Sub-strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|---|---|---|--|
|        | <b>1.4<br/>INTERPERSONAL RELATIONSHIP</b><br><br><b>5 Lessons</b> | <p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify Courteous words used in day today life;</li> <li>b) Talk about the use of courteous words in day to day life for interpersonal relationship ;</li> <li>c) Appreciate the need to use courteous words ;</li> <li>d) Use greetings and respond with actions appropriately ;</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to be guided to identify courteous words used in their community. Learners with speech difficulties could be assisted by their peers to report their responses or use communication devices</li> <li>• Learners to practice in purposive groups use of courteous words and greetings (Adaptation in bullet 1 above apply).</li> <li>• Learners to role play and dramatize use of courteous words. Learners with mobility difficulties could use their mobility devices</li> </ul> | <p>1. Which words do you use to show respect to other people?</p> <p>2. How do you greet different people?</p> |

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|  |  | <p>e) Show empathy to the needy.</p> <ul style="list-style-type: none"> <li>• Learners to dramatize sharing play materials and snacks in a courteous way. (Adaptations done in bullet 3 above apply)</li> <li>• Learners to recite poems on sharing. Learners with speech difficulties could mime, hum or stamp or tap while others recite</li> <li>• Learners to sing songs on greetings at different times of the day ( Adaptations in bullet 5 above apply).</li> <li>• learners to watch a video on interpersonal relationship and respond</li> <li>• learners to watch facial animations of different emotions</li> </ul> |  |
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**Core-Competences to be developed**

- Communication and collaboration-through greetings. Citizenship-when practicing greetings and courtesy. Self-efficacy-greetings. Learning to learn-visiting the elderly. Digital literacy as they watch a video

**Link to Pertinent and contemporary issues(PCI's) :**

- Citizenship as they observe given rules. Life skills as they share with peers .

**Links to values:**

- Respect as they relate with each other
- Responsibility as they carry out a given activity
- Cooperation as they work in groups

**Links to other activity areas:**

- Language Activities
- Religion Education Activities
- Music and Movement Activities

**Suggested Community Service Learning**

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Parental community involvement guiding the learners to use courteous words</li> </ul>  |
| <b>Non-Formal Activity to support learning</b> <ul style="list-style-type: none"> <li>• Nature walk</li> <li>• Clubs and societies</li> <li>• Field visits</li> <li>• Use of resource persons</li> </ul> | <b>Suggested Assessment:</b> <ul style="list-style-type: none"> <li>• Observation using observation schedules and Checklists</li> <li>• Portfolios</li> <li>• oral questions</li> </ul> |
| <b>Suggested Learning Resources:</b> Charts, videos, video tapes, pictures, computers, e-books theme based board, multipurpose communication board, multipurpose stamp, head/ mouth operated pointers    |   |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation   | Approaches Expectations   | Below Expectations  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Learner consistently identifies courteous words used in day today life</li> <li>• Talk about correct use of courteous words in day to day life for interpersonal relationships</li> <li>• Uses greetings and respond with actions appropriately</li> <li>• Shows empathy to the needy and help</li> <li>• Appreciates the need to use courteous words</li> </ul> | <ul style="list-style-type: none"> <li>• Learner identifies courteous words used in day today life</li> <li>• Talks about the use of courteous word in day to day life for interpersonal relationships</li> <li>• Uses greetings and respond with actions appropriately</li> <li>• Shows empathy to the needy</li> <li>• Appreciates the need to use courteous words</li> </ul> | <ul style="list-style-type: none"> <li>• Learner inconsistently identifies courteous words used in day today life</li> <li>• Inconsistently talks about the use of courteous words in day to day life for interpersonal relationships</li> <li>• Sometimes uses greetings and respond with actions appropriately</li> <li>• Has difficulty showing empathy to the needy</li> <li>• Appreciates the need to use courteous words</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulty identifying courteous words used in day to day life</li> <li>• Has difficulty talking about the use of courteous words in day to day life for interpersonal relationships</li> <li>• Has difficulty using greetings and respond with actions appropriately</li> <li>• Had difficulty showing empathy to the needs</li> <li>• With assistance appreciates the need to use courteous words</li> </ul> |

| Strand | Sub-strand                                      | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|---|--|---|---|
|        | <b>1.5 NEIGHBOURHOOD</b><br><b>(10 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) identify the classmates by names for harmonious living;</li> <li>b) name the classmates as neighbours for interpersonal relationships ;</li> <li>c) identify physical features in the neighbourhood for safety and security;</li> <li>d) appreciate the classmates as their neighbours.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners listen to a story on the neighbourhood and answer questions. Learners with speech difficulties could point, gesture or use communication board.</li> <li>• Learners tell names of their classmates as immediate neighbours. Learners with speech difficulties could be assisted by their peers to report their responses, point , gesture use communication board</li> <li>• Learners to talk about friendship (Adaptations done in bullet 2 above apply)</li> <li>• Learners to talk about what they can do to their classmates through guided discussion (Adaptations done bullet 2 above apply)</li> <li>• Learners to sing songs about their classmates as neighbours. Learners with speech difficulties could</li> </ul> | <ol style="list-style-type: none"> <li>1. Who is a neighbour?</li> <li>2. What are the names of my classmates?</li> <li>3. What physical features found in your neighbourhood?</li> </ol> |

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|   |  |  | <ul style="list-style-type: none"> <li>mime or hum or stamp or tap as others sing.</li> <li>learners to identify physical features in their neighbourhood such as churches, rivers, hills mountains (Adaptations done in bullet 2 above apply.</li> </ul> |  |
| <b>Core-Competences to be developed</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Communication and collaboration-cleaning neighbourhood</li> <li>Learning to learn-knowing the neighbours</li> <li>Citizenship-working together</li> </ul>  |  |  |   |  |
| <b>Link to Pertinent and contemporary issues(PCI's):</b><br>Citizenship as they obey rules. Life skills as they discuss about what they can do to their classmate.  |  |  | <b>Links to values:</b> <ul style="list-style-type: none"> <li>Cooperation as they work in groups</li> <li>Responsibility as they carry out activities given</li> </ul>   |  |
| <b>Links to other activity areas:</b><br>Language Activities as they talk with each other<br>Psychomotor and Creative activities as they sing<br>Religious Education as they talk about classmates and neighbours<br>Mathematical activities as they count physical features in the neighbourhood |  |  | <b>Suggested Community Service Learning/</b><br>Visiting the neighbourhood. Cleaning the neighbourhood  |  |
| <b>Suggested Non-Formal Activity :</b> Field trips, nature walk, clubs and societies  |  |  | <b>Suggested Assessment:</b><br>1. Observation using observation schedules and checklists, portfolios, oral questions   |  |
| <b>Suggested Learning Resources:-</b> Theme based communication devices, photographs, pictures, e-books, charts, video clips, topical songs   |  |  |   |  |

## Assessment Rubrics

| Exceeds Expectation   | Meets expectation   | Approaches Expectations   | Below Expectations  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Learner consistently identifies the classmates by names for harmonious living</li> <li>Consistently names classmates as neighbours for interpersonal relationships</li> <li>Identifies physical features in the neighbourhood for safety and security correctly</li> <li>Appreciates the classmates as their neighbours and friends</li> </ul> | <ul style="list-style-type: none"> <li>Learner identifies the classmates by names for harmonious living</li> <li>Names classmate as neighbours for interpersonal relationships</li> <li>Identifies physical features in the neighbourhood for safety and security</li> <li>Appreciates the classmate as their neighbours</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently identifies the classmates by the names by the names for harmonious living</li> <li>Names some classmates as neighbour or interpersonal relationships</li> <li>Identifies some physical features in the neighbourhood</li> <li>Appreciates the classmates as their neighbours</li> <li>Appreciates the classmates as their neighbours</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulty identifying the classmates by the names for harmonious living</li> <li>Has difficulties identifying the classmates by the names for harmonies living</li> <li>Identifies some physical features in the neighbourhood with assistance</li> <li>Appreciates the classmates as their neighbours with assistance</li> </ul> |

| Strand | Sub-strand                              | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|---|--|---|--|
|        | <b>1.6<br/>DRESSING<br/>(10Lessons)</b> | By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> <li>identify clothes worn at different times;</li> <li>dress and undress appropriately;</li> </ol> | <ul style="list-style-type: none"> <li>Learners to sort and group clothes worn at different times. Learners with manipulative difficulties could use assistive devices or be assisted by their peers.</li> <li>Learners to sort and group clothes according to the occasion and ceremony. (Adaptations done in bullet 1 above apply)</li> <li>Learners to watch videos on clothes worn at different occasions and ceremony</li> </ul> | 1. Which clothes do we wear at different occasions and ceremonies?<br>2. How do we put on clothes? |

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|  |  | <p>c) to put on shoes correctly;</p> <p>d) appreciate one's clothes for self-esteem.</p> | <ul style="list-style-type: none"> <li>In the home corner; learner to practice wearing clothes shoes/tying laces and wearing socks.(Adaptations done in bullet 1 above apply)</li> <li>Learners to practice putting on clothes(sweater, jackets, shirts, shoes ,shorts, skirts ,blouses) (Adaptations done in bullet 1 above apply). Learners with manipulative difficulties could use alternative functional parts of the body, be assisted by peers, teacher aide , teacher or use assistive devices.</li> <li>Learners to sing songs, and recite poems about clothes .Learners with speech difficulties to mime , hum, stamp, tap, or use theme based communication board</li> </ul> |  |
|--|--|--|---|--|

**Core-Competences to be developed:** Communication and collaboration-assisting one to dress and undress. Learning to learn-sorting and grouping clothes. Citizenship-appreciating clothes worn at different occasions. Self-efficacy dressing and undressing. Citizenship – social cohesion, child care and protection

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| <b>Link to Pertinent and contemporary issue(PCI's) :</b>   | <b>Links to values:</b>  |
| <ul style="list-style-type: none"> <li>Life skills Self Esteem and Self Awareness</li> </ul>   | <ul style="list-style-type: none"> <li>Cooperation as they work in groups</li> <li>Responsibility as they carry out given tasks</li> <li>Respect as they cloth themselves</li> </ul> |
| <b>Links to other activity areas:</b>  | <b>Suggested Community Service Learning:</b> Parental engagement-Provision of clothes. Participating and observing cultural activities   |
| <ul style="list-style-type: none"> <li>Psychomotor and Creative Activities as they sing</li> <li>Language Activities as they talk with each other and sing</li> <li>Mathematical Activities as they sort clothes</li> <li>Religious Education Activities as they sing</li> </ul> |  |
| <b>Suggested Non-Formal Activity to support learning</b>   |  |
| Field trips. Clubs and societies   | <b>Suggested Assessment:</b>   |
| Suggested Learning Resources:- Shoes, boots, calipers, jay-put, dresses, stamps, communication devices   |  |

## Assessment Rubrics

| <b>Exceeds Expectation</b>   | <b>Meets expectation</b>  | <b>Approaches Expectations</b>  | <b>Below Expectations</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>Learner identifies clothes worn at different times and assist others</li> <li>Dresses and undresses without problems appropriately</li> <li>Puts on shoes correctly with ease</li> <li>Appreciates own and other clothes</li> </ul> | <ul style="list-style-type: none"> <li>Learner identifies clothes worn at different times</li> <li>Dresses and undress appropriately</li> <li>Puts on shoes correctly</li> <li>Appreciates one's clothes for self esteem</li> </ul> | <ul style="list-style-type: none"> <li>Learner identifies clothes worn at different times with cues</li> <li>Dresses and undresses appropriately with prompts</li> <li>Puts on shoes correctly with prompts</li> <li>Appreciates one's clothes for self-esteem with cues</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties identifying clothes worn at different times with and without cues</li> <li>Has difficulties dressing and undressing appropriately with and without prompts</li> <li>Has difficulties putting on shoes correctly with and without prompts</li> <li>Has difficulties appreciating one's clothes for self-esteem with and without cues</li> </ul> |

| <b>Strand</b>               | <b>Sub-strand</b>                           | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>  |
|-----------------------------|---|--|--|---|
| <b>2.0 HEALTH PRACTICES</b> | <b>2.1<br/>HAND WASHING<br/>(5 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to;</p> <p>a) tell the importance of washing hands for personal hygiene;</p> | <ul style="list-style-type: none"> <li>Learners be guided to follow the right steps when washing hands. Learners with mobility difficulties should use devices and may be assisted in mobility by peers, teachers or teacher aids</li> </ul> | <ol style="list-style-type: none"> <li>Why do we wash our hands?</li> <li>When do we wash our hands?</li> </ol> |

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|  |  | <p>b) wash hands appropriately;</p> <p>c) tell critical times to wash hands;</p> <p>d) appreciate the need to wash hands at critical times.</p> | <ul style="list-style-type: none"> <li>• Learners to observe a demonstration on hand washing.</li> <li>• In pairs the learners to wash their hands.</li> <li>• Learners could listen to a story on hand washing and answer questions. Learners with speech difficulties to be assisted by peers to express their story or their feelings</li> <li>• News telling on hand washing. Learners with speech difficulties to be assisted by peers who express their story or their feelings</li> <li>• Picture reading on steps for hand washing.</li> <li>• Learners could watch videos on hand washing. Learners with epilepsy could use videos with less light intensity.</li> <li>• Learners could sing songs and recite poems related to hand washing. Learners with speech difficulties could mime, hum, tap or gesture.</li> <li>• Learners to be guided to talk about critical times for hand washing</li> <li>• Learners could be guided to look at pictures and posters on steps on hand washing</li> </ul> | <p>3. What do we use to wash our hands?</p> <p>4. How do we wash our hands?</p> |
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|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Learners to be guided to talk about importance of washing hands .Learners with speech difficulties to be assisted by peers who express their story or their feelings</li> <li>• In purposive groups learners could organize picture puzzles on hand washing step. Learners with manipulation difficulties could use assistive devices</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Communication and collaboration; in hand washing. Learning to learn by enquiring .Self-efficacy in doing hand washing. Critical thinking and problem solving with why questions                             |  |  |   |  |
| <b>Link to Pertinent and contemporary issues(PCI's):</b> Learner support programme   |  |  | <b>Links to values:</b> <ul style="list-style-type: none"> <li>• Responsibility as they wash hands</li> <li>• Respect as they follow guidelines in hand washing</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Education for Sustainable Development(ESD) in water conservation when washing hands</li> <li>• Life skills in self-esteem and self-awareness</li> <li>• Health education as they observe hygiene</li> </ul> |  |  |   |  |
| <b>Links to other activity areas:</b>  |  |  | <b>Suggested Community Service Learning</b> <ul style="list-style-type: none"> <li>• Parental engagement: parents to emphasize on the importance of hand washing at critical times and to ensure hand washing is practiced</li> <li>• Hand washing days</li> </ul>  |  |
| <b>Suggested Non-Formal Activity to support learning</b>   |  |  | <b>Suggested Assessment:</b> <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Observation using observation checklists</li> </ul>   |  |
| <b>Suggested Resources:-</b> Assistive devices, picture puzzles, water, basin, theme based communication board   |  |  |   |  |

## Assessment Rubrics

| <b>Exceeds Expectation</b>   | <b>Meets expectation</b>  | <b>Approaches Expectations</b>   | <b>Below Expectations</b>  |
|--|---|--|--|
| Learner consistently tells the importance of hand washing and critical times of hand washing Washes hands appropriately and assists others in hand washing | Learner correctly tells the importance of hand washing, critical times of hand washing and Washes hands correctly with ease | Learner inconsistently tells the importance of hand washing with assistance Washes hands with prompts      | Learner tells the importance of hand washing with prompts Washes hands with a lot of assistance        |
| Appreciates hand washing at critical times   | Tells critical times when to wash hands and enjoys washing hands at critical times  | Fairly tells critical times to wash hands with prompts Enjoys washing hands at critical times with prompts | Tells critical times to wash hands with assistance Enjoys washing hands at critical times with prompts |

| <b>Strand</b> | <b>Sub-strand</b>                                | <b>Specific Learning Outcomes</b>   | <b>Suggested Learning Experiences</b>   | <b>Key Inquiry Question(s)</b>   |
|---------------|--|---|---|--|
|               | <b>CARE<br/>FOR THE<br/>NOSE<br/>(5 Lessons)</b> | By the end of the sub-strand, the learner should be able to;<br><br>a) tell the importance of having a personal handkerchief;<br>b) wipe one's nose appropriately;<br>c) appreciate the need to own and care for a personal handkerchief. | <ul style="list-style-type: none"> <li>• Learners observe a demonstration on how to use a handkerchief to clean the nose.</li> <li>• Learners to practise wiping nose using a handkerchief. Learner with manipulation difficulties may use assistive devices and or may also be assisted by peers, teachers and teacher aids.</li> <li>• Learners to be guided to talk about importance of wiping the nose using a clean handkerchief .Learners with speech difficulties may be assisted by peers who could express their responses.</li> </ul> | 1. Why do we clean our nose<br>2. What do we use to clean our nose?<br>3. When do we clean our nose?<br>4. Why should we not share a handkerchief?<br>5. How do we clean our nose? |

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|  |  |  | <ul style="list-style-type: none"> <li>• Learners could sing songs, recite poems, tell and listen to stories related to handkerchiefs and how to use it. Learners with speech difficulties could mime, hum, tap or gesture.</li> <li>• Learners could be guided in talking about the dangers of sharing a handkerchief. Learners with speech difficulties may be assisted by peers who could express their feelings.</li> <li>• Learners could observe video on use of hand kerchief. Light intensity should be reduced for learners with epilepsy.</li> <li>• Learners could read pictures on use of a handkerchief. Learners with speech difficulties may be assisted by peers who could express their feelings</li> <li>• Picture reading on the use of a handkerchief (adaptation in the bullet above apply here).</li> </ul> |  |
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**Core-Competences to be developed**

- Self- efficacy- by being able to clean the nose
- Communication and collaboration while discussing the use of a handkerchief
- Critical thinking and problem solving in improvising a handkerchief

**Link to Pertinent and contemporary issues:**

- Life skills as they practice nose wiping using the nose
- Health education as they observe care for the nose

**Link to values:**

- Respect as they express their feelings
- Responsibility as they carry out given activities
- Cooperation as they picture read

**Links to other activity areas:**

**Suggested Community Service Learning Activities**

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|--|---|
| <ul style="list-style-type: none"> <li>Language activities as they talk with each other, tell stories and recite poems.</li> <li>Psychomotor and creative activities as they sing</li> </ul> | <ul style="list-style-type: none"> <li>Parental empowerment on health education</li> <li>Parental engagement in the provision of handkerchiefs</li> </ul> |
| <b>Suggested Non formal Activity to support Learning:</b> <ul style="list-style-type: none"> <li>Health clubs</li> </ul>   | <b>Suggested Assessment:</b> Observation, oral questions, portfolios,   |
| Suggested Resources:- Videos, theme based communication devices, handkerchiefs, pictures on use of handkerchiefs   |   |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation   | Approaches Expectations   | Below Expectations   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Learner consistently tells the importance of having a personal handkerchief</li> <li>Wipes nose appropriately and those of others</li> <li>Appreciates the need to own and care for personal handkerchief</li> </ul> | <ul style="list-style-type: none"> <li>Learner consistently tells the importance of owning a personal handkerchief</li> <li>Wipes nose appropriately</li> <li>Appreciates the need to own a handkerchief</li> </ul> | <ul style="list-style-type: none"> <li>Learner fairly tells importance of having a personal handkerchief</li> <li>Wipes nose with assistance</li> <li>Enjoy having a handkerchief.</li> </ul> | <ul style="list-style-type: none"> <li>Learner tells the importance of a handkerchief with difficulties</li> <li>Wipes nose with difficulties</li> <li>Enjoys using a handkerchief with a lot of assistance</li> </ul> |

| Strand | Sub-strand                                | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)  |
|--------|---|--|--|--|
|        | <b>2.3 CARE FOR TEETH<br/>(5 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>tell the dangers of using substances that destroy teeth;</li> <li>talk about actions that destroy teeth;</li> </ol> | <ul style="list-style-type: none"> <li>Learners could be guided to classify items that destroy their teeth</li> <li>Learners to observe a demonstration on appropriate teeth brushing.</li> <li>Learners to practice brushing their teeth. Learners with manipulative</li> </ul> | <ol style="list-style-type: none"> <li>Why do we brush our teeth?</li> <li>When do we brush our teeth?</li> <li>What do we use to rush our teeth?</li> </ol> |

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|  |  | <p>c) brush teeth using appropriate brushing material found in one's locality with assistance;</p> <p>d) appreciate the need to care for teeth by avoiding eating sugary things.</p> | <p>difficulties and those with missing limbs could use alternative functional parts of the body, be assisted by peers, teacher aide, teacher or use assistive devices</p> <ul style="list-style-type: none"> <li>• Learners could be guided in news telling on teeth brushing. Learners with speech difficulties could be assisted by peers in singing and reciting poems together</li> <li>• Learners sing songs and recite poems on teeth brushing. Learners with speech difficulties could mime, hum, tap or gesture.</li> <li>• Learners could watch videos on teeth brushing. Light intensity could be reduced for learners with epilepsy.</li> <li>• Learners could role play teeth brushing. Learners with mobility and speech difficulties could be assisted by peers, teacher aide, teacher, use assistive devices including but not limited to communication board. The light intensity should be reduced for learners with epilepsy.</li> <li>• Learners to match and, sort items for tooth brushing .Learners with manipulation difficulties could use other functioning part of the body or appropriate assistive devices</li> </ul> | <p>4. How do we brush our teeth?</p> |
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|   |   | <ul style="list-style-type: none"> <li>Learners to talk about dangers of not brushing their teeth. Learners with speech difficulties could use communication devices like communication board.</li> </ul> |   |
| <b>Core-Competences to be developed:</b> Communication and collaboration when discussing dangers of using substances that destroy teeth, in group activities. Self-efficacy – being able to brush teeth. Self-esteem – after being able to brush teeth. Digital literacy – use of videos and use of other media .Learning to learn- by enquiring more on teeth cleaning, and materials used to clean teeth. |   |   |   |
| <b>Link to Pertinent and contemporary issues(PCI's):</b>  | <ul style="list-style-type: none"> <li>Health education-personal hygiene</li> <li>Life skills-ability to clean teeth</li> <li>Citizenship-child care and protection</li> <li>Service learning and parental engagement</li> <li>Education For Sustainable Development- environmental conservation</li> </ul> | <b>Links to values:</b>   | <ul style="list-style-type: none"> <li>Responsibility as they brush own teeth</li> <li>Respect as they talk about teeth boarding</li> <li>Love as they assist one another</li> <li>Unity as they work together</li> </ul> |
| <b>Links to other activity areas:</b>   | <ul style="list-style-type: none"> <li>Language activities as they talk with each other</li> <li>Psychomotor and creative activities as they</li> </ul>   | <b>Suggested Community Service Learning:</b> Parental engagement. Parental empowerment  |   |
| <b>Suggested Non Formal Activities to support learning:</b> Environmental Clubs, Field trips, Nature walk, exploring materials used in brushing within the immediate environment  |   | <b>Suggested Assessment methods:</b> Observation, oral questions.   |   |
| <b>Suggested Resources:-</b> Tooth brush, tooth paste, sweets, cakes, communication boards  |   |   |   |

### Assessment Rubric

| Exceeds Expectation   | Meets expectation  | Approaches Expectations  | Below Expectations  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Learner tells the dangers of using substances that destroy teeth always</li> </ul> | <ul style="list-style-type: none"> <li>Learner tells the dangers of using substances and actions that destroy teeth</li> </ul> | <ul style="list-style-type: none"> <li>Learner tells the dangers of using substances and actions that destroy teeth with prompt</li> </ul> | <ul style="list-style-type: none"> <li>Learner tells the dangers of using some substances and some</li> </ul> |

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| <ul style="list-style-type: none"> <li>Brush teeth using the relevant material correctly</li> <li>Appreciate the need to care for teeth by avoiding eating and giving sugary things to others</li> </ul> | <ul style="list-style-type: none"> <li>Brushes teeth using the relevant material</li> <li>Appreciate the need to care for teeth by avoiding eating sugary things</li> </ul> | <ul style="list-style-type: none"> <li>Brushes teeth with prompt</li> <li>Appreciate the need to care for teeth by avoiding eating sugary things</li> </ul> | <ul style="list-style-type: none"> <li>actions that destroy teeth with assistance</li> <li>Brushes the teeth inconsistently with assistance</li> <li>Attempt to appreciate care for teeth with much assistance</li> </ul> |
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| Strand | Sub-strand                                | Specific Learning Outcomes   | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------|---|--|--|---|
|        | <b>2.4<br/>TOILETING<br/>(10 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>talk about the importance of using a clean toilet;</li> <li>Identify materials used for toileting;</li> <li>use the toilet properly for safety and hygiene;</li> <li>appreciate proper use of toilet facilities. .</li> </ol> | <ul style="list-style-type: none"> <li>Learners to observe a demonstration on use of toileting facilities properly.</li> <li>Learners' role play safe use of toilet. Learners with mobility difficulties could be assisted by peers, teacher aide, teacher or use adapted toilet.</li> <li>Learners practice using the toilet properly (Adaptation in bullet 2 above apply).</li> <li>Learners to be guided in talking about the importance of a clean toilet. Learners with speech difficulties could point, gesture or communication board.</li> </ul> | <ol style="list-style-type: none"> <li>When do we go to the toilet?</li> <li>How do we use the toilet?</li> <li>How do we use the toilet safely?</li> <li>Why do we need a clean toilet?</li> </ol> |

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|  |  | <ul style="list-style-type: none"> <li>• Learners to listen to and answer questions on stories that give lessons on the importance of clean toilets</li> <li>• Learners to be guided to talk about the dangers of dirty toilets(Adaptation in bullet 4 above apply).</li> <li>• Learners to participate in singing games on toileting. Learners with speech difficulties to mime, tap, hum or be assisted by peers to sing together. Learners with brittle bone could be exposed to less vigorous singing games.</li> <li>• Learners could watch videos on toileting. Learners with epilepsy could use videos with less light intensity.</li> <li>• Learners to be guided in identifying materials used for toileting</li> <li>• Picture reading on toileting</li> </ul> |  |
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**Core-Competences to be developed:** Self-efficacy when able to use toilet properly. Communication and collaboration as they talk about proper use of toilet. Learning to learn as they use toilets properly. Critical thinking and problem solving appropriate toileting

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| <b>Link to Pertinent and contemporary issues:</b>  | <b>Links to values;</b>  |
| <ul style="list-style-type: none"> <li>• Learners support programmes</li> <li>• Citizenship-child care and protection</li> <li>• Health education-personal hygiene</li> <li>• Life skills - self-esteem</li> </ul> | <ul style="list-style-type: none"> <li>• Respect as they observe a demonstration and role play safe use of toilet</li> <li>• Responsibility as they use toilet appropriately</li> <li>• Co-operation as they demonstrate on use of toilets</li> <li>• Unity as they help each other</li> </ul> |
| <b>Links to other activity areas:</b>  | <b>Suggested Community Service Learning</b>  |

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| <ul style="list-style-type: none"> <li>Language activities as they talk with each other during role play</li> <li>Psychomotor and creative activities as they role play and demonstrate safe use of toilets</li> </ul> | <ul style="list-style-type: none"> <li>Parental engagement in provision of toileting materials</li> </ul>   |
| <b>Suggested Non-Formal Activity to support learning</b> <ul style="list-style-type: none"> <li>Field trips ,nature walk, health clubs</li> </ul>  | <b>Suggested Assessment:</b> <ul style="list-style-type: none"> <li>Observation using observation schedules and checklists, portfolios, oral questions</li> </ul> |
| <b>Suggested Resources:-</b> assistive devices, communication devices, pictures of toilets, picture of toilet seats  |   |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation  | Approaches Expectations   | Below Expectations  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>Learner talks about the importance of using a clean toilet correctly,</li> <li>Identifies materials used for toileting with ease</li> <li>uses the toilet properly and assist others.</li> </ul> | <ul style="list-style-type: none"> <li>Learner talks the importance of using a clean toilet</li> <li>Uses of toilet and toileting materials correctly</li> <li>Identifying materials used for toileting</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently tells with prompts importance using a clean toilet</li> <li>Inconsistently uses toilet and toileting materials correctly</li> <li>Identify some of the materials used for toileting with prompts</li> </ul> | <ul style="list-style-type: none"> <li>Learner is able to tell use of toileting materials correctly with assistance</li> <li>Uses toilet and toilet materials with assistance</li> <li>Identify some of the material used for toileting with a lot of assistance</li> </ul> |

| Strand | Sub-strand                                | Specific Learning Outcomes                                   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|---|--|---|--|
|        | <b>FOOD/<br/>FEEDING<br/>(10 Lessons)</b> | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none"> <li>Learners to observe demonstration on feeding procedure.</li> <li>Learners listen to stories, songs and poems on feeding self.</li> </ul> | 1. What are the proper eating habits?<br>2. What are the dos and don'ts when eating? |

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|  |  | <ul style="list-style-type: none"> <li>a) talk about different types of foods for healthy living;</li> <li>b) feed self for good health and nutrition;</li> <li>c) talk about dangers of sharing food from other people's mouth;</li> <li>d) talk about dos and don'ts while eating;</li> <li>e) observe table manners while eating.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners watch a demonstration on washing fruits.</li> <li>• In purposive groups learners practice to wash fruits. Learners with manipulation difficulties to be assisted by peers, teachers or teacher aides, they could also use mobility and assistive devices.</li> <li>• Learners to be guided on dos and don'ts while eating.</li> <li>• Learners clear the feeding area guided by the teacher (Adaptations in bullet 4 above apply).</li> <li>• Learners to be guided to talk about the importance of eating the right quantity of food. Learners with speech difficulties could use communication devices like the communication board</li> <li>• Learners to be guided in talking about dangers of eating food from other peoples mouth (Adaptations above apply here).</li> <li>• Learners could watch videos on table manners (dos and don'ts). Learners with epilepsy use videos with less light intensity</li> </ul> | <ul style="list-style-type: none"> <li>3. Why should we wash hands before eating?</li> <li>4. Why should we eat properly?</li> <li>5. How do we clear the feeding area?</li> <li>6. Why should we not eat food from other people mouth?</li> </ul> |
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**Core-Competences to be developed:** Self-efficacy by being able to feed self. Communication and collaboration in discussions and other activities. Learning to learn as they enquire and learn to feed. Digital literacy through use of technology.

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| <b>Link to Pertinent and contemporary issues(PCI's) :</b> <ul style="list-style-type: none"> <li>• Citizenship as they obey guidelines given</li> <li>• Health education as they learn about table manners</li> <li>• Life skills as they learn table manners and eating right quantity</li> </ul> | <b>Link to values:</b> <ul style="list-style-type: none"> <li>• Respect as they listen to each other when talking</li> <li>• Responsibility as they carry out given activities</li> </ul> |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>• Language as they talk in groups.</li> <li>• Psychomotor Creative, as they sing</li> <li>• Mathematics as they talk about the right quantity of food</li> </ul>  | <b>Suggested Community Service Learning:</b> <ul style="list-style-type: none"> <li>• Parental empowerment and involvement</li> </ul>   |
| <b>Suggested Non-Formal Activity to support learning</b> <ul style="list-style-type: none"> <li>• Health clubs, financial literacy in saving food, nature walk, feeding of animals</li> </ul>  | <b>Suggested Assessment:</b> Observation using observation schedules and checklists, portfolios, oral questions   |
| <b>Suggested Resources:-</b> Mobility devices, assistive devices, videos   |   |

## ASSESSMENT RUBRIC

| <b>EXCEEDING EXPECTATION</b>   | <b>MEETING EXPECTATION</b>   | <b>APPROACHING EXPECTATION</b>   | <b>BELOW EXPECTATION</b>   |
|--|--|--|--|
| Learner is able to feed self by observing appropriate table manners and clearing feeding area washing the feeding utensils | Learner is able to feed self by observing appropriate table manners and clearing feeding area. | Learner is able to feed self by observing appropriate table manners only | Learner is able to feed self but observes appropriate table manners with assistance. |

| <b>Strand</b>                  | <b>Sub-strand</b>                  | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>   | <b>Key Inquiry Question(s)</b>  |
|--------------------------------|------------------------------------|--|---|---|
| <b>3.0 NATURAL ENVIRONMENT</b> | <b>3.1 PLANTS<br/>(10 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) talk about plants in the immediate environment;</li> <li>b) observe plants in the immediate environment</li> <li>c) talk about the uses of plants in the immediate environment;</li> <li>d) take care of plants found in their immediate environment;</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to be taken out to observe different types of plants within the school compound and neighbourhood. Learners with mobility difficulties could be assisted by peers, teacher, teacher aide or use assistive or mobility devices.</li> <li>• In purposive groups learners talk about different plants. Learners with speech difficulties could use communication devices</li> <li>• Learners could watch a video on plants. Learners with</li> </ul> | <ol style="list-style-type: none"> <li>1. How do we care for plants?</li> <li>2. Why do we care for plants?</li> <li>3. What are the uses of plants?</li> </ol> |

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|   |  | <p>e) appreciate plants found in their immediate environment.</p>  | <p>epilepsy could watch videos with less light intensity.</p> <ul style="list-style-type: none"> <li>• Learners could be guided to water plants both in the nature corner and outside within the school compound. Learners with manipulation and mobility difficulties could use alternative functioning parts of the body, be assisted by peers, teacher aide, and teacher or use assistive devices.</li> <li>• Learners could sing songs and recite poems on plants. Learners with speech difficulties could be assisted by peers to sing</li> <li>• Sort and group different parts of a plant ( Adaptations in bullet 4 above apply here)</li> <li>• Colour items using parts of a plant such as leaves and flowers ( Adaptations in bullet 4 above apply here).</li> </ul> |  |
| <p><b>Core-Competence to be developed:</b> Learning to learn as they practice learnt skills. Self-efficacy as they sing. Digital literacy as they use digital devices. Creativity and imagination as they sing. Communication and collaboration as they talk with each other.</p> |  |  |  |  |
| <p><b>Link to Pertinent and contemporary issues and Values:</b></p> <ul style="list-style-type: none"> <li>• Education For Sustainable Development: Environmental conservation.</li> <li>• Citizenship as they follow guidelines</li> </ul>                                       |  | <p><b>Links to values:</b></p> <ul style="list-style-type: none"> <li>• Cooperation as they work in groups</li> <li>• Responsibility as they water plants</li> </ul> |  |  |
| <p><b>Links to other activity areas:</b></p>  |  | <p><b>Suggested Community Service Learning</b></p>   |  |  |

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| <ul style="list-style-type: none"> <li>Language activities as they talk with each other</li> <li>Mathematics activities as the sort</li> <li>Psychomotor and creative activities as they sing</li> </ul> | <ul style="list-style-type: none"> <li>Visit the neighbourhood and assist in watering plants</li> <li>Learners could be involved in tree planting in the school and in the community.</li> </ul> |
| <b>Suggested Non-Formal Activity to support learning:</b> Environmental clubs, field trips, nature walk ,caring for plants in the nature corner, planting of seeds in the nature corner                  | <b>Suggested Assessment:</b> <ul style="list-style-type: none"> <li>Observation using observation schedules and checklists, portfolios, oral questions</li> </ul>                                |
| <b>Suggested learning resources:-</b> Mobility devices, assistive devices different types of plants  |  |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation  | Approaches Expectations   | Below Expectations  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>Learner consistently talks, and takes care of plants in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner talks, and takes care of plants in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently talks, and takes care of plants in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulty talking taking care of plants in the environment</li> </ul> |

| Strand | Sub-strand                                 | Specific Learning Outcomes  | Suggested Learning Experiences   | Key Inquiry Question(s)   |
|--------|--|---|--|---|
|        | <b>3.2 ANIMALS</b><br><b>( 10 Lessons)</b> | By the end of the sub-strand, the learner should be able to:<br>a) talk about animals in the immediate environment; | <ul style="list-style-type: none"> <li>Learners could be guided to name animals within their environment. Learners with speech difficulties could use communication board.</li> <li>Learners could watch videos on animals. Learners with epilepsy could use videos with reduced light.</li> </ul> | 1. What are some of the animals found within the immediate environment? |

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|  | b) observe animals within the environment;<br>c) appreciate the presence of animals in the environment. | <ul style="list-style-type: none"> <li>• Learners could model, draw, or colour pictures .Learners with motor difficulties and those with missing upper limbs could use alternative functioning parts of the body or use assistive devices.</li> <li>• Learners to be taken for a nature walk to observe animals. Learners with mobility and manipulation difficulties could use assistive and mobility devices respectfully.</li> <li>• Learners could feed the domestic animals ( Adaptations in bullet 4 above apply).</li> <li>• Learners engage in pretend/ role play about animals (Adaptations in bullet 4 above apply).</li> <li>• Learners could match and pair pictures of animals using available technological devices to identify animals ( Adaptations in bullet 4 above apply here).</li> </ul> |  |
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**Core-Competences to be developed:**

- Citizenship as they follow guidelines given. Self-efficacy as they role play about animals. Communication and collaboration as the work in groups. Learning to learn as they feed animals. Creativity and imagination as they match and pair pictures using technology .Digital literacy as they use technological devices.

**Link to Pertinent and contemporary issues:**

- Education For Sustainable Development: animal welfare caring for animals.
- Health education as they observe personal hygiene

**Links to values:**

- Respect as they feed animals
- Responsibility as they participate in activities
- Cooperation as they work together

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| <b>Links to other activity areas:</b> language, mathematics, creative, moral and religious activities.  | <b>Suggested Community Service Learning:</b> Assist in feeding animals, keep small animals at home, parental engagement . |
| <b>Suggested Non-Formal Activities:</b> Assist in feeding animals in school, keep small animals in the school compound as clubs and societies, parental engagement., wildlife clubs , field trips, nature walk. | <b>Suggested Assessment:</b> Observation using observation schedules and checklists, portfolios, oral questions           |
| <b>Suggested Resources:-</b> Charts, videos, pictures, communication devices, mobility devices, resource person, head/mouth pointers  |   |

#### Assessment Rubrics

| Exceeds Expectation  | Meets expectation   | Approaches Expectations  | Below Expectations   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Learner consistently talk about animals in the immediate environment,</li> <li>• observe animals within the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Learner talks, and shows interest in animals in the environment</li> </ul> | <ul style="list-style-type: none"> <li>• Learner inconsistently talks, and shows interest in animals in the environment</li> </ul> | <ul style="list-style-type: none"> <li>• Learner shows interest in animals in the environment with assistance</li> </ul> |

| Strand | Sub-strand                         | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)                    |
|--------|------------------------------------|---|---|--|
|        | <b>3.3 WEATHER<br/>(5 Lessons)</b> | By the end of the sub-strand, the learner should be able to:<br>a) talk about the different weather conditions; | <ul style="list-style-type: none"> <li>• Learners to be guided in talking about weather conditions. Learners with speech difficulties could be</li> </ul> | 1. What are the common weather conditions? |

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|  |  | <p>b) observe weather conditions in the immediate environment;</p> <p>c) appreciate different weather conditions in the environment.</p> | <p>assisted their peer, teacher aide, teacher to report their responses or use communication board.</p> <ul style="list-style-type: none"> <li>• Learners to be guided in observing weather conditions.</li> <li>• Learners to be guided in identifying weather symbols on the weather chart. Learners with speech difficulties could point at the chart.</li> <li>• Learners to sing songs, recite poems and rhymes about weather conditions. Learners with speech difficulties could mime, tap, hum, gesture or use communication board.</li> <li>• Learners to be guided in talking about the activities associated with different weather conditions ( Adaptation above also apply here)</li> <li>• Learners could watch simulations/videos of different weather conditions. Light intensity in the use of videos should be reduced for learners with epilepsy</li> </ul> | <p>2. What happens when it is cloudy/ sunny /rainy/ windy?</p> <p>3. What is the weather condition now?</p> <p>4. How do we dress during different weather conditions?</p> <p>5. How does the rain/wind/sun/clouds help us?</p> |
| <p><b>Core-Competences to be developed:</b> Critical thinking and problem solving as they dress according to weather .Creativity and imagination as they recording symbols on the weather chart. Learning to learn- while talking about weather conditions</p> <ul style="list-style-type: none"> <li>• Self-efficacy, self-awareness on dressing according to weather .Digital literacy as they watch videos</li> </ul> |  |  |   |   |

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| <b>Link to Pertinent and contemporary issues:</b> <ul style="list-style-type: none"> <li>• Citizenship as they follow guidelines given</li> <li>• Education For Sustainable Development- Environmental Education</li> </ul>  | <b>Links to values:</b> <ul style="list-style-type: none"> <li>• Responsibility as they carry out activities given</li> <li>• Respect as they listen to each other</li> <li>• Cooperation as they work together</li> </ul> |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>• Psychomotor and Creativity activities as they sing</li> <li>• Language activities as they talk with each other</li> <li>• Mathematics activities as they identify times of weather changes</li> </ul> | <b>Suggested Community Service Learning:</b> Visit the community and learn how to plant during rainy season  |
| <b>Suggested Non-Formal Activity to support learning :</b> Field visits, nature walk, clubs and societies, establishing a weather station  | <b>Suggested Assessment:</b> Observation using observation schedules and checklists, portfolios, oral questions  |
| <b>Suggested Resources:-</b> Weather charts, weather symbols, assistive devices, weather station   |  |

### Assessment Rubrics

| <b>Exceeds Expectation</b>   | <b>Meets expectation</b>  | <b>Approaches Expectations</b>  | <b>Below Expectations</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Learner talks about different weather conditions always</li> <li>• Observes weather conditions in immediate environment and dresses according to weather</li> <li>• Appreciates different weather conditions</li> </ul> | <ul style="list-style-type: none"> <li>• Learner talks about weather conditions</li> <li>• Observes weather conditions in the immediate environment</li> <li>• Appreciates favourable weather conditions</li> </ul> | <ul style="list-style-type: none"> <li>• Learner talks about weather conditions with prompts</li> <li>• Observes some weather conditions with assistance</li> <li>• Enjoys some weather conditions</li> </ul> | <ul style="list-style-type: none"> <li>• Learner attempts to talk about weather condition when assisted</li> <li>• Observes a few weather condition with difficulties</li> <li>• Enjoys some weather conditions with assistance</li> </ul> |

| Strand | Sub-strand                     | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--------|--------------------------------|---|---|---|
|        | <b>3.4 WATER<br/>5 Lessons</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Talk about sources of water ;</li> <li>b) Talk about the uses of water in the environment;</li> <li>c) Play with water for enjoyment and discovery;</li> <li>d) appreciate the importance of water in the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners could be taken for a nature walk in the neighbourhood to identify sources of water. Learners with mobility difficulties could be assisted by peers, teacher aide, teacher or use mobility devices</li> <li>• Learners perform simple experiments with water e.g. floating and sinking, watering seeds to germinate, dissolving substances, filling and emptying (Adaptations in bullet 1 above apply).</li> <li>• Learners to be guided to use water to model different objects (Adaptations in bullet 1 above apply).</li> <li>• Learners to be guided in talking about uses of water. Learners with speech difficulties may use the communication boards</li> <li>• Learners could participate in watering plants and crops in the nature corner and flower bed (Adaptations in bullet 1 above apply).</li> </ul> | <ol style="list-style-type: none"> <li>1. What are the sources of water?</li> <li>2. What happens when you place different objects in water?</li> <li>3. What happens to different substances when put in water?</li> <li>4. What are the uses of water?</li> </ol> |

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|  |   |  | <ul style="list-style-type: none"> <li>• Sing songs and recite poems about water. Learner with speech difficulties could mime, hum, stamp or tap</li> <li>• Learners to be guided in talking about dangers of water masses in their immediate environment e.g. rivers, lakes and swamps. Learners with speech difficulties could be assisted by peers to report their responses, teacher aid teacher or use communication board.</li> <li>• Learners could watch videos on uses and sources of water. Light intensity could be reduced for learners with epilepsy.</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Communication and collaboration as they discuss. Self-efficacy as they observe experiments. Learning to learn as they perform simple experiments. Critical thinking and problem solving as they perform activities given. Creativity and imagination as they sing songs and recite poems about water.       |   |  |   |  |
| <b>Link to Pertinent and contemporary issues and Values:</b> <ul style="list-style-type: none"> <li>• Life skills and value using water sparingly</li> <li>• Education For Sustainable Development-Disaster Risk management e.g. safety measures in water, financial literacy – using water sparingly, watering plants in the environment</li> </ul> | <b>Links to values:</b> <ul style="list-style-type: none"> <li>• Responsibility as they walk in the neighbourhood.</li> <li>• Cooperation as they talk about water</li> <li>• Unity as they work together</li> <li>• Respect as they discuss about water</li> </ul> |  |   |  |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>• Psychomotor and Creative activities as they sing</li> <li>• Language activities as they talk with each other</li> </ul>   |   |  | <b>Suggested Community Service Learning:</b> Learn about the water storage practices .Collecting rain water   |  |

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| <b>Suggested Non-Formal Activity to support learning</b>   | <b>Suggested Assessment:</b>   |
| <ul style="list-style-type: none"> <li>Learn about the water storage practices, collecting rain water, field visits</li> </ul> | <ul style="list-style-type: none"> <li>Observation using observation schedules and checklists,</li> <li>Portfolios,</li> <li>Oral questions</li> </ul> |
| <b>Suggest Resources:-</b> Water, can papers, stones, assistance devices, mobility devices.                                    |  |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation  | Approaches Expectations   | Below Expectations  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>Learner consistently talks about water and performs simple experiments with water</li> </ul> | <ul style="list-style-type: none"> <li>Learner talks about and plays with water</li> </ul> | <ul style="list-style-type: none"> <li>Learner consistently talks about water and plays with water</li> </ul> | <ul style="list-style-type: none"> <li>Learner shows little interest in talking and playing with water</li> </ul> |

| Strand | Sub-strand                       | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|----------------------------------|--|---|--|
|        | <b>3.5 SOIL<br/>( 5 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) talk about the safety measures when playing with soil;</p> | <ul style="list-style-type: none"> <li>Learners be guided to manipulate different soil to make models like dolls, simple house hold items, houses and huts. Learners with fine motor difficulties and those with missing limbs could be assisted</li> </ul> | <p>1. How do you feel when playing with different types of soil?</p> |

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|  |  | <p>b) play with soil for enjoyment and exploration;</p> <p>c) appreciate playing with soil for enjoyment.</p>  | <p>by peers' teacher aide, teacher or use assistance devices.</p> <ul style="list-style-type: none"> <li>• Learners to be guided in talking about safety measures when handling soil. Learners with speech difficulties could use communication board mime or use cues.</li> <li>• Learners to be taken on a nature walk to observe and collect different soils. Learners with mobility difficulties could be supported by peers, teacher aides using appropriate assistive devices.</li> <li>• Sing songs, recite poems on safety when handling soil. Learners with speech difficulties could mime, hum, tap or clap as others sing.</li> </ul> | <p>2. How do we handle soil without hurting ourselves?</p> <p>3. What are the different uses of soil?</p> |
| <p><b>Core-Competences to be developed:</b> Creativity and imagination-modelling simple models. Learning to learn-learn safety measures. Self-efficacy- when they learn how to handle soil safely.</p>   |  |  |  |   |
| <p><b>Link to Pertinent and contemporary issues(PCI's):</b></p> <ul style="list-style-type: none"> <li>• Health education as they observe personal hygiene</li> <li>• Citizenship-child care and protection</li> <li>• Life skills and value education- effective communication</li> <li>• Education For Sustainable Development-environmental education and personal safety as they play with soil</li> </ul> |  | <p><b>Links to values:</b></p> <ul style="list-style-type: none"> <li>• Cooperation as they manipulate different soils to make models</li> <li>• Responsibility as they go for nature walk</li> <li>• Respect when appreciating others work</li> </ul> |  |   |

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| <b>Links to other activity areas:</b> <ul style="list-style-type: none"><li>• Language activities</li><li>• Psychomotor and Creative activities</li></ul> | <b>Suggested Community Service Learning:</b> Parental engagement- parents' guide children when playing with soil |
| <b>Non-Formal Activity to support learning through application:</b><br>Nature walk, field trips, clubs and societies                                      | <b>Suggested Assessment:</b> Observation using observation, schedules and checklists, Portfolios, oral questions |
| Suggested Resources:- Soil, assistive devices, mobility devices   |  |

### Assessment Rubrics

| Exceeds Expectation   | Meets expectation  | Approaches Expectations   | Below Expectations  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Learner consistently observe safety measures when playing with soil</li> <li>• Consistently plays with soil</li> </ul> | <ul style="list-style-type: none"> <li>• Learner observe safety measures when playing with soil</li> </ul> | <ul style="list-style-type: none"> <li>• Learner in consistently observes safety measures when playing with soil</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulties observing safety measures while playing with soil.</li> </ul> |

| Strand | Sub-strand                        | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|-----------------------------------|---|---|--|
|        | <b>3.6 SOUND<br/>( 5 Lessons)</b> | By the end of the sub-strand, the learner should be able to:<br>a) recognize the sources of sounds produced in the immediate environment; | <ul style="list-style-type: none"> <li>• Learners to be guided through a discussion to tell the different sounds in the environment. Learners with speech difficulties</li> </ul> | 1. What sounds do different animals make?<br>2. What do we do when we hear different |

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|  |  | <p>b) talk about sounds produced in the immediate environment;</p> <p>c) respond to different sounds in the environment appropriately.</p> | <p>could be guided using communication board, pointers, or they could mime or use cues.</p> <ul style="list-style-type: none"> <li>• Learners to dramatize and role play different sounds produced in the environment and respond appropriately. Learners with motor and mobility difficulties could be assisted by peers, teacher aide, and teacher or use assistive devices.</li> <li>• Learners to take a nature walk to listen to different sounds in the immediate environment (Adaptations in bullet 2 above apply)</li> <li>• Learners could identify different sounds from different technological device.</li> <li>• Learners to play different musical instruments to produce sounds. Learners with fine motor difficulties could use adapted instrument and assistive devices to play musical instruments.</li> </ul> | <p>sounds in the environment</p> <p>3. what sounds do we hear in the environment</p> |
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|  |   |  | <ul style="list-style-type: none"> <li>Learners could sing songs related to sounds in the environment. Learners with speech difficulties could mime, hum ,tap or clap as others sing.</li> </ul> |  |
| <p><b>Core-Competences to be developed:</b> Communication and collaboration-discussion. Digital literacy-listening to sounds from technological devices. Critical thinking and problem solving-responding to sounds. Learning to learn like meaning of different sounds</p>  |   |  |  |  |
| <p><b>Link to Pertinent and contemporary issue(PCI's):</b></p> <ul style="list-style-type: none"> <li>Education For Sustainable Development: Environmental education as they learn about different sounds in the environment</li> <li>Citizenship by obeying traffic rules and responding to different warning sounds</li> </ul> | <ul style="list-style-type: none"> <li><b>Links to values:</b></li> <li>Responsibility as they take nature walk</li> <li>Cooperation as they play sounds produced in the environment</li> </ul> |  |  |  |
| <p><b>Links to other activity areas:</b></p> <ul style="list-style-type: none"> <li>Psychomotor and creative activities as they sing</li> <li>Language activities as they talk with each other</li> </ul>  |   | <p><b>Suggested Community Service Learning:</b> Learn from elders meanings of different sounds such as ululations</p>  |  |  |
| <p><b>Suggested Non-Formal Activity to support :</b> Nature walk, field trips, clubs and societies such as music club</p>  |   | <p><b>Suggested Assessment:</b> Observation using observation schedules and checklists, portfolios, oral questions</p> |  |  |
| <p>Suggested Resources:- Sounds of birds, winds, animals sound, bells, mobility devices, assistive devices, communication board pointers</p>   |   |  |  |  |

## Assessment Rubrics

| <b>Exceeds Expectation</b>  | <b>Meets expectation</b>  | <b>Approaches Expectations</b>   | <b>Below Expectations</b>  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>Learner consistently recognise, talk and respond to different sounds in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner recognises, talks about and responds to sounds in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner in consistently recognise, talk and respond to sounds in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties to recognise or respond to sounds in the environment with and without support</li> </ul> |

| <b>Strand</b> | <b>Sub-strand</b>              | <b>Specific Learning Outcomes</b>  | <b>Suggested Learning Experiences</b>  | <b>Key Inquiry Question(s)</b>  |
|---------------|--------------------------------|--|--|---|
|               | <b>3.7 SMELL<br/>5 Lessons</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the body part used in smelling;</li> <li>b) recognize the pleasant and unpleasant smell in the immediate environment;</li> <li>c) respond appropriately to</li> </ul> | <ul style="list-style-type: none"> <li>Learners to walk round the environment and identify different smells. Learners with mobility difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.</li> <li>Learners to be guided in talking about good and bad smell. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication board, mime point or gesture.</li> <li>Learners could be guided in collecting and disposing</li> </ul> | <ol style="list-style-type: none"> <li>What part of the body is used in smelling?</li> <li>What things smell good in our environment?</li> <li>What things smell bad in our environment?</li> <li>How can we avoid bad smell in the environment?</li> </ol> |

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|  |  | <p>the pleasant and unpleasant smell in the surrounding;</p> <p>d) appreciate the pleasant smell in the immediate environment.</p>  | <p>substances that bring bad smell in the environment (Adaptations in bullet 1 above apply).</p> <ul style="list-style-type: none"> <li>• Learners could be guided to use sanitary facilities well so that they don't produce bad smell (Adaptations in bullet 1 above apply).</li> <li>• Learners to sing songs and recite poems related to good smell. learners with speech difficulties could mime, tap clap hum as others sing.</li> <li>• Learners to watch videos on right disposal of substances that produce bad smell. Learners with epilepsy to use ICT devices with less light intensity.</li> </ul> |  |
| <p><b>Core-Competences to be developed:</b> Communication and collaboration-discussion on smell. Critical thinking and problem solving-avoiding bad smell. Learning to learn-exploring the environment. Self-efficacy as they learn to use sanitary facilities well.</p>   |  |   |   |  |
| <p><b>Link to Pertinent and Contemporary Issue(PCI's):</b></p> <ul style="list-style-type: none"> <li>• Education for Sustainable Development: Environmental education as they care for the environment</li> <li>• Citizenship as they follow guidelines</li> <li>• Health education as they keep the environment clean</li> </ul> |  | <p><b>Links to values:</b></p> <ul style="list-style-type: none"> <li>• Cooperation as they help each other</li> <li>• Responsibility as they use sanitary facilities well</li> <li>• Respect as they talk with each other</li> </ul> |   |  |

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| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>• Language activities as they talk with each other</li> <li>• Psychomotor and Creative Activities as they sing</li> </ul> | <b>Suggested Community Service Learning activity</b> <ul style="list-style-type: none"> <li>• Walk round the environment and collect litter</li> <li>• Parental involvement in engaging learners in cleaning home compounds</li> <li>• Cleaning the school compound</li> <li>• Make good use of disposal areas</li> <li>• Proper use of sanitary facilities</li> <li>• Learners with motor difficulties and amputation to be supported appropriately</li> </ul> |
| <b>Suggested Non-Formal Activity to support:</b> Walk round the environment and collect litter. Cleaning the school compound<br>Make good use of disposal areas. Proper use of sanitary facilities.    | <ul style="list-style-type: none"> <li>• <b>Suggested Assessment:</b> Observation using observation schedules and checklists, Portfolios, Oral questions</li> </ul>   |
| <b>Suggested Resources:</b> Fruits, animal waste, communication board, universal stamps  |   |

## Assessment Rubrics

| Exceeds Expectation   | Meets expectation   | Approaches Expectations   | Below Expectations   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Learner consistently recognise and respond to pleasant and unpleasant smells in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner can identify the body part used in smelling</li> <li>Recognizes and responds to pleasant and unpleasant smells in the environment</li> <li>Respond appropriately to the unpleasant and pleasant smells in the surrounding</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties in identifying the body parts used in smelling</li> <li>In consistently Recognises and responds to pleasant and unpleasant smells in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties to recognise and respond to pleasant and unpleasant smells in the environment</li> </ul> |

| Strand | Sub-strand                       | Specific Learning Outcomes  | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|----------------------------------|---|---|--|
|        | <b>3.8 LIGHT<br/>(5 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>talk about different sources of light in the immediate environment;</li> <li>play with shadows;</li> <li>appreciate uses of light in the immediate environment.</li> </ol> | <ul style="list-style-type: none"> <li>Learners be guided in identifying sources of light from a chart. Learners with motor difficulties could use pointers, and appropriate assistive devices.</li> <li>Learners could draw and colour different sources of light. Learners with motor difficulties could be assisted by peers ,teacher aide, teacher or use assistive devices</li> <li>Learners to be guided to talk about uses of light in daily life. Learners</li> </ul> | <ol style="list-style-type: none"> <li>What are the sources of light</li> <li>What are the uses of light?</li> </ol> |

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|   |  | <p>with speech difficulties could point, mime ,gesture, use cues or communication board.</p> <ul style="list-style-type: none"> <li>• Learners to be guided in performing simple experiments using sources of light e g forming shadows (Adaptations in bullet 2 above apply).</li> <li>• Learners to sing songs and recite poems related to light. Learners with speech difficulties could hum, mime, tap and stamp as others sing</li> <li>• Learners to be guided to clean working areas (Adaptations in bullet 2 above apply).</li> </ul> |  |
| <b>Core-Competences to be developed:</b> Critical thinking and problem solving-experiments. Learning to learn-experiments. Self-efficacy-looking in the mirror. Communication and collaboration-discussion. |  |   |  |
| <b>Link to Pertinent and contemporary issues(PCI's):</b>  |  | <b>Links to values:</b>   |  |
| <ul style="list-style-type: none"> <li>• Health education as they clean working areas</li> <li>• Life skills as they talk about uses of light</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Cooperation as they work together</li> <li>• Responsibility as they perform simple experiments</li> </ul>  |  |
| <b>Links to other activity areas:</b>   |  | <b>Suggested Community Service Learning Activity to support learning:</b> Parental engagement-children empowered not to play with sources of light such as fire. Energy conservation  |  |
| <b>Suggested Non-Formal Activity to support learning:</b> Nature walk, energy conservation  |  | <b>Suggested Assessment:</b> Observation using observation schedules and checklists, Portfolios, oral questions   |  |
| <b>Suggested Resources:</b> Torch, sun, moon, electricity, solar, hurricane lamp, fire, assistive devices, pointers, communication board  |  |   |  |

## Assessment Rubrics

| Exceeds Expectation  | Meets expectation  | Approaches Expectations  | Below Expectations  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>Learner consistently observes light and forms and plays with shadows</li> <li>Appreciate uses of light in own environment and beyond</li> </ul> | <ul style="list-style-type: none"> <li>Learner observes light forms and plays with shadows</li> <li>Appreciate uses of light in the environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner consistently observes light forms and play with shadows</li> <li>Appreciate use of light in the environment with support</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties showing interest in light and forms and play with shadows without assistance</li> </ul> |

| Strand                                   | Sub-strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)   |
|--|---|--|---|---|
| <b>4.0 ENVIRONMENTAL CARE AND SAFETY</b> | <b>4.1 CARE FOR THE IMMEDIATE ENVIRON-MENT<br/>(10 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify waste materials and items that require disposal in the immediate environment;</li> <li>b) dispose waste materials appropriately;</li> <li>c) appreciate living in a clean environment.</li> </ul> | <ul style="list-style-type: none"> <li>Learners identify areas that require cleaning in the school compound and neighbourhood.</li> </ul> <p>Learners clean different areas in the school compound by picking litter. Learner with motor and mobility difficulties could be assisted with peers, teacher aide or use assistive devices.</p> | <ol style="list-style-type: none"> <li>1. Which areas require cleaning in the school compound?</li> <li>2. Where do we dispose rubbish?</li> <li>3. Why do we clean our environment?</li> <li>4. How do we keep our environment clean?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Learners to be guided to the litter disposal areas and shown how to dispose litter properly (Adaptations in bullet two above apply).</li> <li>• Learners to name cleaning materials. Learners with speech difficulties could point, mime , use cues or communication board</li> <li>• Learners to be provided with litter bins in class</li> <li>• Learners to be encouraged to be cleaning working areas after every activity (Adaptations in bullet two above apply).</li> <li>• Learners to sing songs and recite poems as they clean working areas. Learners with speech difficulties could mime, tap, clap or ham as others sing. Those with and motor difficulties could be assisted by peers, teacher aide. teacher or use assistive devices.</li> </ul> |  |
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**Core-Competences to be developed:** Citizenship-caring for our environment. Communication and collaboration-developing rules. Critical thinking and problem solving-using a litter bin. Learning to learn-rules.

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| <b>Link to Pertinent and contemporary issues(PCI's):</b> <ul style="list-style-type: none"> <li>• Health education-living in a clean environment</li> </ul> | <b>Links to values:</b> <ul style="list-style-type: none"> <li>• Cooperation as they work together</li> </ul> |
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| <ul style="list-style-type: none"> <li>Education for Sustainable Development-environmental education as they dispose litter and clean the school compound</li> <li>Life skills and value education as they care for their immediate environment</li> </ul> | <ul style="list-style-type: none"> <li>Respect as they do cleaning</li> <li>Responsibility as they carry out given activities</li> </ul>  |
| <b>Links to other activity areas:</b> <ul style="list-style-type: none"> <li>Psychomotor and creative activities as they sing and move around as they do the cleaning</li> <li>Language as they talk with each other</li> </ul>                            | <b>Suggested Community Service Learning:</b> Walk in the neighbourhood and collect litter, Parental involvement Service learning and parental engagement-cleaning compound at school. |
| <b>Suggested Non-Formal Activity to support learning:</b> Environmental clubs, field visits  | <b>Suggested Assessment:</b> Observation using observation schedules and checklists, Portfolios, Oral questions   |
| <b>Suggested Resources:-</b> Plastics, broken glasses, types, assistive devices, communication board, pointer  |   |

### Assessment Rubrics

| Exceeds Expectation  | Meets expectation   | Approaches Expectations  | Below Expectations  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Learner consistently identifies and disposes waste materials appropriately</li> <li>Appreciate living in a clean environment and those of others</li> </ul> | <ul style="list-style-type: none"> <li>Learner identifies and disposes waste materials appropriately</li> <li>Appreciate living in a clean environment</li> </ul> | <ul style="list-style-type: none"> <li>Learner inconsistently identifies and disposes waste materials</li> <li>Has difficulties in appreciating living in a lean environment without cues</li> </ul> | <ul style="list-style-type: none"> <li>Learner has difficulties in identifying and disposing waste materials with support</li> <li>Has difficulties in appreciating living in a clean environment with prompts</li> </ul> |

| Strand | Sub-strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Key Inquiry Question(s)  |
|--------|---|--|---|--|
|        | <b>4.2 SAFETY IN THE ENVIRONMENT<br/>(15 Lessons)</b> | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) talk about safe places, objects and activities in the immediate environment;</li> <li>b) talk about dangerous places in the immediate environment;</li> <li>c) talk about dangerous objects in the immediate environment;</li> <li>d) talk about dangerous activities in the immediate environment;</li> <li>e) to recognize safe and dangerous places, objects and activities in the immediate environment;</li> <li>f) talk about how to identify strangers within their immediate environment;</li> <li>g) take safety precautions in the school compound.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners name dangerous places, objects and activities in their environment. Learner with speech difficulties could name by miming, use communication board or cues</li> <li>• Learner talk about the dangers of dangerous, places, objects, activities and games and fire (Adaptations in bullet 1 above apply).</li> <li>• Learners to be guided on how to identify strangers.</li> <li>• Simulate crossing roads and rivers safely.</li> <li>• Learners could be guided on how to report accidents</li> <li>• Learners to clean working areas after an activity. Learners with motor and movement difficulties could be assisted by peers, teacher aide, teacher use assistive devices.</li> <li>• Learners use digital devices showing dangerous places, objects, activities and games.</li> <li>• Learners to sing songs and recite poems and related to safety. Learners with speech difficulties could mime, tap, clap or hum.</li> </ul> | <p>1. What are the dangerous places, objects, activities and games?</p> <p>2. How do you identify strangers?</p> |

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|   |  | <ul style="list-style-type: none"> <li>• Learners to share experiences on accidents .Learners with speech difficulties be assisted by peers, teacher aide, teacher or use communication board or stamp.</li> <li>• Learners to move around the school compound collecting and dangerous objects with the teachers guidance (adaptations in bullet 6 above apply)</li> </ul> |  |
| <p><b>Core Competences to be developed:</b> Citizenship as they care for our environment. Communication and collaboration as they talk with each other. Critical thinking and problem solving as they improvise or using alternative means of disposing litter. Learning to learn as they share experiences on accidents.</p> |  |   |  |
| <p><b>Link to Pertinent and contemporary issues (PCI's):</b></p> <ul style="list-style-type: none"> <li>• ESD</li> <li>• Life skills and value education</li> <li>• Learner support programmes</li> </ul>   | <p><b>Links to Values:</b></p> <ul style="list-style-type: none"> <li>• Co-operation as they simulate crossing roads and rivers</li> <li>• Responsibility as they carry out activities given</li> <li>• Respect as they listen to others contribution</li> <li>• Unity as they support each other</li> </ul> |   |  |
| <p><b>Links to other activity areas:</b></p> <ul style="list-style-type: none"> <li>• Psychomotor and Creative Activities as they sing</li> <li>• Language Activities as they talk with each other and recite poems</li> </ul>  | <p><b>Suggested Community Service Learning:</b> Taking care of the home environment</p>  |   |  |
| <p><b>Suggested Non formal Learning Activities:</b> Clubs and societies, nature Walk</p>  | <p><b>Suggested Assessment:</b> Observation using observation schedules, checklists, portfolios, oral questions</p>  |   |  |
| <p><b>Suggested Resources:-</b> Man holes, broken bottles, waste plastic papers, communication board, video clips, showing dangerous environment and safe environment</p>   |  |   |  |

## Assessment Rubrics

| <b>Exceeds Expectation</b>   | <b>Meets expectation</b>  | <b>Approaches Expectations</b>   | <b>Below Expectations</b>  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Learner talks about safe places, objects and activities in immediate environment and beyond</li> <li>• Talks about dangerous places and objects in environment and beyond</li> <li>• Talk about dangerous activities in own environment and beyond</li> <li>• Recognize safe and dangerous places beyond immediate environment</li> </ul> | <ul style="list-style-type: none"> <li>• Learner talks about safe places, objects and activities in immediate environment</li> <li>• Talk about dangerous places and objects in immediate environment</li> <li>• Talk about dangerous activities in immediate environment</li> <li>• Recognise safe and dangerous places</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulties talking about places, objects and activities in immediate environment without prompts</li> <li>• Has difficulties to talk about dangerous places and objects in immediate environment without prompts</li> <li>• Has difficulties to talk about dangerous activities in the immediate environment without prompts</li> <li>• Recognize safe and dangerous places with prompts</li> </ul> | <ul style="list-style-type: none"> <li>• Learner has difficulties talking about places, objects and activities in immediate environment without assistance</li> <li>• Has difficulties to talk about dangerous places and objects in immediate environment without assistance</li> <li>• Has difficulties to talk about dangerous activities in the immediate environment without assistance</li> <li>• Recognize safe and dangerous places with assistance</li> </ul> |

## **APPENDIX 1: SUGGESTED ASSISTIVE DIVICES, ENVIRONMENTAL ADAPTATIONS, TIME AND ADAPTATIONS INASSESSMENT**

### **1. SUGGESTED ASSISTIVE DEVICES**

The suggested assistive devices have been categorized into 3 groups:

- a) Instructional devices
- b) Positioning devices
- c) Mobility devices

#### **a) INSTRUCTIONAL DEVICES**

- Head pointes
- Page turners
- Mouth operated pointers
- Pen/pencil holders/grips
- Book holders
- Stabilizers
- Adapted tools and equipment
- Adapted computers
- Adapted books

**NOTE:** Adaptation and modification of learning resources should be done to suit the individual learners' needs.

#### **b) POSITIONING DEVICES**

- Adapted chairs/desks
- Adapted tables
- Adjustable boards
- Corner seats
- Standers
- Floor seaters
- Prone wedgers
- Orthotics
- Straps

**c) MOBILITY DEVICE**

- Crutches
- Calipers
- Walkers
- Wheelchairs
- Braces
- Canes
- Prosthetic
- Artificial limbs

**2. SUGGESTED HUMAN RESOURCES**

- Physiotherapists
- Occupational therapists
- Speech therapist
- Teacher Aides

**3. SUGGESTED ENVIRONMENTAL ADAPTATIONS**

Provide a barrier free environment

- Wide doors
- Ramps
- Railings
- Handrails
- Walk-ways
- Sanitation facilities
- Lifts
- Low door handles
- Low switches
  - Low water taps
  - Storage facilities

**Safety precaution measures**

- Avoid slippery floors
- Clutter free environment
- Barrier free walkways

**4. TIME**

Instructional and examination time to vary according to the needs of the learner.

**5. SUGGESTED ADAPTATIONS IN ASSESSMENT**

- Oral testing
- Audio recording
- A person writing or recording with learners instructions
- Use of computer
- More time

The target **learner** here is one with difficulties in writing.

**NOTE:** Deviations in levels of accuracy and time allocation should be allowed based on the individual learners' physical limitations (KNEC to workout modalities of fixing time).