



REPUBLIC OF KENYA

FOUNDATION LEVEL CURRICULUM DESIGNS

FOR

LEARNERS WITH SPECIAL NEEDS

- 1. COMMUNICATION, SOCIAL AND PRE-LITERACY SKILLS**
- 2. ACTIVITIES OF DAILY LIVING SKILLS AND RELIGIOUS EDUCATION**
- 3. SENSORY MOTOR AND CREATIVE ACTIVITIES**
- 4. ORIENTATION AND MOBILITY SKILLS**
- 5. PRE-NUMERACY ACTIVITIES**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

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FOREWORD

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

The Competency Based Curriculum addresses 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.

The foundation level curriculum designs have been developed to enable implementation of the Competency Based Curriculum for learners with special needs who may not follow the regular curriculum. The designs contain; the National Goals of Education, level, general and specific learning outcomes. They also suggest a variety of learning experiences, assessment modes, resources, community service learning and non-formal activities. They further link each sub-strand to core competencies, values, Pertinent and Contemporary Issues (PC).

It is hoped that these curriculum designs will assist teachers and other stakeholders to support learners with special needs at foundation level to achieve their full potential.

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Cabinet Secretary
Ministry of Education

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INTRODUCTION

Kenya recognizes the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently the Kenya Institute of Curriculum Development (KICD) has endeavored to provide an all-inclusive curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum. However, some learners with special needs may not follow the regular curriculum even with adaptation due to severity of their impairments and require some specialized skills which are offered by the curriculum at the foundation level. Learners in this category include those with mental disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and profound disabilities.

The foundation level curriculum covers the following learning areas:

- 1) Communication, Social and Pre-Literacy Skills
- 2) Activities of Daily Living Skills and Religious Education
- 3) Orientation and Mobility
- 4) Sensory Motor and Creative Activities
- 5) Pre-numeracy Activities

LEARNING AREAS TIME ALLOCATION

| | Learning Area | Lessons Per Week |
|---|---|------------------|
| 1 | Communication, Social and Pre-Literacy Skills | 5 |
| 2 | Activities of Daily Living Skills and Religious Education | 5 |
| 3 | Orientation and Mobility | 3 |
| 4 | Sensory Motor and Creative Activities | 5 |
| 5 | Pre-numeracy Activities | 2 |
| | Total Lessons Per Week | 20 |

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people.

Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-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 Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

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

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

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

8. Good health and environmental protection

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

LEVEL LEARNING OUTCOMES

By the end of foundation level the learner should be able to:

- a) Demonstrate basic literacy and numeracy skills for learning;
- b) Communicate appropriately using verbal and or non-verbal models in varied contexts;
- c) Demonstrate appropriate etiquette in social relations;
- d) Apply basic creativity and critical thinking skills in problem solving;
- e) Explore the immediate environment for learning and enjoyment;
- f) Practice hygiene, nutrition and sanitation to promote health and wellbeing;
- g) Demonstrate the acquisition of emotional, physical, spiritual aesthetic and moral development for balanced living;
- h) Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
- i) Apply digital literacy skills for learning and enjoyment.

COMMUNICATION, SOCIAL AND PRE-LITERACY SKILLS

Essence Statement

Communication, social and pre-literacy skills play an integral role in acquisition of knowledge, skills and attitudes in all learning areas. Communication skills enhance social interaction and also provide a foundation for pre-literacy skills. A deliberate initiative should thus be applied through a multi-sensory approach to enhance verbal and or non-verbal communication.

General Learning Outcomes for Communication, Social and Pre-Literacy Skills

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

- a. apply skills that lay foundation for acquisition of verbal and or non-verbal communication ability;
- b. use cues, signs and common signals in communication for effective social interaction;
- c. respond to multi-sensory stimuli within the environment for receptive communication;
- d. use verbal and or nonverbal skills for expressive communication;
- e. demonstrate appropriate use of augmentative and alternative communication in supplementing speech to enhance interaction;
- f. apply appropriate use of social skills for effective social interaction;
- g. apply pre-requisite skills for reading and writing to enable effective communication and sound social interaction.

Curriculum Designs for Communication, Social and Pre-Literacy Skills

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|------------------------------------|---|---|--|------------------------|
| 1.0 Communication Readiness | 1.1 Settling down and body positioning for communication | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> acquire a range of orientation skills using verbal and or non – verbal cues to locate sitting position; locate sitting position in readiness to settle down; position self appropriately on seat in readiness for communication; appreciate the importance of settling down for effective communication. | <ul style="list-style-type: none"> Learners could be held by the hand, prompted and guided to their sitting position using assistive devices and singing games. Learners could be assisted to locate their seat by having pictures, names, photos, or special objects mounted on their seats. Learners could use songs, games, rhymes related to settling and body positioning in the class through verbal and or non-verbal communication channels. Social stories could be used to enable learners appreciate the importance of settling down. | 1. Where is your seat? |
| | Core-Competence to be developed: Self-efficacy will be achieved as the learner is able to settle down in readiness to communicate. | | | |
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| | <p>Link to PCIs: Self awareness will be achieved as learners as learners identify their photos, names, or special objects mounted on their seats,</p> <p>Environmental Awareness is achieved as learners identify features within the classroom.</p> <p>Diversity: Recognizing neighbours in class.</p> | <p>Link to Values:</p> <p>Responsibility and respects will be achieved as learners take care of their seats and respect other learners' space.</p> |
| | <p>Links to other subject(s): Orientation and mobility, sensory motor and creative activities.</p> | <p>Assessment modes: Observation, questioning.</p> |
| | <p>Non-Formal Activity: The learner to be encouraged to settle and position self appropriately in readiness for communication at home and with parents' support.</p> | |
| | <p>Suggested Resources: Photos, seats, name cards, objects of reference, recorded music,</p> | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below Expectations |
|--|---|--|--|
| Learner is able to settle down and position self appropriately. Additionally, the learner can pay attention in readiness to learn. | Learner is able to settle down and position self appropriately. | Learner is able to settle down and position self appropriately with support. | Learner has significant difficulties settling down and positioning self appropriately. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|------------------------------------|--|---|--|---------------------------------|
| 1.0 Communication Readiness | 1.2 Establishing and Sustaining Eye Contact | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a. Acquire a range of eye contact expressions to communicate ; b. Respond appropriately to eye contact expressions for effective communication ; c. Sustain eye contact for efficient communication. | <ul style="list-style-type: none"> • Learners could be shown various eye contact expressions through a variety of media to recognise them as a means of communication. • Learners could be guided and prompted to use eye contact expressions to express messages as a class and in pairs. • Learners could be guided and prompted to incorporate gestures related to eye contact in communication. | 1. What can you see on my face? |
| | Core-Competence to be developed: Communication and collaboration will be achieved as the learner maintain eye contact during communication. | | | |
| | Link to PCIs: Education for sustainable Development: Digital literacy will be achieved as learners observe a variety of media showing eye contact expressions. | | Link to Values: learners will acquire respect as they communicate maintaining eye contact. | |
| | Links to other subject(s): Sensory-motor and Creative Activities. | | Assessment modes: observation and questioning. | |

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|--|---|
| | Suggested Resources: Pictures, Realia, technological devices |
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Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Learner is able to establish and sustain eye contact in and outside the classroom. | Learner is able to establish and sustain eye contact in the classroom. | Learner is able to establish and sustain eye contact with prompts and cues. | Learner has difficulties establishing and sustaining eye contacts. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|------------------------------------|--|---|---|----------------------|
| 1.0 Communication Readiness | 1.3 Establishing and Sustaining attention | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. attend to verbal and or non-verbal tasks for a specific period of time to demonstrate communication readiness; b. respond to instructions/questions through verbal and or non-verbal communication channels to indicate attention | <ul style="list-style-type: none"> • Learners to listen to verbal expressions and repeat/respond to them. • Learners to observe gestures, cues and signals and respond to them for given periods of time. • Learners could follow instructions given in performing specific activities. • learners could answer questions from simple | 1. What am I doing? |

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| | | | stories/events experienced. | |
| | Core-Competence to be developed: Communication and collaboration will be achieved as learners Respond to instructions and questions. | | | |
| | Link to PCIs: Life Skills: Effective Communication is achieved as learners pay attention to others during communication. | | Link to Values: learners acquire a sense of Responsibility as they practice taking instructions. | |
| | Links to other subject(s): All subjects | | Assessment modes: observation and questioning. | |
| | Non-Formal Activity: Learners could be supported to attend to domestic tasks at home by parents and siblings | | | |
| | Suggested Resources: Realia, ICT devices, pictures, objects in the classroom, objects of reference | | | |

Suggested Formative Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Learner is able to establish and sustain attention. In addition, the learner is able to concentrate. | Learner is able to establish and sustain attention. | Learner is able to establish and sustain attention intermittently. | Learner has significant difficulties establishing and sustaining attention. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|------------------------------------|--|--|--|------------------------------------|
| 1.0 Communication Readiness | 1.4 Oral Motor Stimulation Activities | By the end of the sub-strand the learner should be able to: <ul style="list-style-type: none"> a. recognize speech organs (tongue, lips, teeth, jaw, nose, chin, mouth, neck) that are essential for communication; b. carry out oral motor stimulation activities for communication readiness; c. demonstrate appreciation of oral motor activities for effective speech production. | <ul style="list-style-type: none"> • Learners could observe various speech organs using mirrors, realia, pictures and videos. • Learners could imitate oral motor stimulation activities (blowing, sucking, chewing, imitating tongue movement) as demonstrated by the teacher. • Learner to engage in oral motor stimulation activities in pairs or in groups. | 1. What do you do with your mouth? |
| | Core-Competence to be developed: Communication and Collaboration will be achieved as learners imitate oral motor activities in pairs. | | | |
| | Link to PCIs : | | Link to Values: Self Confidence will be acquired as learners develop communication abilities. | |
| | Links to other subject(s): all subjects | | Modes of assessment modes: observation and questioning | |

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| | Non-Formal Activities: Learners could practice in oral-stimulation activities during play and at home. |
| | Suggested Resources: Mirrors, Realia videos and Pictures |

Suggested Formative Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Learner is able to perform the oral motor stimulation activities such as chewing, sucking, blowing and imitating tongue movement independently. In addition, they exhibit creativity in performing more complex oral motor activities such as whistling, gargling, rolling the tongues | Learner is able to perform oral motor stimulation activities such as chewing, sucking, blowing and imitating tongue movement independently. | Learner is able to perform oral motor stimulation activities such as chewing, sucking, blowing and imitating tongue movement with assistance. | Learner has significant difficulties performing oral motor stimulation activities such as chewing, sucking, blowing and imitating tongue. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|---|
| 2.0 Recognizing multi-sensory stimuli within the environment | | | | |
| | 2.1 Discriminating between stimuli through different sensory channels | By the end of the sub-strand, the learner should be able to: a. respond to different sounds within the | <ul style="list-style-type: none"> Learners could listen to different sounds in the environment. | 1. What can you see/hear/feel/s mell/taste? |

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| | | immediate environment for auditory discrimination; b. respond to different tactile stimuli for tactile discrimination; c. identify different colours, shapes and objects for visual discrimination; d. differentiate varied smells for olfactory discrimination; e. distinguish various tastes for gustatory differentiation; f. appreciate different sensory stimuli in the immediate environment and observe safety. | <ul style="list-style-type: none"> • Learners could manipulate objects of different textures and shapes. • Learners could observe pictures and objects of different colour shapes and sizes • Learners could smell different safe substances • Learner could taste different food substances | |
| <p>Core-Competence to be developed: self efficacy is developed as learners distinguish between different sensory stimuli communication and collaboration are developed as learners distinguish between different sensory stimuli in pairs and in groups.</p> | | | | |
| | | <p>Link to PCIs: ESD: Environmental awareness is achieved as explore the environment to discriminate various stimuli.</p> | <p>Link to Values: learners acquire a sense of responsibility as they interact with the environment.</p> | |

| | | |
|--|--|---|
| | Link other subjects: Sensory-motor and creative activities and effective communication, | Modes of assessment: observation and questioning |
| | Non-Formal Activity: Learner could be assisted by parents and sibling to distinguish various sensory stimuli out of school. | |
| | Suggested Resources: Sources of sound, shapes of different size and colour, fruits, salt, sugar, honey, lemon, pepper, rough and smooth surfaces, foodstuffs, perfumes. | |

Suggested Formative Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Learner is able to discriminate various sensory stimuli within immediate and other environments. | Learner is able discriminate various sensory stimuli within immediate environment. | Learner is able discriminate various sensory stimuli within immediate environment with assistance | Learner has difficulties discriminating various sensory stimuli within immediate environment |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|---|--|---|---|
| | 2.2 Locating different places in the immediate environment | By the end of the sub-strand, the learner should be able to: a. recognize different places in the immediate environment using different sensory | <ul style="list-style-type: none"> Learners could mention distinct features that identify their classroom. | 1. How do you recognize various places in the |

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| Recognizing Multi-sensory stimuli within the environment | through various sensory channels. | channels for environmental awareness; b. locate different places by using different sensory channels for orientation; c. appreciate different location in the immediate environment for mobility. | <ul style="list-style-type: none">Learners could visit key areas in the school compoundLearners could be assisted to identify land marks and clues that lead to these key areas. | school compound? |
| | Core-Competence to be developed: self efficacy will be achieved as learners to locate various places without assistance. Learning to learn will be achieved as learners associate places with various sensory stimuli. | | | |
| | Link to PCIs: Education for Sustainable Development: Environment awareness will achieved as learners explore various places in the surroundings. | | Link to Values: learners will care for the environment. | |
| | Links to other subject: Sensory-motor and creative activities Orientation and mobility | | Suggested assessment: Observation and oral questions | |
| | Suggested non-formal activity: learner to accompany parents and siblings to social places. | | | |
| | Suggested Resources: Realia, guides, wheel chairs, walkers, white canes, clues and landmarks, teacher aide. | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Learner is able to recognize different places in the immediate environment using different sensory channels and can assist other. | Learner is able to recognize different places in the immediate environment using different sensory channels. | Learner is able to recognize different places in the immediate environment using different sensory channels with assistance. | Learner has difficulties in recognizing different places in the immediate environment using different sensory channels. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---------------|-------------------|-----------------------------------|---------------------------------------|-----------------------------|
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| 2.0 Recognizing Multi-sensory stimuli within the Environment | 2.3 Identifying significant others within the immediate environment using various sensory channels | By the end of the sub-strand, the learner should be able to: a. use various sensory channels to identify significant others within the immediate environment for social interaction; b. relate with significant others for socialization. | <ul style="list-style-type: none"> • Learner to be guided to identify significant others through names, signs symbols and pictures/ touch. • Learner could be given photographs/ objects of reference and asked to identify the significant others using various sensory channels. • Learner could use shading, sorting and matching games to identify significant others • Learners could be guided to play ICT drag and drop games to identify significant others | What is your friend's/teacher's/ Brother's/sister's/ mother's/father's? |
| | Core-Competence to be developed: communication and collaboration will be achieved as learners participate in sorting, matching, singing and playing ICT games. | | | |
| | Link to PCIs: ESD: Safety and Security will be enhanced as learners identify different people in the environment. | | Link to Values: Teamwork and Responsibility will be developed as learners interact in games. | |

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| | Links to other subject(s): Sensory-motor and creative activities. ADL | Mode of Assessment: questioning and observation. |
| | Suggested Non-Formal Activity to support learning: Learners to be helped to identify significant others in their home environment. | |
| | Suggested Resources: Pictures, Realia, Picture Cut outs | |

Suggested Formative Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Learner is able to identifying parents, siblings, teachers, other relatives and workers in school | Learner is able to identify parents, siblings and teachers | Learner is able to identify parents, siblings and teachers with assistance | Learner has difficulties in identifying parents, siblings and teachers. |

| Strand | Sub-strand | Specific learning outcomes | Learning experiences | Key inquiry questions |
|---------------|-------------------|-----------------------------------|-----------------------------|------------------------------|
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| 3.0 Verbal and or non-verbal expressive Communication Skills | 3.1 Naming self and others | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> respond to own name for self identity; recognise their identity tags and or signs for effective communication identify own gender for self awareness; identify classmates by name and gender for social interaction; appreciate naming self and others for communication. | <ul style="list-style-type: none"> Learners could state or sign own name as guided by the teacher. Learners could respond when their name is called out /signed. Learners could be guided to state own gender. Learners could be guided to identify classmates by name and gender. Learners could use singing games related to own names and gender. | <p>What is your/friend's/teacher's name?</p> |
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| | <p>Core-competence to be development:</p> <ol style="list-style-type: none"> Communication and collaboration will be developed as the learners name and identify others Self-efficacy to be developed as learners identify own name and gender |
|--|---|

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|--|--|---|
| | Links to PCI's: Life skills: Self Awareness to be achieved as learners say their names and those of others. | Link to values: Interpersonal relationships to be enhanced as learners identify and name others. |
| | Links to other subject(s): ADL and language activities in | Modes of Assessment: Questioning, listening and observation. |
| | Suggested Non-formal activity to support learning: learners to be assisted to name others in their home environment. | |
| | Suggested Resources: Realia , Photographs, Names Tree. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|-------------------------------|
| Learner is able to identify self, classmates and other peers outside the class by name and gender. | Learner is able to identify self and classmates by name and gender. | Learner is able to identify self by name and gender but cannot name others. | Learner can only say own name |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--------|------------|----------------------------|--------------------------------|-------------------------|
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|--|--|--|--|----------------------------------|
| Verbal and non verbal expressive communication | 3.2 Naming items within the immediate environment | By the end of the sub-strand, the learner should be able to: a. recognise objects in the immediate environment using verbal and or non verbal modes of expression; b. identify objects in the classroom by their names, shapes and colours through verbal and or non-verbal modes of expression. | <ul style="list-style-type: none">• Learners could manipulate objects in the classroom using verbal and or non-verbal modes• learners could be guided to point or gesture to different objects in the class• Learners to identify objects in the classroom• Learners could engage in singing games to name items in the immediate environment | 1. Name objects in the classroom |
| | Core-Competence to be developed: communication and collaboration is achieved as learners identify objects through singing games Self-efficacy is enhanced as the learner is able identify objects in the immediate environment | | | |
| | Link to PCIs and Values: ESD: Environmental awareness is achieved as learner identifies and names items in the environment | | Link to Values: Responsibility: Awareness of objects in the classroom is pre-requisite for taking responsibility over them. | |
| | Links to other subject(s): Activities of Daily Living and Language activities | | Suggested assessment: Observation and oral questions | |
| | Suggested Non-Formal Activity to support learning: learners to be guided to name items within home environment. | | | |
| | Suggested Resources: objects of reference, realia within the environment. | | | |
| | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Learner is able to identify objects in the classroom and outside the class by their names, texture, shape and colour through verbal and or non-verbal modes | Learner is able to identify objects in the classroom by their names, texture, shape and colour through verbal and or non-verbal modes | Learner is able to name only a few objects in the classroom by their names, shape and colour through verbal and or non-verbal modes | Learner is able to name a few objects in the classroom with assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|--------------------------|--|---|--------------------------------------|
| Verbal and or non verbal expressive communication | | | | |
| | 3.3 Story telling | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> tell stories using verbal and or non verbal communication skills for enjoyment; appreciate stories from other peers for socialisation; use teachings from the story to acquire moral values. | <ul style="list-style-type: none"> Learners could narrate a simple pictorial story Learner could re-tell stories Learners to tell own stories Learners to identify characters in the stories Learners could identify the good behaviour from the characters in the stories | Tell us what you did in the morning. |

| | | |
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| | Core-Competence to be developed Communication and collaboration will be developed as the learner tells stories. | |
| | Link to PCIs: Life skills | Link to Values: Moral Education to be enhanced through identifying good behaviours from the stories |
| | Links to other subject(s): Religious Activities, language activities in lower primary, Environmental Studies | |
| | Suggested Non-Formal Activity to support learning: Learners be accorded opportunities to listen to stories at home as well as tell their own stories. | |
| | Suggested Resources: Pictorial stories, videos. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---------------------------------|---|---|
| Learner is able to tell different stories. | Learner is able to tell a story | Learners is able to tell a story without a logical plot | Learner can only be able to tell directed stories(pictorial stories) |

| Strand | Sub-strand | Specific Learning Outcomes) | Suggested Learning Experiences | Key Inquiry Question |
|--------|---------------------|--|---|----------------------|
| | 3.4 Reciting and or | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none"> Learners could observe and say what they see in a | Sing a song |

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|--|---|--|--|--|
| 3.0 Verbal and or non verbal expressive communication | Pantomiming simple poems | a. say/sign familiar words in a poem; b. recite and or pantomime simple poems for self expression; c. enjoy reciting and or pantome poems. | picture related to a poem <ul style="list-style-type: none"> • Learners could feel and name objects related to a poem • learners could repeat words and signs after the teacher • Learners could repeat as teacher recites or pantomimes the poems • Learner could practice reciting or pantomiming simple poems | |
| | Core-Competence to be developed Communication and Collaboration can be achieved as learners recite and listen to simple poems. | | | |
| | Link to PCIs: ESD: Life skills will be enhanced as learners express themselves through poems. | | Links to Values: Moral Education and responsibility may be realized through teachings from poems. | |
| | Links to other subject(s): Activities of Daily Living, language activities in lower primary and Environmental activities | | Assessment modes: observation and questioning | |

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| | Suggested Non-Formal Activity to support learning: Learners to be accorded opportunity to recite poems in family and community gatherings |
| | Suggested Resources: objects of reference, pictures, videos |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Learner is able to recite a variety of poems independently. | Learner is able to recite one poem independently | Learner is able to recite a poem with assistance | Learner is not able to recite a poem even with assistance |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|--------------------|---|--|---------------------------------|
| 3.0 Verbal and or non verbal expressive communication | | | | |
| | 3.5 Singing | By the end of the sub- strand, the learner should be able to: <ul style="list-style-type: none"> a. say and or sign words in different songs in readiness to sing and or pantomime; b. sing a variety of songs including the national anthem using verbal and or non-verbal channels to enhance oral communication; | <ul style="list-style-type: none"> • Learners could say/sign words of a song • Learners could repeat lines of a song after the teacher • Learners could practice singing varied songs using verbal and or non-verbal communication channels • Learners could be shown pictures of children singing the Kenya National Anthem | Which song do you like to sing? |

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| | | c. enjoy singing songs for self fulfilment. | <ul style="list-style-type: none">Learners could practice singing the 1st stanza of the Kenya National Anthem through verbal and or non-verbal communication channels | |
| Core-Competence to be developed: Communication and collaboration may be developed as learners sing individually and in groups. | | | | |
| Link to PCIs Citizenship may be cultivated as learners sing the Kenya National Anthem: | | | Link to values: Patriotism, Respect and Responsibility in nationhood may be enhanced through singing the national anthem | |
| Links to other subject(s): All learning areas. | | | Mode of Assessment: questioning, observation, and listening | |
| Suggested Non-Formal Activity to support learning: Learner can sing in family and community gatherings. | | | | |
| Suggested Resources: Audio visual materials, Audio vibro-devices, pictures and relevant musical instruments. | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--------------------------------|---|---|
| Learner is able to sing and dance to the song | Learner is able to sing a song | Learner is able to sing only some lines of a song with prompts. | Learner has difficulties singing even with prompts. |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---|--|---|--|
| Verbal and or Non Verbal skills for Expressive Communication | 3.6 Cues, Signals and Signs for communication | By the end of the sub strand, the learner should be able to: a. acquire a variety of cues, gestures and basic signals for communication; b. use appropriate cues, gestures, basic signs and signals in day to day communication. | <ul style="list-style-type: none">• Learners could use structure board and realia as cues to aid communication• Learners could imitate gestures that facilitate communication• Learners could practice using gestures, signs and cues through role play | How do you ask for something without speaking? |
| | Core competence to be developed: Self efficacy can be achieved as learners develop the ability to use signals cues and signs to communicate. Communication and collaboration can be achieved as learners interact using cues, Signals and Signs to communicate. | | | |
| | Link to PCIs: life skills enhanced as learners acquire ability for social for social interaction using the non verbal skills for communication. | | Link to Values : Responsibility and Respect to be cultivated as learners use the nonverbal skills appropriately | |
| Link to other subjects: Orientation and mobility | | Mode of Assessment: Questioning and observation. | | |
| | Suggested Non-formal activities to support learning: Learners to be encouraged to use cues, signals and signs while out of school. | | | |

Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching Expectation | Below expectation |
|--|--|--|---|
| Learner is able to use cues, gestures and signals to communicate and additionally use more complex cues, gestures and signals with ease. | Learner is able to use cues, gestures and signals to communicate | Learner is able to use cues, gestures and signals to communicate with assistance | Learner has significant difficulties in using cues, signs and signals |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|---|
| Verbal and or non verbal skills for expressive communication | 3.7 Physical directing and Gestures | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> acquire physical and gesturing skills for expressive; communication use physical directing and gestures to show different objects and places within the immediate environment; use physical directing and gestures to respond to questions or instructions; | <ul style="list-style-type: none"> Learners could respond to questions and or instructions by using gestures and physical directing. Learners could express needs through gestures and physical directing. Learners could show objects or places within the environment through gestures and physical directing. Learners could in pairs practise showing objects and pictures using gestures and physical directing while observing safety | <ul style="list-style-type: none"> Where is your seat/ bag/book? |

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| | | d. observe care when using gestures and physical directing for safety | | |
| | Core-competencies to be development: Communication and collaboration as well as Self-Efficacy will be enhanced as learners communicate through physical directing and gestures. | | | |
| | Links to PCIs : ESD: Safety and Security skills will be developed as learners acquire enhanced communication ability. | | Links to values: Responsibility and respect may be enhanced as learners use physical directing and gestures appropriately. | |
| | Links to other subject(s): All learning areas. | | Mode of Assessment: Questioning and Observation | |
| | Suggested Non-formal activity to support learning: Learners to be encouraged to express themselves through physical directing and gestures while out of school. | | | |
| | Suggested Resources: Objects in class, mounted pictures, identifiers, objects of reference, realia | | | |

Assessment Rubric

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|------------------------|----------------------|--------------------------|--------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|------------------------|----------------------|--------------------------|--------------------|

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| Learner is able to express self by use of gestures and physical directing and further direct others to do the same | Learner is able to express self by use of gestures and physical directing. | The learner requires prompts and assistance to express self by use of gestures and physical directing. | Learner has significant difficulties using gestures and physical directing for self expression. |
|--|--|--|---|

| Strand and Sub-Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|-----------------------------|---|--|--------------------------------|
| 4.0 Augmentative and Alternative aided communication (AAC) | 4.1 Core-word boards | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. recognize symbols and pictures that represent various core words in aided communication; b. use core word boards for communication; c. appreciate the use of core word boards in aided communication. | <ul style="list-style-type: none"> • Learner could be guided to identify pictures/symbols on the AAC core word board. • Learners could be guided to use the core word board to express themselves. • Learners with visual impairments could be guided to manipulate and feel embossed or tactile pictures to express themselves • Learners to role play in pairs using core word boards. | What can you see on the board? |
| Core competence to be developed: Self efficacy may be acquired as learners use core word boards to express themselves while communication and collaboration may be achieved as learners interact by use of core- word boards. | | | | |

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| Link to PCIs: Life skills: Self-assertiveness can be developed as learners use core word boards in communication | Link to values: Sharing and responsibility to others may be enhanced. |
| Link to other subjects: Sensory-motor and Creative Activities, ADL , orientation and mobility | Mode of Assessment: Questioning and observation |
| Suggested Non-formal activity to support learning: Learners to be encouraged to express themselves through core-word boards while out school. | Suggested resources: AAC core- word boards |

Assessment Rubric:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|--|---|---|---|
| Learner is able to communicate using core-word boards appropriately as well as other alternative aided communication | Learner is able to communicate using core-word boards appropriately | Learner is able to communicate using core-word boards with assistance | Learner has difficulties in communicating using core boards even with assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---------------|-------------------|-----------------------------------|---------------------------------------|-----------------------------|
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| Augmentative and Alternative aided communication | 4.2 Theme boards | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize pictures and symbols representing themes in augmentative and alternative aided communication use theme boards for communication appreciate the importance of theme boards in communication | <ul style="list-style-type: none"> Learners could be shown pictures that represent a theme Learner to be guided to use theme boards to express needs Learners to be guided to use the core wordboard along with the theme board to communicate. Learners with visual impairments to be guided to use theme boards with embossed / tactile pictures. In pairs learners could practice identifying pictures and symbols related to different themes. In pairs, learners to practice using core word board and theme board in conversations | What can you see on the board? |
| Core competence to be developed: Self efficacy may be achieved as learners use theme boards to express specific needs and feelings while communication and collaboration will be realized as learners engage in conversation in pairs using the boards. | | | | |
| Link to PCIs: Life skills: Self-assertiveness can be developed as learners use theme boards in communication. | | | Link to values: Sharing and responsibility to others may be enhanced. | |
| Link to other subjects: All Learning areas. | | | Mode of Assessment: questioning and observation. | |

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| | Suggested Non-formal activity to support learning: Learners to be encouraged to express themselves through core-word boards and theme boards while out of school. | Suggested resources: AAC core- word boards, and theme boards. |
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Assessment rubrics:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|---|---|--|
| Learner is able to communicate using theme boards appropriately as well as other alternative aided communication modes. | Learner is able to communicate using theme boards appropriately | Learner is able to communicate using theme boards with assistance | Learner has difficulties in communicating using theme boards even with assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|--------------------------------------|---|--|----------------------------------|
| Augmentative and Alternative aided communication | 4.3 Partner Assisted Scanning | By the end of the sub strand, the learner should be able to: a. use self-formulated signals for expression | <ul style="list-style-type: none"> Learners could Observe, listen and or feel verbal and or nonverbal communication cues from the teacher | What do you like/wish/need/mean? |

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| | | b. accept use of self formulated signals to communicate | <ul style="list-style-type: none"> • Learners could formulate signals for self expressions • Learners could be guided to identify pictures/symbols on the core word board or theme board. | |
| | Core competence to be developed: Self efficacy may be developed as learners acquire ability to express themselves in partner assisted scanning while Communication and collaboration may be achieved as learners communicate through use of self-formulated signals. | | | |
| | Link to PCIs: Life skills: Assertiveness may be developed as learner expresses needs and feelings through self-formulated signals with partner assistance. | | Link to Values: Self Responsibility can be enhanced as learner communicates needs and feelings. | |
| | Link to other subjects: Sensory-motor and creative activities and ADL | | Mode of Assessment: questioning and observation | |
| | Suggested Non-formal activity to support learning: Learners to be encouraged to express themselves through self-formulated signals with partner assistance using core-word boards and theme boards while out of school. | | Suggested resources: AAC core- word boards, and theme boards with Assisting partner. | |
| | Assessment Rubrics | | | |
| Exceeding Expectation | | Meeting Expectation | | Approaching Expectation |
| | | | | Below Expectation |

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| Learner is able to communicate using self-formulated signals with minimal partner assistance in a variety of settings | Learner is able to communicate using self-formulated signals with partner assistance | Learner attempts to communicate using self-formulated signals with partner assistance. | Learner has significant difficulties in communication using self-formulated signals with partner assistance. |
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| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|-----------------------------------|--|---|------------------------|
| 4.0 Augmentative and Alternative Aided Communication | 4.4 Communicatin Passports | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> use verbal or non-verbal communication modes to give information about themselves; identify images and or symbols that communicate different information about self in the passport; use the passport to communicate information about themselves and their regular individual needs; appreciate the use of communication passports for telling about self and his/her needs. | <ul style="list-style-type: none"> Learners could be guided to give information about self that could be used in developing the communication passport Learners could be guided to familiarize themselves with the content in the passport. Learners to be guided on where to keep the passport where and when to use the passport. Learners to be encouraged to use their passports to communicate needs | Tell us about yourself |
| Core competence to be developed: Self efficacy as well as communication and collaboration are acquired as the learner is able to tell about self through using a passport. | | | | |
| Link to PCIs: Life skills: Self-awareness may be achieved as learner tells about self through the communication passport which also helps to ensure his/her safety and security. | | | Link to Values: responsibility of learner on personal information will be enhanced. | |
| Link to other subjects: All learning areas | | | Mode of Assessment: Question and observation | |

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| Suggested Non-formal activity to support learning: Learner to be encouraged to have the passport with him/her at all times when interacting with people out of school. | Suggested Resources: laminated passports |
|---|---|

Assessment rubrics:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|---|---|---|
| Learner is able to explain information about self from the communication passport | Learner is able to communicate using passport correctly | Learner is able to communicate using passport with assistance | Learner has difficulties to communicate using the passport even when assisted |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|-----------------------------|--|--|---|
| 4.0 Augmentative and Alternative Communication | 4.5 Structure Boards | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a. identify different objects/shapes on a structure board for communicating different activities or needs; b. respond appropriately on touching different objects/shapes on the structure boards for communicating needs and activities; | <ul style="list-style-type: none"> • learners could be assisted to identify objects/ shapes in a structure board • Learner could be assisted to relate objects and shapes to the structure board to specific activities • In pairs learners could practice using objects and shapes to express themselves | What is the next activity after circle time/assembly/...? |

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| | | c. use structure board for changing over to different activities; d. acknowledge the use of structure boards in day to day communication. | | |
| | Core competence to be developed: Self efficacy may be achieved as learner uses the structure board while communication and collaboration will be achieved as the learners practice use of structure board in pairs | | | |
| | Link to PCIs: Life skills: Self-awareness and self-assertion may be achieved as learner identifies own needs and expresses them using the boards. | | Link to Value: Responsibility may be enhanced as learner uses structure boards to guide changing over from one activity to another. | |
| | Link to other subjects: All learning areas. | | Mode of Assessment: Observation and questioning | |
| | Suggested Non-formal activity to support learning: learner to be encouraged to use structure boards for communication out of school. | | Suggested Resources: Structure boards | |

Assessment Rubric:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|--|--|--|--|
| Learner is able to communicate using structure boards and can further arrange pictures and symbols in a structure board. | Learner is able to communicate using structure boards. | Learner is able to communicate using structure boards with assistance. | Learner has difficulties in communicating using structure boards even with assistance. |

| Strand and Sub-Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|--|-----------------------------------|
| Augmentative and Alternative aided communication | 4.6 Picture Exchange Communication System (PECS) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognize pictures used to communicate needs and feelings; use pictures to express needs and feelings; appreciate the importance of using PECS in communication. | <ul style="list-style-type: none"> Learners could be assisted to say what the pictures mean. Learners could be guided to use PECS to communicate feelings and needs. In pairs, learners could practise using PECS to communicate. | What does this picture show/mean? |

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| <p>Core competence to be developed: Self efficacy may be achieved as learner uses PECS to communicate their needs and feelings while communication and collaboration will be enhanced as they work in pairs.</p> <p>Learning to learn may be enhanced as the learner interprets pictures.</p> | |
| <p>Link to PCIs: Life skills: Assertiveness and effective communication may be achieved as learner uses PECS to express self.</p> | <p>Link to Values: Self Responsibility may be enhanced as learner expresses personal needs and feelings.</p> |
| <p>Link to other subjects: All learning areas</p> | <p>Mode of Assessment: questioning and observation.</p> |
| <p>Suggested Non- formal activity to support learning:</p> <p>Learners could be encouraged to use Picture Exchange communication system to express their needs and feelings out of school.</p> | <p>Suggested Resources. Pictures depicting varied feeling and needs.</p> |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Learner is able to generate symbols and use them to communicate feelings and needs in the Pictures Exchange System. | Learner is able to communicate using PECS independently. | Learner is able to communicate using PECS with assistance. | Learner has difficulties in communicating using PECS even with assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------|--|--|--|------------------------------------|
| 5.0 Social Skills | 5.1 Greetings and bidding farewell | By the end of the sub strand, the learners should be able to: a. recognise familiar ways used for expressing greetings and bidding farewell; b. use appropriate verbal and or non-verbal communication channels to express greetings and farewell; c. appreciate the varied ways in which greetings and farewell are expressed. | <ul style="list-style-type: none">• Learners could imitate various ways of greeting and bidding farewell.• Learners could practise greetings and bidding farewell in pairs• Learners could sing and recite poems related to greetings and bidding farewell using verbal and or non verbal communication channels | How do you greet and bid farewell? |
| | Core-Competence to be developed: Communication and Collaboration may be developed as the learners role play of greetings and bidding farewell. | | | |
| | Link to PCIs: Life skill: Social interaction may be enhanced as learners share greetings and bid farewell | | Link to Values: Respect may be enhanced as learners appreciate each other in greetings and bidding farewell. | |
| | Links to other subject(s): ADL, Language activities in lower primary | | Mode of Assessment: listening and observation | |
| | Suggested Non-Formal Activity to support learning: Learners could be encouraged to use appropriate ways of greeting and bidding farewell out of school. | | | |

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| | Suggested Resources: Pictures and Videos | | | |
| | Assessment Rubric | | | |
| | Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| | Learner is able to use creativity in expressing greetings and bidding farewell through use of appropriate varied words and signs in different social contexts | Learner is able to use appropriate verbal and or non verbal communication channels to express greetings and bid farewell. . | Learner is able to use appropriate verbal and or non verbal communication channels to express greetings or bid farewell with assistance | Learner is not able to express greetings or bid farewell even with assistance. |

| Strand | Sub-Strand | Suggested Learning outcomes | Suggested Learning Experiences | Key inquiry question |
|---|----------------------------|--|--|--|
| SOCIAL SKILLS | 5.2 Making Requests | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify appropriate words and or signs used for making requests in different contexts; use appropriate words and or signs when making request in different social contexts ; use appropriate body language when making requests in different contexts ; appreciate the importance of using socially accepted words and or signs when making request. | <ul style="list-style-type: none"> Practice making requests using words and or signs in pairs and in groups. Imitate saying and making signs for expressing requests. Use singing and or pantomimes to practice making requests. Display pictures/symbols related to making requests for reference | How do you ask for permission to go out? |
| <p>Core competence to be developed: communication and collaboration may be developed as learners role play making requests</p> <p>Self-efficacy may be achieved in making requests for personal needs.</p> | | | | |

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| Link to PCIs : Life skills: Assertiveness may be acquired as the learner express requests of wishes and needs. | Link to values: Respect for others may be developed as learners make requests appropriately. |
| Link to other subjects: All learning areas. | Mode of Assessment: Listening and observation |
| Suggested non formal activity to support learning: learners to be encouraged to make request appropriately in out of school contexts. | Suggested resources: Videos |

Assessment rubrics:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|--|--|---|--|
| Learner demonstrates creativity in using socially acceptable words to make requests in different social contexts | Learner uses socially acceptable words and or signs to make requests in different contexts | Learner can only make requests when guided. | Learner is not able to make requests even with assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------|--|---|---|--|
| Social skills | 5.3 Giving thanks/ Appreciation | By the end of the sub-strand, the learner should be able to: a. recognize familiar words and or signs used to express appreciation or giving thanks; b. use appropriate words and or signs in showing appreciation or giving thanks; c. demonstrate expressions of appreciation and giving thanks in pairs and in groups; d. appreciate the need to give thanks for effective social interaction. | <ul style="list-style-type: none">• Learners could imitate words and or signs used to express appreciation/giving thanks• Learner could be guided to use appropriate words and or signs in expressing appreciation at all times.• Learners could practice giving thanks/appreciating in pairs and in groups• Learners could use singing games and or pantomiming in expression of thanks and appreciation.• Display pictures or symbols used to express thanks and appreciation | What do you say/sign when somebody has been kind to you? |
| | Core-Competence to be developed: Communication and collaboration may be developed as learners express appreciation and give thanks while Self – efficacy may be acquired as learners gain ability to express gratitude. | | | |
| | Link to PCIs: Life skills: social interaction may be enhanced as learners express appreciation and thanks to others. | | Link to Values: Respect for others may be developed as learners show appreciation and give thanks. | |
| | Links to other subject(s): All learning areas | | Mode of Assessment: Listening and observation. | |
| | Suggested Non-Formal Activity to support learning: Learners may be encouraged to always express appreciation and give thanks where necessary. | | | |

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| | Suggested Resources: Pictures, symbols, Realia, videos | |
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Assessment rubrics:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|--|---|---|---|
| Learner is able to demonstrate creativity in using appropriate words and or signs to express thanks and appreciation | Learner is able to use appropriate words and or signs to show appreciation or give thanks | Learner requires assistance or prompts in using appropriate words and or signals to show appreciation and give thanks | Learner exhibits difficulties in using appropriate words and or signs to show appreciation and give thanks even with assist |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------|--------------------|---|---|--|
| Social Skills | 5.4 Sharing | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. recognise familiar words /signals and symbols related to sharing for harmonious social interaction; | <ul style="list-style-type: none"> • Learner could view videos of children sharing things • learners to observe signals and symbols listen to words related to sharing o • Learners could practise sharing things in pairs and in groups • Learners could practise sharing items through singing games and pantomimes in pairs or in groups | 1. What do you do when you have two pencils or two oranges and your friend has none? |

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|--|--|---|--|--|
| | | b. share items with peers for enhancing social interaction; c. appreciate the importance of sharing items with others for enhancing fair play and interaction. | <ul style="list-style-type: none"> Learner could be encouraged to share personal items | |
| <p>Core-Competence to be developed: Communication and collaboration may be developed as learners share items through singing games and pantomimes while self efficacy can be developed as learners gain ability to share items equitably.</p> <p>Digital literacy will be enhanced as the learner watches videos related to sharing activities.</p> | | | | |
| Link to PCIs: Citizenship : Social Cohesion may be achieved as learners gain attitude of sharing with each other. | | | Link to Values: sharing and empathy may be developed as learners practice sharing items. | |
| Links to other subject(s): ADL, Pre numeracy activities, Religious Activities | | | Mode of Assessment: observation and questioning | |
| Suggested Non-Formal Activity to support learning: learners could be encouraged to share items with others at home. | | | Suggested Resources: pictures, symbols, Realia, ICT devices, Objects of reference, play materials | |

Assessment Rubrics:

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| Learner is able to share things freely with classmates and others in the school environment | Learner is able to freely share items with classmates | Learners only shares those items they do not value | Learner does not share Items at all with classmates |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------|-----------------|--|---|--|
| Social Skills | 5.6 Turn Taking | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. recognise words and or signals that indicate time to take turns for smooth participation in an activity; b. take turns when performing an activity for effective social interaction; c. appreciate the need to take turns in group or paired activities for fair participation. | <ul style="list-style-type: none"> • Learners could be guided in recognising others in a group. • Learners could practise carrying out a task individually. • Learners could practise stopping an activity on signal. • Learner could practise waiting to let others carry out a task. • Practise attending to a task throughout the period of his/her turn. • Learners could be guided to play computer games involving turn taking. | How do you all wash your hands from one water point? |
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| | <p>Core-Competence to be developed: Communication and Collaboration may be developed as learners practice turn taking in given activities.</p> <p>Self-efficacy may be developed as learners gain ability to patiently wait for own turn.</p> <p>Digital literacy to be enhanced as learners play computer games</p> | |
| | <p>Link to PCIs: citizenship: Social Cohesion may be developed as learners gain appreciation for turn taking in carrying out social activities</p> | <p>Values: Honesty and fair play may be achieved as learners gain patience in turn taking and thus value for others.</p> |
| | <p>Links to other subject(s):All Learning areas</p> | <p>Mode of Assessment: Observation and questioning</p> |
| | <p>Suggested non-Formal Activity:</p> <p>Learners could be encouraged to take turns in group activities out of school</p> | |
| | <p>Suggested Resources: Realia, signaling equipment (e.g. bell), ICT devices</p> | |

Assessment Rubrics:

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Learner is able to demonstrate patience to let others take turns in varied group activities contexts | Learner is able to take turns in an activity on signal and attends to the task to the end without interrupting others | Learner requires assistance to take turns in group activities. | Learner resists waiting for own turn in a group activity. |

| Strand. | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|----------------------------|---|---|---|
| Social skills | 5.7 Imitating tasks | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. identify steps of a task in sequence for efficient imitation; b. repeat distinct steps of a demonstrated task in sequence for effective imitation; c. enjoy participating in performing tasks in an orderly manner for harmonious social interaction. | <ul style="list-style-type: none"> • Learners to observe/feel whole process of a demonstrated task. • Learners could imitate performance of distinct successive steps of whole task. • Learners could imitate performance of whole task from beginning to end in sequential steps. • Learners could watch computer games involving imitation. | Can you see and repeat what the teacher is doing? |
| Core competence to be developed: Communication and Collaboration may be achieved as learners imitate tasks while self-efficacy may be achieved as learners gain ability to attend to a task from beginning to end. Digital literacy may be achieved through computer games involving imitation. | | | | |
| Link to PCIs: Life skills: Social interaction may be achieved as learners imitating sequential steps of a task. | | | Link to Values: Responsibility may be enhanced as the learner imitates appropriate behavior. | |
| Link to other subjects: Activities of daily living (ADL) and Sensory Motor and Creative Activities | | | Mode of assessment: observation and questioning | |
| Suggested non Formal activity to support learning: learner may be engaged in activities requiring imitation of others out of school. | | | Suggested Resources: pictures/symbols showing performance of different steps in a task. | |

Assessment rubrics:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|--|--|--|---|
| Learner is able to imitate a given task and other tasks. | Learner is able to imitate a given task. | Learner is able to imitate a task but misses out some steps or fails to follow the sequence. | Learner has difficulties in imitating distinct steps in performing a task |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|--|---|--|-------------------------------------|
| 6.0 Interpersonal Relationships | 6.1 Safe and Unsafe relationships | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. distinguish between good and bad peers; b. identify things they do with good friends; c. value the importance of having good friends for safe living. | <ul style="list-style-type: none"> • Learners could be guided to talk about what they do with friends in school and at home • Learners could watch video on what bad friends do and what good friends do. • Learners could listen to a story related to safe and un safe relationship. • Learners could tell a story related to unsafe relationships. • Learners could role play episodes on good or bad relationships • Learners say what they can do when approached by a stranger | What do you do with peers/ friends? |

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| | | | <ul style="list-style-type: none"> Learners could sing songs and recite poems in praise of friends | |
| Core-Competence to be developed: Communication and collaboration may be developed as learners engage in talks about good and bad friendship while Self efficacy will be achieved as the learner is sensitized about implications of safe. Digital literacy as learners watch videos. | | | | |
| Link to PCIs: Life Skills, Citizenship, Social cohesion, may be achieved as learner distinguishes between safe and un safe relationships. | | | Link to Values: Integrity, honesty and respect may be developed as learners engage in safe relationships. | |
| Links to other subject(s): ADL | | | Mode of Assessment: observation, questioning | |
| Suggested non-Formal Activity to support learning: learner could be encouraged to engage with safe friends | | | Suggested resources: pictures, ICT devices. | |

| Assessment Rubric | | | |
|---|---|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to distinguish between good and bad friends in diverse contexts | Learner is able to differentiate good friends from bad friends in the immediate environment | Learners can only distinguish between good and bad friends when guided | Learner has difficulties distinguishing between good and friends even when guided |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry questions |
|--------|------------|----------------------------|--------------------------------|-----------------------|
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| 7.0 Social Skills | 7.1 Expressing feelings | By the end of the sub strand, the learner should be able to: a. associate different body expressions with specific feelings; b. demonstrate ability to match feelings to situations; c. show appropriate response to feelings of others. | <ul style="list-style-type: none">• Learners could observe animations of faces expressing various feelings on video.• Learner could tell what they do when they are happy, sad and when in pain.• Learner could role play and sing songs on how to express different feelings | How can you tell when somebody is happy or sad? |
| | Core competence to be developed: communication and collaboration will be enhanced as learners get to understand feelings of others. Digital literacy to be developed as learners watch video animations. | | | |
| | Link to PCIs: Citizenship: Social Cohesion may be cultivated as learners get sensitive to the feelings of others. Life skills: Empathy may develop as learners get conscious of the feelings of others. | | Link to Value: love for the neighbour may be developed as learners get to associate feelings with different circumstances. | |
| | Link to other subjects: Activities of daily living and Religious activities | | Mode of Assessment: observation and questioning. | |
| | Suggest Non-Formal Activity to support learning: Learner to be guided to respond appropriately to feelings of others in different situations out of school environment. | | | |

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| | Suggested Resources: animations, videos, pictures, charts communication boards, calendar system, structure boards |
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Assessment rubric:

| Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|---|--|--|
| Demonstrates empathy and sympathy for others. | learner is able to tell and respond to feelings of others appropriately | Learner requires assistance to tell and respond to other people's feelings appropriately | Learner has difficulties telling and responding to other people's feelings appropriately even with assistance. |

| Strand | Sub strand | Specific learning outcomes | Suggested learning experiences | Key inquiry questions |
|---|--|--|---|-----------------------------------|
| Pre-reading and Pre - writing Skills | 8.2 Pre-writing activities | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> acquire finger dexterity in readiness for writing; Identify writing tools and materials as pre-requisite for writing; Scribble freely on a given surface to enhance efficient manipulation of materials; Colour within a given outline for enjoyment as pre-requisite skill for writing; Acquire book handling skills in readiness for writing; Care for writing materials. | <ul style="list-style-type: none"> Learners could play finger movement games on sand, air and on their working surface. Learners could manipulate writing materials such as pencil, paper, crayons, stylus and chalk Learners could be guided to scribble freely on different surfaces Learners could be guided to colour within given outlines. Learner could be guided to position a book and turn pages appropriately. Leaner could perform colouring and scribbling activities on computer. | What do you use your fingers for? |
| | <p>Core-competence to be development:</p> <p>Self-efficacy may be achieved as learners acquire mastery of handling books along with manipulating writing tools and materials. Digital literacy is enhanced as learners perform colouring and scribbling activities on computer.</p> | | | |
| | <p>Links to PCI's: ESD: Literacy readiness is enhanced as learners acquire pre requisite skills in writing.</p> | | <p>Links to Values: Personal responsibility for materials may be enhanced as the learners</p> | |

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| | | practice good care for writing tools and materials |
| | Links to other subject(s): Sensory motor and creative activities; language activities. | Mode of Assessment: questioning and observation |
| | Suggested Non-formal activity to support learning: learner to be accorded opportunity for performing activities involving finger dexterity at home including playing with sand assorted small objects. Scribbling and colouring may be encouraged as leisure time activity at home. | |
| | Suggested Resources: Pictures, realia, colour crayons, chalk, sand ICT devices | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| The learner is able to play finger dexterity games, manipulate writing tools and materials, scribble freely, colour within a given outline and handle a book appropriately. Additionally the learner can track lines on a page. | The learner is able to play finger dexterity games, manipulate writing tools and materials, scribble freely, colour within a given outline and handle a book appropriately. | The learner is able to play finger dexterity, games manipulate writing tools and materials, scribble freely, colour within a given outline and handle a book appropriately with assistance. | The learners has significant difficulties playing finger dexterity games, manipulating writing tools, materials, scribbling freely and colouring within a given outline and handling a book. |

ACTIVITIES OF DAILY LIVING SKILLS AND RELIGIOUS EDUCATION

Essence statement:

Activities of daily living skills enable the learner to develop personal care skills for independent living explore the environment and manage behaviour. Additionally, religious education activities enable the learner to acquire knowledge of God, appreciate God's creation and develop desired values

Learning Outcomes for Activities of Daily Living Skills and Religious Education

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

- a) identify personal items for independent living;
- b) apply hygienic skills for healthy living;
- c) apply acceptable skills for appropriate use of the toilet;
- d) communicate to god at all times to recognize his existence and supremacy;
- e) use appropriate feeding skills for independent living;
- f) exhibit moral values and acceptable social skills for harmonious coexistence;
- g) use appropriate skills for dressing with minimal support;
- h) care for the environment as god's creation in order to preserve it.

Curriculum Designs for Activities of Daily Living Skills and Religious Education

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|-----------------------------|--|--|---------------------------------------|
| 1.0 Personal items | 1.1 Personal Clothes | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify own clothes using various sensory modalities for appropriate selection; b) select own clothes for the intended use; c) appreciate personal clothes for personal hygiene. | <ul style="list-style-type: none"> • Learners could be guided to observe, feel, smell, and manipulate, different types of clothes, through use of realia, demonstrations, pictures, video clips and charts of various clothes. • Learners could use different sensory modalities such as sight, touch, smell to select personal clothes. • The learners could sing songs or recite simple rhymes related to identification of personal clothes. | <p>1. What clothes do you put on?</p> |
| <p>Core- Competency to be developed: Self –efficacy will be achieved as learners distinguish their own clothes from those of others.</p> <p>Communication and collaboration will be achieved as learners practice identification of clothes in pairs and in group.</p> | | | | |
| <p>Link to PCIs and values – Health Education – personal hygiene will be achieved as learners select and appreciate own clothes.</p> | | | <p>Link to values: Responsibility will be achieved as learners select personal clothes.</p> | |

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| Link to other subjects - Hygiene & Nutrition Activities, Numeracy & Literacy, Communication& Social Skills, Sensory Integration. | Suggested community service activities: Identify personal clothes at home. |
| Suggested non-formal activity: Identifying personal clothes outside the school environment with the support of parents or sibling. | Suggested assessment: Questioning, observation |
| Suggested Resources: shirts, shorts ,socks, inner-ware ,skirts, t-shirts ,blouses ,trousers, ,sweaters, coats, jackets ,shoes, school uniform, sorting baskets, video clips, animations, digital materials, pictures, charts, photos, objects of reference, structure boards, sorting boards, communication boards, objects of reference. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|---|
| The learner is able to identify personal clothes and those of others. | The learner is able to identify personal clothes. | The learner is able to identify personal clothes with prompts. | The learner has difficulties in identifying personal clothes. |

| Strands | Sub-strands | Learning outcomes | Learning Experiences | Inquiry questions |
|---|-------------------|--|---|--|
| 1.0 Personal items | 1.2 Bathing items | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none">a) recognize different bathing items for appropriate useb) sort out various personal bathing items from those of others for personal hygienec) appreciate the importance of maintaining personal hygiene | <ul style="list-style-type: none">• Learners could be guided to identify bathing items through naming, pointing, touching and smelling individually or in groups.• Learners could sort out personal bathing items from those of others.• Learners could sing songs or recite rhymes related to identification of bathing items. | <p>1. What do you do when you are dirty?</p> |
| <p>Core- Competency to be developed: Self –efficacy will be achieved as the learners identify items used to maintain personal. Communication and collaboration will be achieved as learners sort out bathing items in pair and in groups</p> | | | | |
| <p>Link to PCIs: Health Education: personal hygiene will be achieved as learner identify and sort out bathing items.</p> | | | <p>Link to values: Responsible and respect. Learners will learn that they need to use their own item and respect those of others.</p> | |
| <p>Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills, Sensory Integration</p> | | | | |
| <p>Suggested non-formal activity to support learning: Differentiating own bathing items from those of other family members at home.</p> | | | <p>Suggested assessment: questioning, observation</p> | |
| <p>Suggested Resources: Soap , basin, sponge, towel, shampoo, water, bathing area, videos, animations, communication boards, objects of reference, pictures, digital materials, teacher aide, occupational therapist.</p> | | | | |

| Assessment Rubric | | | |
|---|---|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| The learner is able to identify personal bathing items and those of others. | The learner is able to identify personal bathing items. | The learner is able to identify personal bathing items with prompts. | The learner has difficulties in identifying personal bathing items. |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|--------------------------|--|--|--|
| 1.0 Personal items | 1.3 Teeth brushing items | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify different types of materials used when brushing teeth</p> <p>b) differentiate own tooth brushing items from those of others</p> <p>c) appreciate the variety of materials used in teeth brushing for personal hygiene</p> | <ul style="list-style-type: none">• Learner could be guided to identify different teeth brushing materials by use of realia, demonstrations, pictures, charts and video clips showing teeth brushing items such as tooth brush, tooth paste and water.• Learner could be guided to select personal teeth brushing items from those of others.• Learner could play sorting games or drag and drop computer games. | 1. What do you do when your teeth are dirty? |
| <p>Core- Competency to be developed: Self –efficacy will be achieved as learners identify their own teeth brushing materials , Communication and collaboration will be achieved as learners work in pairs and in group when identifying teeth brushing materials and playing computer games</p> | | | | |
| <p>Link to PCIs: Health Education: personal hygiene will be achieved as learns identify their teeth brushing materials and avoid sharing such.</p> | | | <p>Link to values: Responsibility and respect: these are achieved as learners get to identify their own teeth brushing materials and respect those of others.</p> | |
| <p>Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills.</p> | | | | |

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| Suggested non-formal activity: Learners could Participate in dental programmes during open days. | Suggested assessment: Questioning, observation |
| Suggested Resources: Toothbrush, toothpaste, salt, glass/cup, water, mirror ,sink, basin, videos, pictures, models and cut-outs, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapist. | |

| Suggested formative assessment | | | |
|--|---|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| The learner is able to identify personal teeth brushing items and assist others to identify their own. | The learner is able to identify personal teeth brushing items | The learner is able to identify personal teeth brushing items with prompts | The learner has difficulties in identifying personal teeth brushing items |

| Strand | Sub-strand | Specific Learning Outcomes | Learning experiences | Key inquiry questions |
|---------------------------|--------------------|--|--|------------------------------|
| 1.0 Personal Items | 1.4 Grooming items | By the end of the Sub-strand, the learner should be able to: a) identify items used in good grooming. b) classify own grooming items according to their use; | <ul style="list-style-type: none"> Learners could be guided in identifying grooming items by use of realia, demonstrations, pictures, charts and videos showing grooming items such as nail cutters, combs, oil, mirror, hair | 1. What do you do look neat? |

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| | | c) appreciate a variety of grooming items for personal hygiene. | brush, shoe polish and shoe brush <ul style="list-style-type: none">• Learner could be guided to sort and group their grooming items according to use such as; those used for bathing, brushing teeth, combing hair, controlling drooling.• Learner could play a sorting game of grooming items or drag and drop computer game. | |
| Core- Competency to be developed: Self –efficacy will be achieved as learners identify their own grooming items. Communication and collaboration will be achieved as learners work in pairs and in group when identifying grooming items and playing computer games. | | | | |
| Link to PCIs: Health Education: personal hygiene will be achieved as learns identify their grooming items and avoid sharing such item. | | | Link to values: Responsibility and respect: these are achieved as learners get to identify their own grooming items and respect those of others. | |
| Link to other subjects: Hygiene & Nutrition Activities, environmental activities, Communication and Social Skills. | | | | |
| Suggested non-formal activity: Learners could identify personal grooming items at home. | | | Suggested assessment: Questioning, observation | |
| Suggested Resources: Comb/hair brush, nail cutter, mirror, shoe-brush, pictures, photographs, charts, videos, models and cut-outs, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapists. | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|--|
| The learner is able to identify personal grooming items independently and those of others. | The learner is able identify personal grooming items independently. | The learner is able to identify personal grooming items with prompts. | The learner has difficulties in identifying personal grooming items. |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---------------------------|-------------------------|--|--|---|
| 1.0 Personal Items | 1.5 School Items | <p>By the end of the Sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different kinds of personal items used at school; b) group various personal school items according to their use; c) appreciate the variety of personal school items to enhance responsibility. | <ul style="list-style-type: none"> • Learner could be guided to Identify school items used at school through manipulation, observations and naming of various personal school items from pictures, videos, charts, models and realia. • Individually or in pairs, learner could categorize various personal school items according to use. • Learners could sing songs or recite simple rhymes related to personal school items | <p>1. Which items do you use in school?</p> |

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| Core- Competency to be developed: Self –efficacy will be achieved as learners identify and group personal items used at school. Communication and collaboration will be achieved as learners work in pairs and in group when identifying personal items used at school | |
| Link to PCIs: Self awareness will be achieved as learners identify personal school items appreciate them. | Link to values: Responsibility and respect: these are achieved as learners get to identify their items and respect those of others. |
| Link to other subjects: numeracy and literacy, environmental activities, Communication and Social Skills. | |
| Suggested non-formal activity: Learners could identify personal school items at home. | Suggested assessment: Questioning, observation |
| Suggested Resources: Books, bags, pencils, crayons, plasticine, lockers, toothbrush, handkerchief, school uniform, resource persons, teacher aides, video clips, pictures , lunch box animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapist. | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| The learner can identify personal school items independently and identify those of others. | The learner can identify personal school items independently. | The learner can identify personal school items with prompts. | The learner has difficulties in identifying personal school items. |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---------------------------|--------------------------------------|---|--|---|
| 1.0 Personal Items | 1.6 Storage of personal items | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different storage places for different items b) store different personal items in their appropriate storage places. c) appreciate the importance of proper storage of personal items for independent living | <ul style="list-style-type: none"> • Learners could be guided to identify various storage places for different items by showing them realia, pictures, videos, cues and landmarks. • Learner could practice storing personal items in their appropriate storage places. • Learners could sing songs related to storage of personal items. | <ol style="list-style-type: none"> 1. Where do you keep your personal items? |

Core-competency: Learning to Learn will be achieved as learners discover different ways of storing personal items.

Link to PCIs: Health Education: personal hygiene will be achieved as learners identify and store personal items appropriately.

Link to values: Responsibility and respect. Learners will acquire responsibility and respect of personal items and those of others.

Link to other subjects: Communication and social skills, Hygiene and Nutrition activities, Environmental activities

Suggested non-formal activity: The learner could assist parents to create order at home by storing personal items appropriately

Suggested assessment: questioning, observation.

Suggested Resources: Boxes, drawers, bags, tins, suitcases, cupboards, wardrobes, baskets, basins, shelves and sorting baskets, pictures, models, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapists.

| Assessment Rubrics | | | |
|---|--|---|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| The learner can identify and store personal items and those of others independently | The learner can identify storage places and store different personal items independently | The learner can identify storage places and store personal items with prompts | The learner has difficulties in identifying storage places and storing personal items |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-----------------------------|-------------------------|--|--|---|
| 2.0 Personal Hygiene | 2.1 Washing Hand | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various steps used in washing hands for personal hygiene; b) wash hands following the appropriate steps; c) appreciate the importance of washing hands to promote hygiene. | <ul style="list-style-type: none"> • The learner could be guided in identifying various steps followed in washing hands by use of demonstrations, pictures, charts, videos and animations. • Learners could practice washing hands following the appropriate steps that is, wetting of the hands, applying soap, rubbing, rinsing with clean water and drying • Learners could sing songs or recite rhymes on washing hands | <ul style="list-style-type: none"> • What do you do when your hands get dirty? |

Core- Competency to be developed: Self –efficacy will be achieved as learners follow the appropriate steps in washing hands to promote hygiene.

Link to PCIs: Health education: personal hygiene: This will be achieved by having learners wash hands routinely to promote hygiene.

Link to values: The learners will acquire responsibility as they learn the appropriate time to wash their hands.

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| Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills | |
| Suggested non-formal activity: Learners could wash their hands at home with parents' assistance. | Suggested assessment: Questioning, observation |
| Suggested Resources: water ,sink, basin, soap, towel, videos, pictures, models and cut-outs, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapists. | |

| Assessment Rubric | | | |
|---|---|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to wash hands independently and assist others | Learner is able to wash hands independently | Learner is able to wash hands with prompts | Learner has difficulties in washing hands |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-----------------------------|------------------------------|--|---|---|
| 2.0 Personal Hygiene | 2.2 Brushing of teeth | By the end of the sub strand, the learner should be able to: | <ul style="list-style-type: none"> Learner could be guided to identify the steps followed in brushing teeth by use of demonstrations, pictures, Videos. The steps include; opening the tooth paste tube's lid, holding the | 1. How do you do when your teeth get dirty? |

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| | | a) identify the steps used in brushing of teeth for dental hygiene; b) brush teeth following appropriate steps for dental hygiene; c) appreciate the importance of observing dental hygiene. | tooth brush , wetting the tooth brush, applying tooth paste on to the brush and brushing gently up and down, spitting out the paste after brushing, cleaning the tongue, rinsing several times. <ul style="list-style-type: none"> • Learners could practice brushing teeth using dummies and dolls • Individually learner to brush teeth appropriately following the correct procedure. • Learners could sing songs or recite rhymes on dental hygiene. • Learners could be encouraged to brush teeth regularly for personal hygiene. | |
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| Core- Competency to be developed: Self –efficacy will be achieved as learners follow the appropriate steps in brushing their teeth. | |
| Link to PCIs: Health education: personal hygiene: This will be achieved by having learners brush teeth routinely to promote dental hygiene. | Link to values: The learners will acquire responsibility of their dental health by routinely brushing their teeth. |
| Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills | |
| Suggested non-formal activity: learners could participate in dental programmes during open days | Modes of Assessment: questioning, observation. |

Suggested Resources: Toothbrush, toothpaste, salt, glass/cup, water ,mirror ,sink, towel basin, videos, pictures, models and cut-outs, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapist.

| Assessment Rubric | | | | |
|--|-------------------|--|--|--|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectations |
| Learner independently brush teeth by following the appropriate procedure and store the teeth brushing materials. | | Learner is able to independently brush teeth by following the appropriate procedure. | Learner brushes teeth with prompts | Learner has difficulties in brushing teeth |
| | | | | |
| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
| 2.0 Personal Hygiene | 2.3 Bathing | By the end of the sub-strand, the learner should be able to: a) identify steps followed when taking a bath for personal cleanliness and health; b) bathe using the correct steps for independent living; c) appreciate the importance of taking bath regularly. | <ul style="list-style-type: none"> Learners could be guided in identifying steps used in bathing through demonstrations, videos, pictures and charts showing the process of bathing. The steps include; undressing, wetting oneself, applying soap, scrubbing, rinsing and drying Learners could be guided to bathe dolls and dummies using the correct bathing procedure. | <ul style="list-style-type: none"> What do you do when you get dirty? |

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| | | | <ul style="list-style-type: none"> • Learners could bathe using the appropriate steps individually • Learners could sing a song on the importance of bathing. | |
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| Core- Competency to be developed: Self –efficacy will be achieved as learners practice bathing using the right procedure. | |
| Link to PCIs: Health Education: personal hygiene as learners routinely bathe appropriately. | Link to values: Responsibility is achieved as learners keep their body clean by bathing regularly. |
| Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills | |
| Suggested non-formal activity to support learning: The learner could follow correct procedures when bathing at home. | Suggested mode of assessment: questioning, observation. |
| Suggested Resources: Soap, water, towel, sink/basin. scrubber/brush, charts, pictures, videos, tumblers, resource person, teacher-aide, dolls, dummies, bathrooms, videos, pictures, models and cut-outs, animations, communication boards, objects of reference, digital materials, teacher aide, occupational therapist. | |

| Assessment Rubrics | | | | |
|---|----------------------------|---|--|--|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to independently bathe using the correct steps and clear the bathing area | | Learner is able to independently bathe using the correct procedure. | Learner is able to bathe with prompts | Learner has difficulties in bathing self |
| | | | | |
| Strand | Sub-strand | Specific Learning | Suggested Learning Experiences | Key Inquiry Question(s) |
| 2.0 Personal Hygiene | 2.4 Caring for hair | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify items used in caring for the hair to enhance appropriate use; b) care for hair to enhance good grooming; c) appreciate the need to take care of the hair to promote personal hygiene. | <ul style="list-style-type: none"> Learners could be guided in identifying various items used in caring for the hair through pictures, video clips, charts, objects of reference and communication boards. Learner to could be guided in caring for the hair through demonstrations using toys and dummies. The procedure involves: brushing hair, washing, drying, oiling hair and combing. | What do you do when your gets dirty? |

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| | | | <ul style="list-style-type: none"> • Learner could be guided to wash, dry, oil, and comb/brush own hair. • Learner could sing songs on hair-care | |
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| Core- Competency to be developed: Self –efficacy will be achieved as learners practice caring for hair following the right procedure. | |
| Link to PCIs: Health Education: personal hygiene will be achieved as learners routinely care for their hair appropriately. | Link to values: Responsibility is achieved as learners keep their hair clean and neat all the time. |
| Link to other subjects: Hygiene & Nutrition Activities, Numeracy & Literacy, Communication and Social Skills | |
| Suggested non-formal activity : Learners to care for their own hair while at home and assist siblings in caring for their hair. | Suggested mode of assessment: questioning, observation. |
| Suggested Resources: Soap, shampoo, basin, comb, hair brush, towel, hair-oil, mirror charts,, dummies, dolls, teacher aide. Resource persons and scissors, video clips, pictures, animations, communication boards, objects of reference, digital materials, calendar systems, occupational therapy, digital materials. | |

| Assessment Rubrics | | | | |
|--|--|--|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations | |
| The learner is able to independently care for own hair and assist others | The learner is able to independently care for own hair | The learner is able to care for own hair with prompts | The learner has difficulties in caring for own hair | |
| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
| 2.0 Personal Hygiene | 2.5 Washing clothes | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify items used in washing clothes to enhance appropriate use; b) wash clothes using the appropriate procedure to | <ul style="list-style-type: none"> • Learners could be guided in identifying items used in washing clothes by use of pictures, videos clips and realia. • Learner could be guided in identifying various steps used in washing clothes through demonstrations, pictures, realia, video and charts showing the process of | <ul style="list-style-type: none"> • What do you do when your clothes dirty? |

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| | | <p>enhance durability;</p> <p>c) appreciate the importance of washing clothes for personal hygiene.</p> | <p>washing clothes. The washing process include: sorting, wetting clothes, soaping, rubbing or scrubbing, rinsing , drying and airing)</p> <ul style="list-style-type: none"> • Learners could practise washing handkerchiefs following the correct steps. • Learners could sing songs or participate in singing games about washing clothes. | |
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| <p>Core- Competency to be developed: Self –efficacy will be achieved as learners practice washing clothes using the right procedure.</p> | |
| <p>Link to PCIs: Health Education: personal hygiene will be achieved as learners routinely wash items such as handkerchiefs independently.</p> | <p>Link to values: learners will acquire a sense of responsibility as they take care of their personal clothes by washing them.</p> |
| <p>Link to other subjects: Hygiene & Nutrition Activities, Communication and Social Skills</p> | |
| <p>Suggested non-formal activity to support learning: Learners could participate in laundry activities at home</p> | <p>Suggested assessment: questioning, observation.</p> |
| <p>Suggested Resources: fabrics, basins, water, buckets, soap, hanging lines, pegs, pictures, videos, teacher aide, animations, communication boards, objects of reference, digital materials, structured boards, teacher aide, occupational therapist.</p> | |

| Assessment Rubrics | | | | |
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| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to individually wash own clothes and assist others | | Learner is able to individually wash own clothes | Learner is able to wash own clothes with prompts | Learner has difficulties in washing own clothes |
| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
| 2.0 Personal Hygiene | 2.6 Control of drooling | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different ways of managing drooling for personal cleanliness; b) manage drooling for personal cleanliness; c) appreciate the need to manage drooling for personal hygiene. | <ul style="list-style-type: none"> • Learner could be guided to identify various ways of managing drooling through demonstrations, video clips, pictures, and charts. • Learner could be guided in managing drooling using various ways such as sitting appropriately, positioning of the head appropriately, swallowing of saliva, closing of the mouth, wiping saliva, jaws exercises. • Learner could be prompted to control drooling all the time. | <p>1. How do you prevent saliva from flowing out of your mouth?</p> |
| Core- Competency to be developed: Self –efficacy is as achieved as learners keep dry by controlling drooling. | | | | |
| Link to PCIs: Health Education: personal hygiene will be achieved as learners practice different ways of controlling drooling. | | | Link to values: Responsibility: learners will learn how to care for self by practicing appropriate oral manners. | |

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| Self esteem: This will be achieved as learners control drooling and maintain personal cleanliness. | | | |
| Link to other subjects: Hygiene & Nutrition Activities, Communication and Social Skills | | | |
| Suggested community service activities: | | | |
| Suggested non-formal activity to support learning: learners to be guided to exhibit appropriate oral manners at all times | | Suggested assessment: questions, observation | |
| Suggested Resources: resource person, teacher aide, bibs, towels, tissue paper, calendar system, mirror, bucket, sweets, straws, adapted seats, handkerchief, therapists, animations, communication boards, objects of reference, digital materials, oral massaging machine, structure board. | | | |
| Assessment Rubrics | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to manage drooling independently and care for personal hygiene items. | Learner is able to manage drooling independently. | Learner is able to manage drooling with prompts | Learner has difficulties incontrolling drooling. |
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| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning experiences. | Key Inquiry Question |
|----------------------------|--|--|--|---|
| 2.0 Personal Hygiene | 2.7 Communicating toileting need | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify different cues and signs used in communicating toileting needs; b) communicate toileting needs using appropriate cues and signals to avoid soiling self; c) appreciate the importance of communicating when in need of toileting for personal hygiene | <ul style="list-style-type: none"> • Learners could be guided to identify cues and signals for communicating toileting need through demonstration, pictures, communication boards, videos, object of reference and charts. • Learners could be guided to use appropriate cues and signals in communicating toileting needs • Learners could mimic different ways of communicating toileting needs | 1. What do you do when you feel like going to the toilet? |
| | <p>Core-Competence to be developed: Communication and Collaboration will be achieved as learners use cues and signals in communicating toileting needs.</p> <p>Self-efficacy will be achieved as learners communicate effectively the need for toileting.</p> | | | |
| | <p>Link to PCIs: Health education: Personal hygiene will be achieved as learners practice appropriate toileting habits.</p> | | <p>Link to Values: Responsibility will be acquired as learners communicate promptly the need for toileting.</p> | |

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| | Links to other subjects: Hygiene and nutrition, Communication and social skills | | |
| | Non-Formal Activity Learners to be prompted to use appropriate ways to communicate toileting needs at home | Suggested assessment: questioning, observation | |
| | Suggested Resources: Communication board, video clips and animation showing various signs and gestures, pictures, charts, cues and clues, teacher aides, parents and resource persons. | | |
| Assessment Rubrics | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Lerner is able to communicate need for toileting appropriately and prompt others | Lerner is able to communicate need for toileting appropriately | Lerner is able to communicate need for toileting with prompts | Learner has difficulties in communicating need for toileting |
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| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|--|-------------------------|--|--|------------------------------------|
| 3.0 Toileting | 3.1 Toileting materials | By the end of the sub-strand the learner should be able to: | <ul style="list-style-type: none">Learners could be guided to identify various toileting materials through demonstrations, pictures, realia, charts and videos clips. These materials include tissue paper, water and soap.Learners could select toileting materials by naming, pointing, touching/feeling and smelling.Learners could be guided to practice the use of various toileting materials on dolls and dummies.Learners could engage in a pretend play on appropriate use of toileting materials. | 1) What do you do after toileting? |
| | | a) identify appropriate materials for independent toileting; | | |
| | | b) use various toileting materials appropriately for personal cleanliness; | | |
| | | c) appreciate the need to use various toileting materials properly for personal hygiene. | | |
| Core-Competence to be developed: Self Efficacy will be developed as learners practice using toileting materials appropriately. | | | | |
| Link to PCIs: Health education-personal hygiene will be achieved when learners use toileting materials appropriately for personal cleanliness. | | | Link to values: Learners will acquire value of sharing when using toileting materials and facilities. | |
| Links to other subject(s) Hygiene and nutrition activities, Environmental activities: Religious education | | | | |

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| | and life skill activities | | | |
| | Non-Formal Activity: Learners could be guided to identify and use various types of toileting materials appropriately at home. | | Suggested Assessment: questions, Observations | |
| | Suggested Resources: Toilet, pit-latrine, toilet paper, soap, water, towel, potty, small containers, buckets, resource persons, teacher aide, routine-chart, animations, video clips, checklists, communication boards, structure boards, objects of reference. | | | |
| Assessment Rubrics | | | | |
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to identify and use toileting materials appropriately and assist others. | | Learner is able to identify and use toileting materials appropriately. | Learner is able to identify and use toileting materials with prompts | Learner has difficulties in identifying and using toileting materials. |
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| Strand | Sub-strand | Specific Learning outcomes | Suggested Learning Experiences | Key Inquiry Question |
| 3.0 Toileting | 3.2 Locating the toilet | By the end of the sub-strand, the learner should be able to: a) identify cues and landmarks that give direction to the toilet for independent toileting; | <ul style="list-style-type: none">Learner could be guided in identifying various cues and land marks that give direction to the toilet through videos, pictures cues, rails, signs and demonstrations. | 1) Where do you go for short and long calls? |

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| | | <p>b) locate the toileting area for independent living;</p> <p>c) appreciate the importance of toileting at the right place.</p> | <ul style="list-style-type: none">• Learners could be guided to use various cues and land marks to locate the toileting area and facilities• Learners could be guided to use various cues, landmarks to locate the toileting area.• Learners could be prompted to locate and use the toileting area independently when need arises. | |
| Core-Competence to be developed: Learning to Learn will be achieved as learners explore the environment to identify landmarks and cues to the toilet. Self-Efficacy will be achieved as learners identify their way to the toilet independently. Communication and collaboration will be achieved as learners assist one another to locate their way to the toilet. | | | | |
| Link to PCIs: Health education- personal hygiene will be achieved as learners locate and use toileting facilities appropriately. | | | Link to Values: Cooperation will be acquired as learners assist one another in locating the toilet facility. | |
| Links to other subject: Orientation & Mobility. Hygiene and nutrition activities Environmental activities | | | | |
| Non-Formal Activity: Learners could be guided to locate various toileting areas at home in the neighborhoods. | | | Suggested Assessment: Questions and observations | |
| Suggested Resources: Toilet, pit-latrine, potty, bucket, containers, adapted toilet chair, tim chart, calendar system, , teacher-aide, rails, posters, bliss symbols, video clips, animations, pictures, digital materials, rails, communication board. | | | | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to locate the toilet independently and guide others | Learner is able to locate the toilet independently | Learner is able to locate the toilet with prompts | Learner has difficulties in locating the toilet |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------|-------------------------------------|---|--|---|
| 3.0 Toileting | 3.3 Undressing for toileting | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the clothes to remove during toileting to avoid being nude; b) undress in readiness for toileting; c) appreciate the need for undressing before toileting for personal cleanliness. | <ul style="list-style-type: none"> • Learners could be guided to identify various clothes to be removed before toileting by showing pictures, videos, charts, dolls, dummies, photographs and demonstrations • Learners could be guided to practice undressing dolls and dummies. • Learners could be guided to undress appropriately when using the toilet. • Learners could be involved in a game of undressing the dolls and dummies. | <ul style="list-style-type: none"> • What do you do when you want to use the toilet? |

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| Core-Competence to be developed: Self Efficacy will be developed as learners practice undressing in readiness for toileting. | |
| Link to PCIs and Values: Health Education: Personal hygiene will be developed as learners acquire the competence of undressing before toileting to avoid soiling self. Life skill: Self esteem will be achieved as learners avoid soiling self during toileting by undressing appropriately. | Link to Values: learners will acquire the value of caring for self and others as they practice proper hygiene when toileting. |
| Links to other subject(s): Hygiene and Nutrition Activities, Religious education and life skills activities | |
| Non-Formal Activity to support learning: Learner to undress appropriately before toileting at home and other places | Suggested Assessment: Oral and non-verbal question, observation |
| Suggested Resources: Pictures, charts, teacher aids, clothes, video clips, fasteners dummies, dolls, structure boards, objects of reference, communication boards, animations, digital materials | |

Assessment rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| Learner is able to undress appropriately before toileting and assists others | Learner is able to undress appropriately before toileting | Learner is able to undress appropriately before toileting with prompts | Learner has as difficulties in undressing self before toileting. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------|---|---|---|--|
| 3.0 Toileting | 3.4 Positioning self in the toilet | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various ways of positioning self in the toilet for appropriate toileting; b) position self appropriately in readiness for toileting; c) appreciate the need to position self appropriately when toileting for own comfort and safety. | <ul style="list-style-type: none"> • Learners could be guided to identify ways of positioning self during toileting through demonstrations video clips, pictures, communication boards and photographs. • Learners could practice sitting on the toilet seat or potty, standing, squatting and bending appropriately for toileting • Learners could be guided to appropriately position self during toileting • Learners could be guided in a game of positioning self for toileting on adapted toilet seats and potties. | <ol style="list-style-type: none"> 1. What do you do in the toilet? |

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| | Core-Competence to be developed: Self-efficacy will be achieved as learners practice positioning self appropriately to use the toilet. | |
| | Link to PCIs Health education: personal hygiene will be achieved as learners acquire skills for appropriate toileting | Link to values: Responsibility is acquired as learners practice good toileting habits. |
| | Links to other subject(s): Hygiene and nutritional activities. Orientation and mobility | |
| | Non-Formal Activity: Learners to position themselves in the toilet appropriately at home, places and other places. | Suggested Assessment: Oral and non-verbal questioning, observation |
| | Suggested Resources: Toilet, latrines, adapted toilet, potty, pictures, cut-outs, , teacher aide videos, photographs | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to Position self appropriately when toileting and assist others | Learner is able to Position self appropriately when toileting | Learner is able to Position self appropriately when toileting with prompts | Learner has difficulties in Positioning self appropriately when toileting |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|---|---|--|---|
| 3.0 Toileting | 3.5Cleaning self after toileting | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in cleaning self after using the toilet for personal hygiene; b) clean self appropriately after using the toilet to enhance good grooming; c) appreciate the need to clean self after using the toilet for personal hygiene. | <ul style="list-style-type: none"> • Learners could be guided in identifying materials used in cleaning self after toileting by use of realia, pictures, video clips communication boards and objects of reference. • Learner could be guided to identify various ways of cleaning self after toileting through demonstrations, dummies, dolls pictures and photographs • Learners could observe demonstrations of different ways of cleaning self after toileting by use of dolls, dummies and animations. • Learners could be guided to practice cleaning after toileting by use of dummies and dolls. • Individually learners should clean self appropriately after using the toilet | <ul style="list-style-type: none"> • What do you do after toileting? |
| | Core-Competence to be developed: Self-Efficacy will be achieved as learners practice cleaning self after toileting., | | | |

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| | Link to PCIs: Health education- personal hygiene is achieved as learners routinely clean themselves appropriately after toileting, | Link to Values: Learners develop a sense of responsibility as they practice proper hygiene after toileting |
| | Links to other subject(s): Hygiene and nutrition activities. Religious education and life skills. Environmental activities | |
| | Non-Formal Activity to support learning: Learners will be guided to clean themselves at home and other places. | Suggested Assessment: Oral and non-verbal question, observations |
| | Suggested Resources: Toilet paper, water, soap, dummies, dolls, objects of reference, pictures, animations, videos, communication boards, structure boards, teacher aides | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to clean self independently after toileting and assists others | Learner is able to clean self independently after toileting | Learner is able to clean self after toileting with prompts | Learner has difficulties in cleaning self after toileting. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|--|--|--|--|
| 3.0 Toileting | 3.6 Cleaning the toilet after use | By the end of the sub-strand, the learner should be able to: a) identify various ways of cleaning the toilet to maintain environmental hygiene; b) clean the toilet after use to maintain environmental hygiene; c) appreciate the importance of keeping the toilet clean to promote hygiene. | <ul style="list-style-type: none"> Learners could be guided to identify various ways of cleaning the toilet after use by showing them pictures, video clips, animations and demonstrations of various ways of cleaning the toilet. These include flushing, emptying potty, pouring water and rinsing potty. Learners could be guided to practice cleaning of toilet using various ways. Individually the learner should use the appropriate ways to clean the toilet after use. Learners could sing songs and recite rhymes on keeping the toilet clean. | <ul style="list-style-type: none"> What do you do after using the toilet? |
| | | Core-Competence to be developed: Communication and collaboration | | |
| | | Link to PCIs: Health education- personal hygiene will achieve as learners use the toilet appropriately. | | Link to Values: Learners will acquire a sense of responsibility as they clean the toilet. |
| | | Links to other subject(s): Hygiene and nutrition activities. Environmental activities | | |
| | | Non-Formal Activity: Learner to keep the toilet clean after use at home and in public places. | | Suggested Assessment: Oral and non-verbal questions, observations |
| | | Suggested Resources: Soap/detergent, toilet brush, water, locally available cleaning materials, small containers, potty, bucket, mops, toilet bowls, pit latrines, video clips showing cleaning of the toilet, teacher aides, structure boards, communication boards, objects of reference | | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectation | Approaching expectations | Below expectations |
| Learner is able to cleans toilet appropriately after use and assists others | Learner is able to cleans toilet appropriately after use | Learner is able to cleans toilet appropriately after use with prompts | Learner has difficulties in cleaning the toilet after use. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--------------|--|--|--|---|
| 3.0Toileting | 3.7 Dressing up after toileting | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify the procedure of dressing up after toileting for good grooming; b) dress up appropriately after toileting for independent living; c) appreciate the need for dressing up after toileting. | <ul style="list-style-type: none"> • The learners could be guided to identify the steps in dressing up after toileting by use of videos, animations, pictures and demonstrations. The steps include pulling up trousers, short, or pant; wrapping, straightening or lowering dress and fastening • Learners could practice dressing up after toileting using dolls, dummies • Learners could play dressing up games | <ul style="list-style-type: none"> • What do you do after toileting? |
| | Core-Competence to be developed: Learning to learn will achieved as learners practice the skill of dressing up appropriately after toileting. | | | |

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| Self efficacy will be achieved as learners dress up appropriately after toileting | | |
| Link to PCIs | | Link to Values: Learners will acquire a sense of responsibility as they dress up after toileting |
| Links to other subject(s): Hygiene and nutrition activities Environmental activities | | |
| Suggested non-formal activities to support learning Learner could guided to dress up appropriately after using the toilet at home and other places | | Suggested Assessment: Oral questions and non-verbal, observations |
| Suggested Resources: Pictures, charts, electronic learning aids, resource persons, clothes, dolls, diapers, cloths fasteners, teacher aides | | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to dress self appropriately after toileting and assist others | Learner is able to dress self appropriately after toileting | Learner is able to dress self appropriately after toileting with prompts | Learner has difficulties in dressing self appropriately after toileting |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|---|---|---|----------------------------------|
| 3.0 Toileting | 3.8 Toileting Routine | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) learner to recognize appropriate toileting routine for personal hygiene; b) learner to follow toileting routine appropriately for hygiene and health; c) appreciate the need to follow toileting routine for hygiene and health. | <ul style="list-style-type: none"> • Learners could be guided to recognize toileting routine by use of videos, animations, signs, pictures, communication board, cues and prompts that enhance toileting routine. This could be done through timing individual learners, observation after meals, use of checklist and calendar system, charts, use of communication boards and objects of reference. Learners could practice the use of cues, verbal and non- verbal signs to enhance toileting routine • The learners should respond to cues and signs that enhance toileting routine • Learners could sing songs and recite rhymes on toileting routine | 1. When do you go to the toilet? |
| | <p>Core-Competence to be developed</p> <p>Self Efficacy is achieved as learners follow toileting routine appropriately</p> | | | |

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| | Link to PCIs: Health Education – personal Hygiene | Link to Values: Learners will acquire a sense of responsibility as they take care of toileting needs. |
| | Links to other subject(s): Personal Hygiene is achieved as learners practice appropriate toileting routine | |
| | Suggested Non-Formal Activity to support learning: The learner could use the toilet appropriately at home and other places whenever need arises. | Suggested Assessment: Oral questions and non-verbal, observations |
| | Suggested Resources: observation checklist, calendar systems , teacher aide, , communication board, cues, signs, videos, photographs pictures showing toileting routine | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectation | Approaching expectations | Below expectations |
| Learner is able to follow the toileting routine independently and prompts others. | Learner is able to follow the toileting routine independently | Learner is able to follow the toileting routine with prompts | Learner has difficulties in following the toileting routine |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------|---|--|---|----------------------|
| 4.0 Prayer | 4.1 Simple prayers | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify short prayers used in different activities to create awareness of God; b) pray appropriately on different occasions using short prayers for spiritual growth; c) appreciate the need for short prayers for different activities to promote spirituality. | <ul style="list-style-type: none"> • Learner to be guided in identifying short prayers for different activities by use of videos, audios, depicting moments of prayer and demonstrations of prayers. • Learners to be guided to observe or manipulate tactile diagrams/pictures, video clips, charts and demonstrations of people praying for different activities. • Learners could be taken through simple stories about prayers from the Holy books. • Learners could be guided in reciting short prayers for different activities or occasions. | 1. When do you pray? |
| | <p>Core-Competence to be developed</p> <p>Learning to Learn is achieved when learners pray appropriately in different occasions.</p> | | | |

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| | Communication and collaboration I achieved as learners recite short prayers in pairs and in groups. | |
| | Link to PCIs: Citizenship-Social cohesion is achieved as learners participate in communal prayers. | Link to Values: Learners acquire values of Kindness, care and responsibility as they pray for themselves and others. |
| | Links to other subject(s): Communication and social skills, Environmental activities Religious education and life skills activities | |
| | Suggested Non formal activities to support Learning: Learners could visit places of worship and participate in religious activities. | Suggested Assessment: Oral questions and non-verbal, observations |
| | Suggested Resources: Religious books, charts with prayers, tactile diagrams, pictures, photographs showing moments of prayer, videos, resource persons, teacher aides, picture, cut-outs, places of worship and models of people praying, communication board, structure board, objects of reference | |

| Assessment Rubric | | | |
|---|---------------------------------------|--|--------------------------------------|
| Exceeding expectations | Meeting expectation | Approaching expectations | Below expectations |
| Learner is able to pray independently and lead others | Learner is able to pray independently | Learner is able to pray independently with prompts | Learner has difficulties in praying. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------|--|--|---|-----------------------------------|
| 4.0 Prayer | 4.2 Prayer songs | By the end of the sub-strand, the learner should be able to: a) identify songs which are sang to worship God; b) sing simple prayer songs to worship God; c) respond positively to tunes, rhythms and gestures of prayer songs. | <ul style="list-style-type: none"> Learners could be guided to identify various prayer songs by use of videos, pictures of prayer songs, and demonstrations. Learners could be guided in singing and dancing to various songs meant to praise God individually The learner sings prayer songs. | 1. How do you communicate to God? |
| | Core-Competence to be developed Communication and Collaboration are achieved as learners sing prayer songs in pairs and in groups. | | | |
| | Link to PCIs: Citizenship- patriotism and social cohesion are developed as learners participate in religious congregations. | | Link to Values: Responsibility, Care and love are cultivated in learners through prayer songs.. | |

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| | Links to other subject(s): Environmental activities, Religious education and life skill activities Communication and social skills | |
| | Suggested Non-formal Activity; Learner could participate in religious activities at home and in the community | Suggested Assessment: Oral questions and non-verbal, observations |
| | Suggested Resources: Resource persons, teacher aides, drums. Pictures and videos of prayer songs, shakers, keyboards, trumpets, communication boards, structure boards, objects of reference, occupational therapists | |

| Assessment rubric | | | |
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| Exceeding expectations | Meeting expectation | Approaching expectations | Below expectations |
| Learner is able to sing prayer songs independently and lead others | Learner is able to sing prayer songs independently | Learner is able to sing prayer songs independently with prompts | Learner has difficulties in Singing prayer songs |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------|---|---|--|----------------------|
| 4.0 Prayer | 4.3 Prayer routine | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize various prayer times in order to comply with daily prayer routine; b) pray consistently for various activities to develop prayer routine; c) appreciate the need for prayer to promote spiritual growth. | <ul style="list-style-type: none"> • Learners could be guided to recognize appropriate prayer time by use of various cues/ signs, pictures, videos and calendar system • Learner(s) could be guided to say simple prayers routinely such as during meals, morning prayers, evening prayers • Learners to be guided to recite simple routine prayers • The learners could join the school community during prayer times and participate | 1. When do you pray? |
| | <p>Core-Competence to be developed</p> <p>Communication and collaboration is achieved as learners recite prayers in pairs and in groups.</p> | | | |
| | <p>Link to PCIs</p> <p>Citizenship- Patriotism, social cohesion will be achieved as learners participate in communal prayers.</p> | | <p>Link to values: responsibility, care, love and honesty will be nurtured through prayer.</p> | |

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| | Links to other subject(s): Religious education and life skill activities. Communication and Social skills, Environmental Activities | |
| | Suggested Non formal activity: Learner to participate in community worship | Suggested assessment Oral and verbal questions, observations. |
| | Suggested Resources: Charts, pictures, communication board, picture cut-outs, video, resource persons, objects of reference, structure board | |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|-----------------------------|---|--|---|
| 5.0 Feeding | 5.1 Cooking and dining area | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none">Learners could be guided to identify the cooking and dining area by use of realia, pictures and videos.Learners could be guided to locate the cooking and dining area using cues, signals and landmarks.In groups learners could be taken for a walk to the cooking and dining area to familiarize with the various cues and landmarks.Learners could recite rhymes on cooking and dining area. | <ol style="list-style-type: none">Where do we cook food?Where do we eat food from? |
| | | a) identify cooking and dining area for easy access; | | |
| | | b) locate the cooking and dining area for ease of access; | | |
| | | c) appreciate the importance of the cooking and dining area when feeding. | | |
| Core-Competence to be developed | | | | |
| Critical thinking and problem solving skills will be developed as learners identify cooking and dining areas using cues and landmarks. | | | | |
| Link to PCIs: | | | Links to values: learner will learn to be responsible for their safe movement. | |
| Education for sustainable development -safety and security will be enhanced as learners learn to observe caution while locating the cooking and dining area using cues and landmarks. | | | | |
| Links to other subjects: | | | | |

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| | communication and social skills , environmental activities | |
| | Suggested non formal activity: Learners to assist parents in setting and clearing the dining table. | Suggested assessment: Oral and verbal questions, observation. |
| | Suggested Resources: pictures, charts, videos showing kitchen and dining areas, dining table, sufurias, stove, chairs, cutlery, utensils, teacher's aide, object of reference, communication board | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectation | Approaching expectations | Below expectations |
| Learner is able to identify cooking and dining area independently and use them safely | Learner is able to identify cooking and dining area independently | Learner is able to identify cooking and dining area with prompts | Learner has difficulties in identifying kitchen and dining area. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--------------------|---|---|--|----------------------|
| 5.0 Feeding | 5.2 Edible and non-edible items | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different food stuffs for consumption; b) differentiate between edible and non-edible items to ensure personal health and safety; c) value the various edible items to promote personal health. | <ul style="list-style-type: none"> • Learner could be guided to identify various food stuffs by use of realia, pictures, video clips and animations. • Learners could be guided to manipulate, point at, smell and observe various items in the classroom to distinguish the edible from the non edible. • Learners could be guided in categorizing various items into edibles and non-edibles • Learners could play a guessing game on edible and non-edible items. | 1. What do you eat? |
| | <p>Core-Competence to be developed</p> <p>Self –efficacy will be achieved as learners group edible and non- edible items</p> | | | |

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| | Learning to Learn is achieved as learner differentiate edible and non edible items outside the classroom settings | |
| | Link to PCIs and Values: Education for Sustainable Development-safety is achieved as learners learn to avoid eating non-edible items | Links to values: Responsibility as the learners identify what is edible and avoid eating what is not edible |
| | Links to other subject(s): Orientation and mobility, Environmental Activities | |
| | Suggested Non formal activity: learner could visit local markets and farms to identify various types of food | Suggested Assessment: Questioning and Observation |
| | Suggested Resources: Food stuffs, adapted pictures, sites to visit, resource persons, models, nature corner, edible and non edible items, communication board, structure board, object of reference, teacher's aide. | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to identify and classify different items into edible and non edible and guide others | Learner is able to identify and classify different items into edible and non edible | Learner is able to identify and classify different items into edible and non edible items with prompts | Learner has difficulties in Identifying edible and non edible items |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--------------------|--|--|--|---|
| 5.0 Feeding | 5.3 Communicating need for food | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify cues, signs and gestures that are used to express need for food; b) communicate the need for food using various cues and signs for independent feeding; c) appreciate the importance of communicating need for food. | <ul style="list-style-type: none"> • Learners could be guided to identify various cues, signs and gestures used to express the need for food by use of relevant pictures videos communication board and demonstrations. • Learners could practice the use of various cues, signs and gestures to communicate need for food. • Learner could be guided to imitate and demonstrate various ways of communicating the need for food. | <ol style="list-style-type: none"> 1. What do you do when you feel hungry? |

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| | Core-Competence to be developed Learning to learn is achieved as learners practice the use of gestures, signs, cues appropriately to communicate the need for food. Self-efficacy is achieved as learners use gestures, signs and cues appropriately to communicate the need for food. | |
| | Link to PCIs: | Links to values: Responsibility is acquired as learners learn to communicate the need for food. |
| | Links to other subject(s): Communication and social skills, Hygiene and nutritional activities, Religious education and life skill activities | |
| | Suggested Non formal activity: Learner to use appropriate ways of communicating the need for food in different situations | Suggested Assessment: Oral questions and Observation |
| | Suggested Resources: Pictures, videos, communication board, utensils, table mats, charts, feeders, bibs, teacher aides, structure board, objects of reference. | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to communicate need for food and reach out for the food. | Learner is able to communicate need for food. | Learner is able to communicate need for food with prompts | Learner has difficulties in communicating need for food |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--------------------|---------------------------|---|--|--|
| 5.0 Feeding | 5.4 Feeding skills | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various feeding skills for independent living; b) use appropriate feeding skills during meals; c) appreciate the need to use appropriate feeding skills for independent living. | <ul style="list-style-type: none"> • Learners could be guided to identify various feeding skills using realia, prompts, demonstrations, pictures and video clips showing appropriate feeding skills. The skills include swallowing, holding cup/plate, chewing, scooping, positioning, and hand-mouth coordination. • Learners could be prompted to use appropriate feeding skills during meals. • Learners could recite rhymes and sing songs on feeding skills. | <ol style="list-style-type: none"> 1. How do you eat? |

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| | Core-Competence to be developed Learning to learn will achieved as learners practice appropriate feeding skills. Self-efficacy is attained as learners exhibit appropriate skills when feeding. | | |
| | Link to PCIs: | Links to values: the learners acquire responsibility of feeding themselves independently. | |
| | Links to other subject(s): Communication and Social skills, Environmental activities, Hygiene and nutrition activities, Religious education and life skill activities. | | |
| | Suggested non Formal: Learner to be guided by parents and siblings to display appropriate feeding skills at home. | Suggested Assessment: questions, observation | |
| | Suggested Resources – Utensils, food, table, water, soap, basin, pictures, photos, mats, chairs, teacher aide, resource person, animations, structure boards, objects of reference and communication boards. | | |
| Assessment Rubrics | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to use feeding skills appropriately and assist others. | Learner is able to use feeding skills appropriately. | Learner is able to use feeding skills with prompt. | Learner has difficulties in using the appropriate feeding skills. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------|-----------------------|--|---|--|
| 5.0 Feeding | 5.5 Feeding etiquette | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify appropriate habits when feeding; b) exhibit appropriate feeding habits during meals; c) appreciate the importance of observing feeding etiquette during meals. | <ul style="list-style-type: none"> • Learners could be guided to identify appropriate feeding manners by use of demonstrations, videos and pictures showing feeding etiquette. These include; maintaining appropriate posture, chewing appropriately , not talking or laughing with food in the mouth, not scooping from others' plates, scooping enough food, avoiding over reaching or over eating. • Learners could be guided through prompts and demonstrations to practice appropriate feeding etiquette during meals. • Learners could be guided to imitate appropriate mannerisms in feeding. • Learners could be prompted to exhibit appropriate manners when feeding all the time. | <ol style="list-style-type: none"> 1. How do you eat your food? |

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| | Core-Competence to be developed Learning to Learn is achieved as learners practice appropriate feeding etiquette during meals. Self efficacy is attained as learners demonstrate appropriate feeding etiquette. | | |
| | Link to PCIs: | | Link to Values: cooperation is acquired as learn attain skills of learning to live together. |
| | Links to other subjects: Hygiene and nutrition activities, Religious education and life skill activities Communication and social skills. | | |
| | Suggested Non formal activity: Learner to interact with peers and siblings during meals and observe appropriate feeding manners. | | |
| | Suggested Assessment: Questioning, Observations | | |
| | Suggested resources: pictures or photographs on appropriate feeding manners, food, cutlery, utensils, water, soap, basin, utensils, handkerchief, videos bibs, hand towel, tissues and mirrors | | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to exhibit appropriate feeding manners and prompt others | Learner is able to exhibit appropriate feeding manners | Learner is able to exhibit appropriate feeding manners with prompts | Learner has difficulties in exhibiting appropriate feeding manners |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--------------------|----------------------------|---|--|---|
| 5.0 Feeding | 5.6 Feeding Routine | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize various cues that signal meal time to enhance routine feeding ; b) respond appropriately to cues that signal meal time; c) appreciate the need to adhere to feeding routine for independent and harmonious living. | <ul style="list-style-type: none"> • Learners could be guided to recognize various cues and signs that signal meal time by use of demonstrations, communication board, meal charts, bliss symbols, pictures and videos. • Learners could be guided to respond appropriately to relevant cues, gestures, verbal and non verbal signs that signal meal time. • Adhere appropriately to various meal time signals. | <ol style="list-style-type: none"> 1. How do you know that it is time for meals? |

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| | | | <ul style="list-style-type: none">Learners sing songs related to meal time. | |
| Core-Competence to be developed Learning to Learn is achieved as learners respond appropriately to meal time signal and cues. Self-efficacy is achieved as learners identify and respond to the signal and cues for meal time. | | | | |
| Link to PCIs: Life skills and value education- Independent living is attained as learners learn to feed independently. | | | Link to Values: Responsibility is acquired as learners feed themselves and observe table etiquette. | |
| Links to other subjects: Hygiene and nutrition activities, Religious education and life skill activities, Communication and social skills. | | | | |
| Suggested Non Formal Activity to support Learning: Learner to observe meal time routine at home | | | | |
| Suggested Assessment: questioning , Observation. | | | | |
| Suggested resources: Bells, drums, beeps, flash lights, pictures, communication boards, photos, signs, tactile diagrams, watches, clocks, charts, teacher aide, eating places, picture cut-outs, video clips, cups, spoons, plates and tablemats, objects of reference, structure board. | | | | |

| Assessment Rubric | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to respond to cues that signal meal time appropriately and alert others. | Learner is able to respond to cues that signal meal time appropriately. | Learner is able to respond to cues that signal meal time with prompts. | Learner has difficulties in responding to cues that signal meal time. |

| Strand | Sub-strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------------------------|--|---|---|---|
| 6.0 Dressing and undressing | 6.1 Undressing | By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of undressing independently; b) use appropriate steps to undress self independently; c) appreciate the need to undress appropriately for independent living. | <ul style="list-style-type: none"> Learners could be guided to identify steps in undressing by use of realia , demonstrations, video clips and animations . The steps include unfastening shoes, removing shoes, unfastening clothes, taking off clothes. Learners could be guided through the process of undressing using dummies and toys. Learners could be guided to undress and remove shoes individually. Learner could sing songs and recite rhymes related to steps in un-dressing. | What do you do with your uniforms after a school day? |
| | <p>Core-Competence to be developed</p> <p>Learning to learn is attained as learners apply various ways of undressing and removing shoes.</p> <p>Self-efficacy is attained as learners undress and remove shoes at the appropriate time.</p> | | | |

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| | Communication and collaboration are achieved as learners in pairs or in groups practice undressing and removing of shoes. | |
| | Link to PCIs: Life-skills - Independent living is attained as learners are able to undress and remove shoes independently. | Links to Values: responsibility is acquired as learners acquire skills of undressing independently. |
| | Links to other subjects: Communication and Social skills, Environmental activities, Religious education and life skills activities | |
| | Suggested Non Formal Activity: Learner could undress and remove shoes at the appropriate time at home and other places. | |
| | Suggested Assessment: questions, observation | |
| | Suggested resources: Shirts, blouses, trousers, inner wear/under wear, socks, shoes, zippers,, buttons, press-studs, velcro , laces, charts, visual aids, programmed texts, electronic learning aids, dolls, dummies, animations, communication and structure board, objects of reference, lacing and buttoning boards, teacher aides. | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to undress and remove shoes independently and assist others. | Learner is able to undress and remove shoes independently. | Learner is able to undress and remove shoes with prompts. | Learner has difficulties in undressing and removing shoes. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------------------------|------------------------|--|---|--------------------------------------|
| 6.0 Dressing and undressing | 6.2 Dressing up | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify appropriate dressing skills for good grooming; b) use appropriate skills when dressing for independent living; c) appreciate the need to dress appropriately for independent living. | <ul style="list-style-type: none"> Learners could be guided in identifying dressing skills by use of realia, demonstrations, video clips and animations. The skills include; identification of right and wrong sides of clothes, positioning clothes, putting on of various clothes and fastening clothes. Learners could be guided to practice | What types of clothes do you put on? |

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| | | | <p>dressing skills on dummies and dolls.</p> <ul style="list-style-type: none">• Learners could be guided to dress appropriately.• Learners to sing songs and recite rhymes related to dressing up. | |
| <p>Core competencies to be developed:</p> <p>Communication and collaboration is achieved as songs sing songs and recite poems related to dressing up.</p> <p>Self efficacy is attained as learners acquire skills for independent dressing.</p> | | | | |
| <p>Link to PCIs:</p> <p>Life-skills- Independent living is attained when learners are able to dress independently .</p> | | | <p>Link to Values: learners acquire the responsibility of dressing themselves.</p> | |
| <p>Links to other subjects:</p> <p>Communication and Social skills, Environmental activities, Religious education and life skills activities.</p> | | | | |
| <p>Suggested non formal Activity to Support learning:</p> <p>Learner to dress up appropriately at home and other places</p> | | | | |
| <p>Suggested Assessment: Questions, observation</p> | | | | |

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| | Suggested resources: Shirts, blouses, trousers, inner wares/under wares, socks, shoes, zippers,, buttons, pres-studs, Velcro , laces, charts, visual aids, programmed texts, electronic learning aids, dolls and dummies, lacing boards, buttoning boards, objects of reference, communication and structure boards. | | |
| Assessment Rubrics | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to dress up appropriately and assist others in dressing | Learner is able to dress up appropriately. | Learner is able to dress up appropriately with prompts | Learner has difficulties in dressing |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|------------------------------------|-----------------------------|--|--|--------------------------------|
| 6.0 Dressing and undressing | 6.3 Putting on shoes | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify different types of footwear used for comfort and safety; b) put on shoes appropriately for own comfort and safety; | <ul style="list-style-type: none"> • Learners could be guided to identify different types of footwear by use of realia pictures, charts, videos and animations. • Learners could be guided to follow the right procedure of putting on | What do you wear on your feet? |

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| | | c) appreciate the need of putting on shoes for comfort and safety. | shoes using toys and dummies. <ul style="list-style-type: none">• Learners could be guided to correctly position shoes, identify right and left shoe, slipping in of the foot and fastening.• Individually, learner to put on shoes appropriately.• Learners could sing songs in relation to putting on shoes. | |
| Core-Competence to be developed: communication and collaboration will be achieved as learners practice putting on shoes in pairs Learning to learn will be achieved as learners acquire skills in putting different types of footwear. Self-efficacy is attained as learners put on shoes at the appropriate time | | | | |
| Link to PCIs: Health education. safety is attained as learners put on shoes comfort and safety. | | | Link to Value: learners acquire a sense of responsibility as they take care of their feet by wearing shoes. | |
| Links to other subjects: Communication and Social skills, Environmental activities | | | | |

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| | Suggested Non Formal Activity: Learner to be prompted to put on shoes independently at home and in other places always. |
| | Suggested Assessment: Questions, observation |
| | Suggested resources: Shoes, adapted shoes, resource person, teacher aide, videos, slippers, sandals, boots pictures, charts, lacing board, structure board, objects of reference |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|---|
| Learner is able to put on shoes appropriately and assist others. | Learner is able to put on shoes appropriately. | Learner is able to put on shoes with prompts. | Learner has difficulties in putting on shoes. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------------|---------------------------|---|---|---|
| 7.0 Our Environment | 7.1 God's creation | By the end of the sub-strand, the learner should be able to: a) identify living and non-living things within the environment; b) explore the environment to distinguish between | <ul style="list-style-type: none"> Learner could be guided to identify living and non-living things within the environment by use of realia, pictures, models, charts, video clips showing living and non living things. | What can you see outside our classroom? |

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| | | living and non-living things; c) appreciate god's creation within the environment. | <ul style="list-style-type: none"> • Learner could be guided to explore the environment, observe and manipulate living and non-living things. • Learners could be guided to set up a nature corner with samples and models of living and non-living things. • Learner could be provided with drawings of living and non-living things to colour. | |
| <p>Core-Competence to be developed</p> <p>Self efficacy is achieved as learners identify living and non-living things in their local environment.</p> <p>Communication and collaboration will achieved as learners work in groups in exploring the environment.</p> <p>Learning to learn will be attained as learners explore the environment to identify living and non-living things</p> <p>Digital literacy is achieved as learners watch videos, animations and play computer games.</p> | | | | |
| <p>Link to PCIs:</p> <p>Education for Sustainable Development-Awareness of the local environment will be achieved as learners explore the environment to identify living and non-living things.</p> | | | <p>Link to Values: Responsibility is acquired is as learner take of living and non-living things.</p> | |

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| | Links to other subjects: Religious Education and Life skills Activities, Environmental Activities | | |
| | Suggested Non Formal activity: Learner to participate in environmental activities at home and in the community. | | |
| | Suggested Assessment: Questioning, observation | | |
| | Suggested resources: Pictures, drawings, models, charts, videos, realia, crayons, nature corner, structure board, communication board and object of reference | | |
| Assessment Rubrics | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to identify living and non-living things in the environment and assist others. | Learner is able to identify living and non-living things in the environment. | Learner is able to identify living and non-living things in the environment with prompts. | Learner has difficulties in identifying living and non-living things in the environment. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|----------------------------|---|--|--|---|
| 7.0 Our Environment | 7.2 Care for the learning environment | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify ways of caring for the environment; b) care for the learning environment to make it habitable; c) appreciate the need to keep the learning environment clean to promote hygiene. | <ul style="list-style-type: none"> • The learner could be guided to identify various ways of caring for the learning environment through demonstrations, videos and pictures. • Learner could be guided to carry out various activities of keeping learning environment clean such as sweeping, collecting rubbish, disposal of garbage and watering plants. • Learner could sing songs and recite rhymes on keeping the environment clean. | 1) How do you keep your learning environment clean? |
| | <p>Core-Competence to be developed</p> <p>Self-efficacy is achieved as learners keep the learning environment clean.</p> <p>Learning to learn is attained as learners practice various ways of keeping the environment clean.</p> <p>Communication and collaboration will be achieved as learner work in groups when cleaning the learning environment.</p> | | | |

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| | Digital literacy is achieved as learners watch videos, animations and play computer games. | | |
| | Link to PCIs: Education for Sustainable Development-Keeping our environment clean: this is attained as learners clean the learning environment. | | Link to Values: Learners will acquire care, responsibility, and respect for the environment. |
| | Links to other subjects: Environmental Activities, Hygiene and nutrition activities | | |
| | Suggested non Formal Activity: Learner to participate in cleaning activities at home. | | |
| | Suggested Assessment: questioning, observation. | | |
| | Suggested resources : Videos, pictures, dustbin, brooms, dustpans, rakes, brushes, mops, buckets, water and wheelbarrows, objects of reference, communication boards, structured boards and animations. | | |
| Assessment Rubric | | | |
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
| Learner is able to care for the learning environment, guide others and participate in environmental days in the community. | Learner is able to care for the learning environment. | Learner is able to care for the learning environment with prompts. | Learner has difficulties in caring for the learning environment. |

SENSORY MOTOR AND CREATIVE ACTIVITIES

Essence Statement:

This learning area involves sensory integration skills, psychomotor and creative activities. Sensory integration equips the learner with skills of identification, organization and interpretation of sensory information. Psychomotor activities help the learner to develop gross and fine motor abilities while creative activities develop learner's skills of self expression, imagination and creativity.

General Learning Outcomes for Sensory Motor and Creative Activities

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

- a) explore the immediate environment using various sensory inputs;
- b) use sensory integration approach to explore the environment for learning;
- c) coordinate body movement in different activities for physical fitness and self fulfilment;
- d) perform creative activities for learning, self-expression, enjoyment and relaxation.

Curriculum Designs for Sensory Motor and Creative Activities

| STRANDS | SUB – STRANDS | SPECIFIC LEARNING OUTCOME | SUGGESTED LEARNING EXPERIENCE | KEY INQUIRY QUESTIONS |
|-------------------------------|---|---|--|--|
| 1.0 Sensory perception | 1.1 Auditory perception | <p>By the end of sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify various sounds from the environment for learning; b) identify sources of sounds for perception; c) listen to various sounds in the environment for differentiation; d) imitate different sounds in the environment for communication; e) appreciate sounds in the environment for enjoyment. | <ul style="list-style-type: none"> • Learners could be guided to identify environmental sounds. • Learners could be guided to listen to recorded sounds and identify the sources. • Learners could be guided to track and differentiate sources of sounds. • In groups or pairs, learners could be guided to imitate sounds in the environment through role play. • Learners imitate and differentiate different sounds in the environment. | <ol style="list-style-type: none"> 1. What sounds can you hear from the surroundings? |
| | <p>Core- competence to be developed</p> <p>Self-efficacy will be developed through identification of sources, of sounds in the environment</p> | | | |
| | <p>Link to PCIs and values: Life Skills</p> | | <p>Link to Values: Patience is developed through paying attention to sounds.</p> | |

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| | Self-awareness will be achieved as learners identify sound in the environment. | |
| | Link to other subject: Orientation and Mobility, Communication Skills | |
| | Suggested non Formal Activity: learners to locating direction of sound and identify sounds at home. | Suggested assessment mode: Questioning, Observation. |
| | Suggested Resources : Recorded sounds, music instruments, bell, moving vehicles, hooting sounds, animal sounds, birds sounds, pictures, objects of reference, communication boards, structured boards. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|---|
| Learner is able to listen, identify sounds and their sources and imitate different sounds. In addition the learner is able to discriminate sounds in the environment. | Learner is able to listen, identify sounds and their sources and imitate different sounds. | Learner is able to listen, identify sounds and their sources and imitate different sounds with prompts. | Learner has difficulties in listening, identifying sounds and their sources and imitating different sounds. |

| STRAND | SUB- STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|------------------------|---|---|---|--|
| 1.0 Sensory perception | 1.2 Visual perception | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify colour and shape of the objects in the environment for learning;</p> <p>b) manipulate colours, and shapes of objects in the environment for discrimination.</p> <p>c) track a moving object in the environment for perception.</p> <p>d) appreciate visual interaction with the environment for self-expression.</p> | <ul style="list-style-type: none">• Learners could be guided to identify and name colours, shapes and objects in the environment.• Learners could be guided to sort and match colours and shapes of objects in the environment.• In groups or pairs, learners track moving objects on the computer screen and in the environment.• Learners appreciate the use of vision through interaction with the environment. | <p>1. What can you see around you?</p> |
| | Core competence to be developed: Self efficacy is achieved as learners Interact with the environment | | | |
| | Link to PCIs: life skills: | | Link to Values: Responsibility is achieved through caring for the environment | |
| | Link to other subjects: Communication and Activities of the Daily Living | | | |

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| | Suggested Non formal activity: Learner to observe and sort out objects of different sizes, colours and shapes, and track moving objects at home and in the surroundings Suggested Assessment: Questioning, Observation |
| | Suggested Resources Objects of different, colour and shapes, pictures, cutouts, blocks, bottles, sticks, tins, videos, teacher aide, objects of reference, communication boards. |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Learner is able to identify and discriminate objects according to colour and shape as well as track moving objects in the environment. In addition, the learner is able to colour objects correctly. | Learner is able to identify and discriminate objects according to colour and shape as well as track a moving object in the environment. | Learner is able to identify and discriminate colour and shape of objects as well as track a moving object in the environment with assistance. | Learner has difficulties in identifying and discriminating colour and shape of objects and is unable to track a moving object in the environment. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|------------------------|---|---|--|---|
| 1.0 Sensory Perception | 1.3 Tactile | By the end of the sub-strand, the learner should be able to: a) identify different textures and temperatures for learning; b) sort different objects according to texture and temperature for discrimination; c) appreciate the feel of texture of surfaces and temperature in the environment for safety. | <ul style="list-style-type: none">Learners could be guided to feel and identify different textures (rough and smooth) and temperatures (warm and cold).In pairs or groups, learners could sort different objects according to texture (Smooth and rough) and temperature (Warm and cold).Learners should interact with surfaces of different texture and temperature in the environment. | 1. How does it feel when you touch something? |
| | Core competence: Communication and collaboration will be achieved as learners in groups or in pairs sort objects and surfaces according to texture and temperature. | | | |
| | Link to PCIs: Heath Education-Safety is achieved as learners handle objects and surfaces different textures and temperatures | | Link to values: Responsibility is enhanced as learners exercise caution in handling objects and surface of different texture and temperature. | |
| | Link to other Subjects; Communication skill, Activities of Daily Living | | | |

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| | Suggested non formal activity: Learner to practice handling objects and surfaces of different texture and temperature safely at home. | Suggested assessment: Questioning, Observation |
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Assessment Rubric

| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectations |
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| Learner is able to identify and sort different textures (smooth and rough) and temperatures (warm and cold). In addition learner can handle objects and surfaces of texture and temperature safely. | | Learner is able to identify and sort different textures (smooth and rough) and temperatures (warm and cold). | Learner is able to identify and sort different textures (smooth and rough) and temperatures (warm and cold).with assistance. | Learner has difficulties in identifying and sorting different textures (smooth and rough) and temperatures (warm and cold). |
| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
| 1.0 Sensory Perception | 1.4 Gustatory perception | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify different tastes for learning; b) classify items according to taste for differentiation; c) appreciate pleasant taste for enjoyment. | <ul style="list-style-type: none"> • Learners could be guided to identify different tastes. (Sweet and salty). • Learners could be guided to classify items according to different tastes. (Sweet and salty). • Learners could be guided to select foods with pleasant tastes. | 1. How does the food you like to eat taste? |

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| | Core competence; Self-efficacy is achieved as learners identify different tastes of foods. | |
| | Link to PCI; Life Skills: self-esteem is attained as learners make good choices of food according to taste. | Links to values: Responsibility is attained as learners recognize different tastes of foods and make informed choices. |
| | Link to other subjects: Activities of Daily Living, Communication skills' | |
| | Suggested Non formal: Learner tastes different kinds of food stuff at home. | Suggested Assessment: Checklist Observation |
| | Suggested Resources Foodstuff, fruits, juices, soda, sugar, salt, sweets, scones, cakes. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Learner can identify and classify different tastes (sweet and salty). In addition can identify sour taste. | Learner is able to identify and classify foods according to taste (sweet and salty). | Learner is able to identify and classify foods according to taste (sweet and salty).with assistance. | Learner has difficulties in identifying and classifying foods according to taste (sweet and salty). |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|------------------------|---|---|--|------------------------|
| 1.0 Sensory Perception | 1.5 Olfactory perception | By the end of the sub-strand the learner should be able to: a) identify different smells in the environment for learning; b) sort out items according to smells for discrimination; c) appreciate pleasant smells in the environment for learning. | <ul style="list-style-type: none">• Learners could be guided to identify different smells in the environment.• Learners could be guided to distinguish between good and bad smells.• Individually or in pairs, learners to be guided to appreciate pleasant smell. | 1. What can you smell? |
| | Core competency to be developed: self-efficacy will be achieved as learners identify and respond appropriately to scents and odours | | | |
| | Link to PCIs: Health education – safety will be observed by avoiding areas with unpleasant smells. | | Link to values: learners will attain smell tolerance | |
| | Link to other subjects: Orientation and Mobility, Communication, ADL | | | |
| | Suggested non-formal activity: learner to be assisted by parents to identify various food items, perfumes, soaps and lotion by smell. | | Suggested assessment: Questioning, Observation | |
| | Suggested Resources Foodstuff, fruits, perfumes, rations, soap, garbage pits, urinal, toilet. | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|---|--|
| Learner is able to identify and classify different smells (pleasant and unpleasant). In addition the learner can identify objects according to their smell. | Learner is able to identify and classify different smells (pleasant and unpleasant). | Learner is able to identify and classify different smells (pleasant and unpleasant) with assistance | Learner has difficulties in identifying and classifying different smells (pleasant and unpleasant).. |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|--------------------------------|------------------------------------|---|--|--|
| 2.0 Sensory Integration | 2.1 Eye- hand co-ordination | <p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify eye- hand coordination activities for learning; b) perform eye-hand co-ordination activities in manipulating the environment; c) appreciate the use of eye hand co- ordination in learning and exploring of the environment. | <ul style="list-style-type: none"> • Learners could be guided to identify eye-hand coordination activities through demonstrations videos, animations and pictures. These activities include sorting modelling, pegging, buttoning beading, threading, constructing towers using blocks and lacing. • Learners could be guided to perform eye-hand coordination activities . • Through play, in pairs and groups learner could practice performing eye-hand coordination activities. | <ol style="list-style-type: none"> 1. What do you do with your hands? |

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| | Core competency to be developed: self efficacy is achieved as learners apply eye - and coordination in daily activities | |
| | Link to PCIs: life skill: | Link to values: |
| | Link to other subjects: Orientation and Mobility, Activities of Daily Living | |
| | Suggested Non formal Activity: : Learners to be involved in cleaning the environment | Suggested Assessment: Questioning, Observation |
| | Suggested Resources Beads, assorted seeds, peg boards, buttoning boards, racing boards, clay, plasticine, bocks | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Learner is able to perform eye – hand coordination activities and assist others. | Learner is able to perform eye – hand coordination activities. | Learner is able to perform eye – hand coordination activities with assistance. | Learner has difficulties in performing eye – hand coordination activities. |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|-----------------------------------|--|---|--|----------------------------------|
| 3.0 PSYCHOMOTOR ACTIVITIES | 3.1 Loco-motor Activities <ul style="list-style-type: none"> • Sitting • Standing • Rolling • Walking • Running • Jumping • Hopping • Sliding • Swinging | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify obstacle free space, appropriate distance and height for loco-motor activities to enhance safety; b) perform coordinated loco-motor activities for physical fitness; c) appreciate loco-motor activities for physical fitness, safety and enjoyment. | <ul style="list-style-type: none"> • Learners could be guided to identify obstacle free space, appropriate distance and height for loco-motor activities through demonstrations, videos and realia. • Learners could be guided to perform coordinated loco-motor activities on an obstacle free space. • In pairs or groups, learners practice coordinated loco-motor activities. | 1. What do you do at break time? |
| | <p>Core-Competence to be developed: Self efficacy will be developed as learners successively perform coordinated loco-motor activities.</p> <p>Communication and collaboration will be achieved as learners perform loco-motor activities in pairs and in groups.</p> <p>Digital Literacy will be achieved as learners watch videos and animations.</p> | | | |
| | Link to PCIs and Values: ESD: Learners will observe safety when performing locomotors activities. | | Links to Values: Cooperation is acquired as learners take turns in | |

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| | | performing coordinated loco-motor activities. |
| | Link to other subjects; Orientation and Mobility, Activities of Daily living skills. | |
| | Suggested Non formal activity; Learner: to participate in sports activities at home | Suggested assessment mode: Questioning, observation |
| | Suggested Resources Seats, standing bars, mats, parallel bars, sipping ropes, safe landing area, slides, ropes, swings, hula-hoop, videos, pictures animations , resource persons, teacher aides and realia. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Learner is able to perform loco-motor activities independently and assist others. | Learner is able to perform loco-motor activities independently. | Learner is able to perform loco-motor activities with assistance. | Learner has difficulties in performing loco-motor activities. |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-----------------|--|--|--|---|
| 3.0 Psychomotor | 3.2 Non loco-motor skills <ul style="list-style-type: none">• Stretching• Bending• Curling• Twisting• Pushing• Pulling | By the end of the sub-strand, the learner should be able to: a) perform co-ordinated non loco-motor activities for body balance; b) appreciate non loco-motor activities for relaxation and fitness. | <ul style="list-style-type: none">• Learners could observe demonstrations of various non loco-motor activities such as stretching, bending, curling, twisting, pushing, and pulling.• Learners could be guided to practice the non loco-motor activities in pairs.• Learners could be involved in games which involve non loco-motor activities. | 1. How do you pick something from the ground? |
| | Core-Competence to be developed: Self efficacy will be achieved as learners perform non loco-motor activities | | | |
| | Link to PCIs: | | Links to values: The value of unity will be developed as learners cooperate in play. | |
| | Link to other subject(s): Orientation and Mobility | | | |
| | Suggested Non formal Activities: Learners to practice non loco-motor skills when performing tasks at home. | | Suggested assessment mode: Questioning, Observation | |
| | Suggested Resources: Videos, Pictures animations , resource persons, teacher aides and realia | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Learner is able to perform non loco-motor activities Independently and assist others. | Learner is able to perform non loco-motor activities Independently. | Learner is able to perform non loco-motor activities with assistance. | Learner has difficulties in performing non loco-motor activities. . |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|------------------------|--|---|---|------------------------------------|
| 3.0 Psychomotor | 3.3 Manipulative skills <ul style="list-style-type: none"> • Catching • Throwing • Bouncing • Kicking • Skipping | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify materials and equipment used to develop manipulative skills in games and sports; b) perform sport activities to develop manipulative skills; c) appreciate the use of manipulative skills in sports and games. | <ul style="list-style-type: none"> • Learners could be guided to identify equipment and materials used to develop manipulative skills in sports through demonstrations, video clips realia and pictures. • Learner could be guided to perform activities which help in developing manipulative skills such as catching, throwing, bouncing, kicking, and skipping. • In pairs or groups learners to practice the manipulative skills.. | 1. What do you enjoy playing with? |

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| | Core-Competence to be developed : Self efficacy will be achieved as learners engage in games that involve manipulative skills. Communication and collaboration will be achieved a learners participate in games and sports. | |
| | Link to PCIs: | Link to Values: learners acquire the value of cooperation and respect. |
| | Link to other subject: Sensory motor and creative activities, Activities of daily living skills. | |
| | Suggested non-formal activity: learner to perform manipulative skills when performing activities at home. | Suggested assessment modes: questioning, observation. |
| | Suggested Resources: Balls, beanbags, frees bee, ten quite and marbles | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|--|
| Learner is able to perform sport activities which develop manipulative skills independently and assist other. | Learner is able to perform sport activities which develop manipulative skills independently | Learner is able to perform sport activities which develop manipulative skills with assistance. | Learner has difficulties in performing sport activities which develop manipulative skills. |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|--|--|--|---|---|
| 4.0 Creative Activities | 4.1 Modelling | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify various materials used in modelling for learning; b) model using various materials for creativity and enjoyment; c) appreciate the importance of modelling in self-expression and enjoyment . | <ul style="list-style-type: none"> • Learners could be guided to identify various materials used in modelling. • Learners could be guided to gather materials used in modelling. • Individually, in pairs or groups, learners could be guided to practice modelling different items using various modelling materials. • Learners could be guided to display and appreciate the modelled items. | 1. What do we use to make bricks, a pot, flower vase, earthen utensils? |
| | <p>Core-Competence to be developed :Self Efficacy will be achieved as learners express their creativity when modeling.</p> <p>Communication and collaboration will be achieved as learners work in pairs and share modeling materials</p> <p>Imagination and creativity: modelling items.</p> | | | |

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| | Link to PCIs: Education for Sustainable Development: Environmental awareness will be attained as learners explore the environment when collecting modelling materials. | Links to Values: learners will learn how to cooperate in performing various activities. |
| | Link to other subjects: Communication, social and pre-literacy skills, Sensory motor and creative activities. | |
| | Suggested non formal activity: Learner could be assisted by parents and siblings to collect and prepare modeling play in the surrounding. | Suggested assessment: Questioning, Observation |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Learner is able to model complete item independently and assist others. | Learner is able to model complete item independently. | Learner is able to model complete item with assistance. | Learner has difficulties in modelling. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-------------------------|---|---|--|--|
| 4.0 Creative Activities | 4.2 Scribbling, Colouring and Tracing | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials that are used in scribbling, colouring and tracing for learning; b) perform scribbling, colouring and tracing activities for creativity; c) appreciate colouring, scribbling and tracing for and enjoyment. | <ul style="list-style-type: none"> • Learner could be guided to identify materials used in scribbling, colouring and tracing through observing video clips animations, pictures and realia. • Individually, in pairs or in groups, learners could be guided to scribble, colour and trace using a variety of materials. • Learner could be guided to display and appreciate their work. | What can you see on the classroom walls? |
| | <p>Core-Competence to be developed: Imagination and creativity will achieved as learners perform scribbling, colouring and tracing activities.</p> <p>Self-efficacy will be attained as learner appreciate displayed scribbled, coloured and traced of work.</p> | | | |

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| | Link to PCIs: Life skills: Creative thinking will be achieved by scribbling tracing and colouring. | Links to Values: Responsibility is acquired as learners take care of their finished items. |
| | Link to other subjects: Communication, social and pre-literacy, pre-numeracy activities. | |
| | Suggested Non Formal Activity: learner to practice scribbling, tracing and colouring at home. | Suggested assessment: Questioning, observation |
| | Suggested Resources: crayons, papers, manila paper ,pencils, rubbers, sharpeners, charcoal, ash, soil, sticks, drawing books, tracing materials, teacher aide, communication board, objects of reference, structure board. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| Learner is able to scribble, colour and trace independently in addition is able to come up with his own creative patterns. | Learner is able to scribble, colour and trace independently. | Learner is able to scribble, colour and trace with assistance. | Learner has difficulties in scribbling, colouring and tracing. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-------------------------|--|---|---|---|
| 4.0 Creative Activities | 4.3 Painting and printing | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in painting and printing for learning; b) perform painting and printing activities for creativity; c) appreciate the importance of painting and printing for enjoyment and relaxation. | <ul style="list-style-type: none"> • Learners could be guided to identify materials used in painting and printing through, demonstrations, observation, pictures, video clips and realia. • Individually, in pairs or in groups, learners could be provided with materials and guided to paint and print. • Learners could be guided to display and appreciate their work. | What can you see on my table? (paint, paint brushes, sponges, leaves, potatoes, carrots, and any other locally available materials) |
| | <p>Core-Competence to be developed: Self-Efficacy will developed as learners appreciate their displayed work.</p> <p>Imagination and creativity will be enhanced as learners creatively perform printing and painting activities.</p> <p>Communication and collaboration will be achieved through group work.</p> | | | |
| | <p>Link to PCIs: Life skills: Creative thinking will be enhanced through printing and painting pictures of own choice.</p> | | <p>Link to values: learners will learn to cooperate as they work together and share materials.</p> | |

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| | ESD: Safety and security: Use safe materials | |
| | Link to other subjects: Communication, social and pre-literacy skills, sensory motor and creative activities. | |
| | Suggested non-formal activity: learners to watch television programs on arts and crafts at home. | Suggested assessment: Questioning, Observation. |
| | Suggested resources: colours, paints, paper, leaves, palettes, paint brushes, banana stocks, teacher aide. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Learner is able to paint and print independently. In addition the learner is able come up with systematic pattern. | Learner is able paint and print independently. | Learner is able to paint and print with assistance. | Learner has difficulties in painting and printing. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|---|---------------------|--|---|-------------------------------|
| 4.0 Creative Activities | 4.4 Making patterns | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none">• Learners could be guided to identify simple patterns in the environment through observation and demonstration.• Learners could watch live or audio visual demonstrations on making of patterns• Learners could be guided to make simple patterns;• Learners could be guided to display their work. | What makes clothes beautiful? |
| | | a) identify simple patterns in the environment for learning; | | |
| | | b) make simple patterns for creativity; | | |
| | | c) appreciate various patterns in the environment for enjoyment. | | |
| Core-Competence to be developed: Self-efficacy will be achieved as learners engage in pattern making activities. | | | | |
| Link to Pertinent Contemporary Issues: Self-esteem will be enhanced as learners appreciate their creativity in making patterns. | | | Links to value: Cooperation will be enhanced as learners work together and share materials. | |
| Link to other subjects: Communication, Activities of Daily living and Numeracy. | | | | |

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| | Suggested non formal activities: learner could be assisted by parents and siblings to make pattern and display them at home. | Suggested assessment: Questioning, Observation |
| | Suggested Resources Paper, colours, pencils, leaf, crayons, paint, painting brushes, seeds, sand, banana stock, paper, scissors, teacher aide | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Learner is able to make patterns independently. In addition learner can make multiple patterns. | Learner is able to make patterns independently. | Learner is able to make patterns with assistance. | Learner has difficulties in making patterns. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--------------------------------|----------------------------|---|---|--|
| 4.0 Creative Activities | 4.5 Ornament making | By the end of the sub strand the learner should be able to: a) identify different types of ornaments for learning; | <ul style="list-style-type: none"> Learners could be guided to identify different types of ornaments through demonstrations, video clips, realia, pictures and photos. | 1. What do you use to decorate yourself? |

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| | | <p>b) identify materials used in making ornaments in the environment;</p> <p>c) make ornaments for creativity and enjoyment;</p> <p>d) appreciate the use of ornaments for decorative purposes.</p> | <ul style="list-style-type: none">• Learners could be guided to identify materials used in ornament making such as beads, seeds, strings, sand, glue using realia, pictures, photos and animations.• Learners could be guided to make ornaments.• Learners could be guided to display and appreciate, the ornaments made. | |
| Core-Competence to be developed: Imagination and Creativity will be developed as learners make ornaments. | | | | |
| Link to PCIs: Life Skill: Creative and critical thinking will be developed through making different types of ornaments. | | | Links to values: Respect- learners will develop appreciation of own and other people’s culture. | |
| Link to other subject(s): Activities of Daily Living Skills. Communication, social and pre-literacy activities, pre-numeracy activities. | | | | |
| Suggested Non-Formal activity to support learning: learner to observe how different people use ornaments during ceremonies. | | | Suggested assessment: Questioning ,Observation | |
| Suggested Resources Beads, seeds, paper, pair of scissors, strings, sand, glue, cloth, leather, teacher aide, video clips, animations, pictures, photos. | | | | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|---|
| Learner is able to make ornaments independently. In addition can make patterns on the ornament. | Learner is able to make ornaments independently. | Learner is able to make ornaments with assistance. | Learner has difficulties in making ornaments. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-------------------------------|-------------------------------|--|--|--|
| 5.0 Music and Movement | 5.1 Listening to music | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify environmental sounds for learning; b) listen to musical rhythms for sound discrimination; c) listen to music for enjoyment and entertainment; d) respond to familiar music for enjoyment e) appreciate music for enjoyment and relaxation. | <ul style="list-style-type: none"> • Learners could be guided to identify sources of the environmental sounds through listening to recorded sounds and or real sounds. • Learners could be guided to listen and imitate various musical rhythms such as clapping, foot thumping, finger snapping, drumming and shakers. • Learners could to listen to recorded familiar tunes or as sang by the teacher. • Learner could be guided to respond appropriately to music through clapping, smiling, nodding and shaking. | <ol style="list-style-type: none"> 1. What sounds can you hear? |

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| | Core-Competence to be developed: Self-efficacy will be achieved as learners respond to musical appropriately. Communication and collaboration will be achieved as learners listen and respond to music in groups. | |
| | Link to PCIs: Life skills: | Links to values: Respect will be enhanced as learners listen to and appreciate music from different cultures. |
| | Link to other subjects: Activities of Daily Living Skills. Communication, social and pre-literacy activities, pre-numeracy activities. | |
| | Suggested Non formal activity to support learning: learner to listen and enjoy music and home and other settings. | Suggested assessments: Questioning, Observation |
| | Suggested Resources Musical instruments, recorded music, videos, teacher aides, pictures, realia. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
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| Learner is able to listen to music and respond rhythmically. | Learner is able to listen and respond to music. | Learner is able to listen music and response to it with assistance | Learner has difficulties in listening to rhythms. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--|-------------|--|---|-------------------------------------|
| 5.0 Music and Movement | 5.2 Singing | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none">Learners could be guided to sing familiar songs.Learners could be guided to learn a new song through listening to and imitation.Learners could practice singing the new song for enjoyment. | 1. Which songs do you like singing? |
| | | a) sing familiar songs for enjoyment; | | |
| | | b) sing new song for learning and entertainment; | | |
| | | c) appreciate familiar songs for enjoyment and relaxation. | | |
| | | Core-Competence to be developed : Imagination and creativity will be achieved as learners learn new songs. | | |
| Link to PCIs: self-awareness will be achieved as learners identify their talent in music. | | | Links to values: cooperation will be enhanced as learners take specific roles in music. | |
| Link to other subject(s): Activities of Daily Living Skills. Communication, social and pre-literacy activities, pre-numeracy activities. | | | | |
| Suggested Non formal activity: learner to sing at home and in places of worship. | | | Suggested assessment: Observation, questioning | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| Learner is able to sing familiar and new songs with accompaniment. | Learner is able to sing familiar and new songs. | Learner is able to sing familiar songs but not new songs. | Learner has difficulties in singing familiar and new songs. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--------------------------------|--------------------|--|---|--|
| 5.0: Music and Movement | 5.3 Dancing | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) make different body movements for learning. b) dance to different rhythms for enjoyment. c) make formations and patterns while dancing for entertainment. d) appreciate dance for enjoyment and relaxation. | <ul style="list-style-type: none"> • Learners could be guided to make different body movements freely. • Learners could be guided to dance to familiar and new rhythms through demonstrations and videos. • Learner could practice dancing to rhythms in pairs or in groups. • Learners could be guided to make simple formation and patterns while dancing such as | What do you do when you hear music play? |

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| | | | <p>circular and straight lines.</p> <ul style="list-style-type: none">• In pairs or in groups learners to dance to familiar dance to familiar and new rhythms. | |
| | Core-Competence to be developed : Imagination and Creativity will be achieved as learners dance freely and make formations and patterns. | | | |
| | Collaboration and Communication will be achieved as learners dance in pairs and in groups. | | | |
| | Link to PCIs: Life skills: Creative and critical thinking will be attained as learners apply new ideas in dancing | | Links to values: cooperation will be enhanced through singing and dancing in pairs and in groups | |
| | Link to other subjects: Orientation and Mobility, Communication, social and pre-literacy skills. | | | |
| | Suggested Non formal Activity: learner to participate in dancing during events and ceremonies | | Suggested assessment Questioning, Observation | |
| | Suggested Resources Music instruments, videos, radio, phones, teacher aide, CD and VCD players. | | | |

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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|------------------------|----------------------|--------------------------|--------------------|

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| Learner is able to dance to familiar and new rhythms and engage make formations and patterns. In addition the learner comes up with coordinated styles of dancing. | Learner is able to dance to familiar and new rhythms and engage make formations and patterns. | Learner is able to dance to familiar and new rhythms and make formation and patterns with assistance. | Learner has difficulties in dancing and making formations and patterns. |
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| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-------------------------------|--|--|---|---|
| 5.0 Music and movement | 5.4 Playing musical instruments | <p>by the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify musical instruments for learning; b) play simple musical instrument for enjoyments; c) store musical instruments appropriately for durability and safety; d) Appreciate the use of musical instruments for entertainment. | <ul style="list-style-type: none"> • Learners could be guided to identify musical instruments through displays, demonstrations, video clips, realia, and pictures. • Learners could be guided to play musical instruments. • Learners could play musical instruments in pairs or in group. • Learners could be guided to carefully store the musical instruments after use. | <ol style="list-style-type: none"> 1. Which musical instruments do you know? |

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| | Core-Competence to be developed : Imagination and Creativity will be achieved as learners play musical instruments. Communication and collaboration will be achieved as learners work in groups. | |
| | Link to PCIs: Life skills: creative and critical thinking will be enhanced through manipulating and playing musical instruments. | Links to values: cooperation will be acquired as learners share music instrument and play them together. |
| | Link to other subjects: Orientation and Mobility, Communication, social and pre-literacy skills | |
| | Suggested Non Formal activity: learner to play musical instruments in events and ceremonies | Suggested assessment: Observation, Questioning |
| | Suggested resources Trumpets, tambourines, jingles, horns, videos, CD players, DVD players, radio, stringed instruments, drum, kayamba, teacher aides, bottles , whistles. | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Learner is able to play simple musical instruments. In addition can sing along. | Learner is able to play simple musical instruments. | Learner is able to play simple musical instruments.with assistance. | Learner has difficulties playing musical instruments. |

ORIENTATION AND MOBILITY

Essence Statement

Orientation and mobility skills enable the learner to move independently and safely within the environment. The learner will be equipped with skills to use various parts of the body in exploring the environment ; use assistive and corrective devices correctly, and attain appropriate body posture.

General Learning Outcomes for Orientation and Mobility

By the end of foundation level, the Learner should be able to:

- a. use parts of the body to explore and function in the environment;
- b. attain appropriate posture and balance for safe and effective movement in the environment;
- c. apply orientation skills to determine position in space and direction of movement;
- d. move safely in the environment for personal wellness;
- e. use mobility techniques, assistive and corrective devices correctly for independent movement in the environment.

Curriculum Designs for Orientation and Mobility

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------------|---|---|--|--|
| 1.0 Body Awareness | 1.1 Parts of the body - Head, Eyes, Nose, Mouth and Ears | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify parts of the body (head, eyes, nose, mouth, ears) for self-awareness.</p> <p>b) locate the head, eyes, nose, mouth and ears for self-awareness</p> <p>c) appreciate self and others.</p> | <ul style="list-style-type: none"> • Learners could be asked to shake, nod or touch the head. • In pairs, learners could point at or touch their peers eyes, ears, nose and mouth. • Learners could point at the different parts of the head, on dolls, charts and pictures. • Learners to sing songs and recite simple rhymes on the parts of the body. • Learners could tell what they like about their look. | <p>1. What can you see or feel on your friends head?</p> |

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| Core Competence to be Developed: self efficacy will be achieved learners locate their body parts for self awareness. | |
| Link to PCI: Life skills: Self-Awareness will be realized as learners Identify their body Parts. | Link To Values: Responsibility will be acquire as learners value their body parts. |
| Links to other Subjects: Activities of Daily living skills. | |
| Suggested Non-Formal Activity : learner could parts of the body on dolls and photographs at home. | Suggested Assessment: Observation , oral or non verbal questions |
| Suggested Resources: Human body Models, dolls, charts, pictures, plasticine or clay, teacher aide | |

| Assessment Rubrics | | | | |
|---------------------------|---|--|--|--|
| | Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| | Learner is able to identify the head, eyes, nose, mouth, and ears correctly.. In addition the learners is also able to name or sign name other parts such as hair, teeth, tongue and lips. | Learner is able to identify the head, eyes, nose, mouth, and ears correctly. | Learner is able to identify the head, eyes, nose, mouth, and ears with assistance. | Learner has difficulties in identifying the head, eyes, nose, mouth, and ears. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|--|--|--|-------------------------------|
| 1.0 Body Awareness | 1.2 Parts of the body – the arms, hands and fingers) | By the end of the sub-strand, the learner should be able to a) identify the arms, hands and fingers as parts of the body used in mobility; b) locate the arms, hands and fingers for self awareness; c) appreciate self and others. | <ul style="list-style-type: none">• Learners could be guided to identify arms, hands and fingers through demonstrations, video clips, realia, charts and models of human body.• Learners could be asked to hold hands in pairs.• Learner could be asked to name or sign name arms, hands and finger.• Learner could be asked to swing arms, clap hands, snap fingers while singing and reciting simple rhymes on parts of the body. | 1. What do use to hold items? |
| Core Competence to be Developed: | | Self efficacy will be achieved as learners | become awareness of their body | |
| Link to PCI: Life skills: | Self-Awareness will be realized as learners | Identify their body Parts. | Link To Values: Responsibility will be acquire as learners value their body parts. | |
| Links to other Subjects: | Activities of Daily living skills, Sensory motor Activities. | | | |
| Suggested non-Formal Activity: | | | Suggested Assessment: | |
| learner to identify parts of the body on dolls and pictures at home. | | | Questioning, observation | |
| Suggested Resources: Human body Models, dolls, charts, pictures, plasticine or clay and video clips, teacher aides | | | | |

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|-------------------------------|-----------------------------|---------------------------------|--------------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
|-------------------------------|-----------------------------|---------------------------------|--------------------------|

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| Learner is able to identify arms, hands and the fingers correctly. Additionally the learner can identify other parts of the arm not included in the list such as Shoulder, elbow, wrist, nails. | Learner is able to identify arms, hands and fingers correctly. | Learner is able to identify arms, hands and fingers with assistance. | Learner has difficulties in identifying arms, hands and fingers. |
|---|--|--|--|

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---|--|---|--|----------------------------------|
| 1.0 Body awareness | 1.3 Parts of the body - the legs, feet and toes. | By the end of the Sub-strand, the learner should be able to; a) identify the legs, feet and toes as parts of the body used in mobility: b) locate the legs, feet and toes for self awareness: c) appreciate self and others. | <ul style="list-style-type: none">• learner could be guided to identify the legs, feet and fingers through use of demonstrations, realia, video clips, charts, communication boards and human body models.• Learner could be guided to name or sign name the leg, foot, and fingers• Learner could be engaged in activities using the legs such, standing, walking, jumping and kicking the ball.• learners could sing songs and recite simple rhymes on parts of the body. | 1. what do you d with your legs? |
| Core Competence to be Developed: Self efficacy will be achieved as learners become awareness of their body. | | | | |
| Link to PCI: Life skills: Self-Awareness will be realized as learners Identify their body Parts. | | | Link To Values: Responsibility will be acquire as learners value their body parts. | |
| Links to other Subjects: Activities of Daily living skills, Sensory motor Activities. | | | | |
| Suggested non-Formal Activity: learner to identify parts of the body on dolls and pictures at home. | | | Suggested Assessment: Questioning, observation | |
| Suggested Resources: models, dolls, charts, pictures, plasticine or clay, and video clips, communication boards teacher aides, occupational therapists, structure boards. | | | | |

| Assessment Rubrics | | | |
|--|--|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to identify warm and cold temperatures or rough and smooth surfaces independently. Additionally learner can avoid injury and pain. | Learner is able to identify warm and cold temperatures or rough and smooth surfaces independently. | Learner is able to identify warm and cold temperatures or rough and smooth surfaces with assistance. | Learner has difficulties in identifying warm and cold temperatures or rough and smooth surfaces. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|--|---|-------------------------------------|
| 2.0 Use of body parts in orientation and mobility | 2.1 Use of the head, eyes, mouth, nose and ears in orientation and mobility | By the end of the sub-strand, the learner should be able to: a. recognize how the head, eyes, nose, mouth and ears are used in orientation and mobility; b. Use the head, eyes, nose, mouth and ears to find direction; c. Appreciate the use of the head, eyes, nose, mouth and ears in finding direction. | <ul style="list-style-type: none"> Learners could be guided to use the head, nose, mouth and ears to locate different places. Learners could locate different directions and places using sight, smell or auditory senses. Learners could be guided to use visual, auditory or olfactory cues to move to different places. Learners could play hide and seek games. | 1. What can you hear/ smell or see? |
| Core Competence to be developed: Learning to learn will be achieved as learners use the head, eyes, nose, mouth ,ears in mobility: <u>Self-efficacy</u> will be develop as learners confidently move in the environment | | | | |

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| Link to PCI: Self-awareness and self-esteem will be attained as learners use different parts of the body to explore the environment. | Link to Values: Care- learners will take care of the environment |
| Links to Other Subjects: Activities of Daily living skills: Sensory motor Activities | |

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| Suggested Non-Formal Activity: Learner to visit various places accompanied by siblings and parent. | Suggested Assessment: questioning, observation. |
| Suggested Resources: charts, pictures, dolls, teacher aides, realia, occupational therapists | |

| Assessment Rubrics | | | |
|--|---|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use head, eyes, nose, mouth and ears in locating direction and different places. In addition, the learner can use visual, auditory and olfactory cues to move to various places in the school compound. | Learner is able to use eyes, mouth nose, ears in locating direction and different places. | Learner is able to use eyes, mouth nose, ears in locating direction and different places with prompts. | Learner can only attempt to locate direction using one sense with prompts and has significant difficulties in using other senses to locate places. |

| Strands | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|---|---|--|------------------------------------|
| 2.0 Use of parts of the body in orientation and mobility | 2.2 Use of the arms, hands and fingers in orientation and mobility. | By the end of the sub-strand, the learner should be able to: a. identify ways in which the arms, hands and fingers are used in orientation and mobility; b. use the arms, hands and fingers to explore the environment; c. appreciate the use of the arms, hands and fingers in keeping the environment clean. | <ul style="list-style-type: none">Learners could be guided to identify how arms, hands and fingers are used to find direction through use of realia, demonstrations, video clips and animations.Learners could be guided to use the arms, hands and fingers to show direction and to explore the immediate environment.Learners could be asked to clap, shake hands, , pick objects and clean the environment. | 1. What do you do with your hands? |
| Core Competence to be developed: Learning to learn will be achieved as learners use the arms, hands and fingers in keeping the environment clean. Self-efficacy will be develop as learners confidently move in the environment. | | | | |
| Link to PCI: Self-awareness and self-esteem will be attained as learners use different parts of the body to explore the environment. | | Link to Values: Care- Learners will take care of the environment. | | |
| Links to Other Subjects: Activities of Daily living skills: Sensory motor Activities | | | | |
| Suggested non-formal activity: learners to assist in cleaning home environment. | | | Suggested Assessment: Observation, questioning | |
| Suggested Resources: Realia, models, dolls, charts, pictures, videos, radio, plasticine or clay, teacher aides, occupational therapists | | | | |
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| Assessment Rubrics | | | |
|--|--|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use arms, hands and fingers to find direction and manipulate the immediate environment. In addition the learner can identify items through touch. | Learner is able to use arms, hands and fingers to find direction and manipulate the immediate environment. | Learner is able to use arms, hands and fingers to find direction and manipulate the immediate environment with assistance. | Learner has difficulties in using arms, hands and fingers to find direction and manipulate the immediate environment. |

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| Core competence to be developed: Learning to learn will be achieved as learners explore the environment Self efficacy will be achieved as learners acquire mobility skills. | |
| Link to PCI: Life skills; Self-awareness and self-esteem will be achieved as learners use their legs to move in the environment. | Link To Values: responsibility will be achieved as learners care for the environment. |
| Links to other Subjects: Activities of Daily living skills, Sensory motor Activities: | |
| Suggested Non-Formal Activity to Support Learning: learner to move within the environment independently | Suggested Assessment: Questioning, observation |
| Suggested Resources: Realia, models, dolls, charts, pictures, video clips, animations, teacher aides. occupational therapist. | |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--|---|--|--|---|
| 2.0 Use of body parts in orientation and mobility | 2.3 Use of the legs, feet and toes in orientation and mobility | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify ways in which the legs, feet and toes are used in orientation and mobility; b) use the legs, feet and toes to move in the environment; c) appreciate the use of the arms, hands and fingers in orientation and mobility. | <ul style="list-style-type: none"> • Learners could be guided to identify how legs, feet and toes are used to move within the environment through use of realia, demonstrations, video clips and animations. • Learners could be guided to move to various places in the environment. • Learners could explore and move to various places within the environment. | <ol style="list-style-type: none"> 1. What do you do with your legs? |

| Assessment Rubrics | | | |
|---|---|---|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use the legs feet and toes in movement. In addition the learner can move independently within the environment. | Learner is able to use the legs, feet and toes in movement. | Learner is able to use the legs, feet and toes in movement with support | Learner has difficulties in using the legs, feet and toes in movement. |

| STRAND | SUB-STRAND | STATED LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
|---|---|---|--|--|
| 2.0 Use of parts of the body in orientation and mobility | 2.4 Use of the skin to explore the environment | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify ways in which the skin is used as the tactile sense organ; 2. use the skin to perceive different tactile sensations; 3. appreciate use of skin to identify tactile stimuli. | <ul style="list-style-type: none"> • Learners could be guided to identify ways in which the skin is used as tactile sense organ. These may include feeling temperatures, textures, pain and injury. • Learners could be guided to differentiate cold from warm temperatures and rough from smooth surfaces • Learners could be guided to identify items through touch. • Learners could play sorting games or drag and drop computer games | <ol style="list-style-type: none"> 1. Why do you remove or put on sweaters? |

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| Core competence to be developed: Self efficacy will be achieved as learners respond appropriately to tactile stimuli. | |
| Link To PCI: Self-esteem will be attained as learners appreciate the and care for the skin. Health education: Personal hygiene will be achieved as learners maintain cleanliness of the skin. | Link To Values: Responsibility will be attained as learners care for the body. |
| Links To Other Subjects: Activities of Daily living skills: | |
| Suggested non-formal activity: learner to avoid hot water and objects at home. | Suggested Assessment: Observation and questioning. |
| Suggested Resources: Realia, water bottles, surfaces of different textures, a source of heat, ice cubes, sand, clay soil. feathers, computer, teacher aides, occupational therapists | |

| Assessment Rubrics | | | |
|--|---|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use the skin to perceive different tactile sensations and keep away from unsafe sensations. | Learner is able to use the skin to perceive different tactile sensations; | Learner is able use the skin to perceive different tactile sensations with support | Learner has difficulties in using the skin to perceive different tactile sensations. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------------|-------------------------|---|---|--|
| 3.0 Body Posture | 3.1 Head posture | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> maintain appropriate head posture for body balance; appreciate the importance of appropriate head posture in mobility. | <ul style="list-style-type: none"> Learners could be involved in exercises to train appropriate head posture using special seats with head support, Straps, head rests and back rests. Learners could be encouraged to maintain appropriate head posture while sitting, standing and walking. Learners could play games that involve sitting, walking and standing upright. | <ol style="list-style-type: none"> How do you feel when you bend your head for a long time? |

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| Link to PCI: Parental engagement: Training learner on head posture by parents | | Link To Values: Responsibility will be attained as learners maintain appropriate posture. |
| Links to other subjects: Sensory motor Activities: | | |
| Suggested non-formal Activity: learner to be encouraged to maintain good head posture at home. | | Suggested Assessment: Questioning, observation |
| Suggested Resources: Realia,, special seats with head support, Straps, head rests, back rest, occupational therapists, teacher aides. | | |

| Assessment Rubrics | | | |
|---|---|---|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to maintain appropriate head posture independently and assist others. | Learner is able to maintain appropriate head posture independently. | Learner is able to maintain head support with assistance. | Learner has difficulties in maintaining head posture. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|-------------------------|-----------------------------|--|---|--|
| 3.0 Body posture | 3.2 Standing posture | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify appropriate standing posture to maintain body balance; b) attain appropriate standing posture to maintain body balance; c) appreciate the importance of maintaining appropriate posture. | <ul style="list-style-type: none"> • Learners could be guided to identify appropriate standing posture through video clips, realia, human body models and toys. • Learners could be engaged in activities that enhance appropriate standing posture • Learners could engage in games involving upright standing posture. | <p>1) How do you feel when your stand with your back bent?</p> |

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| Core Competence To Be Developed: Self-efficacy will be achieved as learner maintain upright standing posture to raise self esteem . | |
| Link To PCI: Health education: Physical fitness will be attained as learners exercise the body for upright standing posture. | Link To Values: Responsibility is achieved as learners take care of their body posture. |
| Links to other subjects: Sensory motor Activities | |
| Suggested non-formal activity: learner to maintain good posture with the help of parents at home | Suggested Assessment: Questioning, observation |
| Suggested Resources: Realia, standing aids, calipers, parallel bars, braces, crutches, standing frames, occupational therapists, teacher aides. | |

| Assessment Rubrics | | | |
|--|---|---|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to stand upright and move independently. | Learner is able to stand upright independently. | Learner is able to stand upright with assistance. | Learner has difficulties in standing upright. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|-------------------------|----------------------------|--|---|---|
| 3.0 Body posture | 3.3 Sitting Posture | <p>By the end of the, sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify appropriate sitting position to maintain proper body posture; maintain appropriate sitting posture for balance; appreciate the importance of maintaining appropriate body posture. | <ul style="list-style-type: none"> Learners could be guided to identify appropriate sitting posture through video clips, realia, human body, models and toys. Learners could be engaged in exercises that enhance appropriate sitting posture. Learners could engage in games involving upright sitting postures | <ol style="list-style-type: none"> How do you feel when you sit with your body leaning one side? |

| STRANDS | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--|--|--|---|---|
| 3.0 Body posture | 3.4 Maintain a straight line while walking (Line toeing) | By the end of the sub-strand, the learner should be able to: a) identify a straight line to walk on for line toeing; b) walk on a straight line for coordinated movement; c) appreciate of importance of walking straight for coordinated movement. | <ul style="list-style-type: none">• Learner could be guided to identify a straight line on the ground through demonstration with straight lines, ropes or strings.• Learner could be guided to walk on a straight line drawn on the floor or straight rope.• Learner to exercise maintaining balance while walking on a straight line.• Learners to walk on straight lines in turns. | 1. What makes you bump into other people or objects when walking? |
| Core competence to be developed: Learning to learn will be developed as learners practice the skills of walking in a straight line. Self-efficacy will be achieved as learners attain self-confidence and balance while walking on a straight line. | | | | |
| Link to PCI: Life skill: Self-esteem is attained as learners maintain appropriate posture. | | | Link To Values: Learners acquire a sense of responsibility. | |
| Links to other subjects: Sensory motor Activities | | | | |
| Suggested non-formal activity to support learning: Parents to be involved in ensuring the learner walks without bumping on to people and objects when walking. | | | Suggested Assessment: Questioning, observation | |
| Suggested Resources: Realia, white cane , boots and calipers, crutches, wheelchair, ropes, teacher aide, occupational therapist | | | | |

| Assessment Rubrics | | | | |
|---|-------------------------------------|--|--|---|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to walk on a straight line independently and assist others | | Learner is able to walk on a straight line independently | Learner is able to walk on a straight line with assistance | Learner has difficulties in walking on a straight line. |
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| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
| 3.0 Body posture | 3.5 Bending over skills in mobility | By the end of the sub-strand, the learner should be able to: a) identify the parts of the body to protect when bending over for safety; b) bend over safely during movement; c) appreciate the importance of safe bending over during movement. | <ul style="list-style-type: none">• Learners could be guided to identify parts of the body to be protected during bending over through demonstrations, use of video clips, realia and dolls.• Learners to practice safe bending over in pairs.• Learner to practice safe bending by picking and lifting objects from the ground. | 1. How do we pick objects from the ground? |
| Core Competence To Be Developed: Learning to learn will be developed as learners practice the skills for bending over. Self-efficacy will be attained as learners gain self-confidence and balance while bending over | | | | |
| Link To PCI: Education for sustainable development: learners will practice safety precaution as they protect the forehead when bending over. | | | Link To Values: : learners to be responsible when moving within the environment to protect themselves and the environment. | |
| Links To Other Subjects: Sensory motor Activities: | | | | |

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| Suggested non-formal activity to support learning: Learner to be prompted to observe safety in movement at home and in social places. | Suggested Assessment: Questioning, observation |
| Suggested Resources: realia, video clips, charts, dolls, desks, tables, chairs, classroom objects, mattresses, mats | |

| Assessment Rubrics | | | |
|--|--------------------------------------|---|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to protect the spine and forehead when bending over to pick objects from the ground. | Learner is able to bend over safely. | Learner is able to bend over with assistance. | Learner has difficulties in bending over. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---------------|-------------------|-----------------------------------|---------------------------------------|-----------------------------|
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| Body posture | 3.6 Shifting or transferring to various places | By the end of the sub strand, the learner should be able to: a. identify areas of transfer in the environment; b. transfer safely from wheelchair to other places and vice versa for access; c. appreciate the importance of safe transfer from various places. | <ul style="list-style-type: none">• Learner could be guided to identify different areas of transfers or shifts through demonstrations, video clips and realia. These include shifting from wheelchair to bed, desk, seat, toilet seat, car seat and floor.• Learners could practice safe transfers or shift in pairs.• Learners to play games involving transfers and shifts to various places. | 1. How do you move from the wheelchair to the desk or bed or toilet seat? |
| Core competence to be developed: Learning to learn is developed as learners practice transfer skills in different contexts. Self-efficacy: learners attain independence in mobility which builds their self esteem. | | | | |
| Link To PCI: life skills-self esteem Learners attain independence in mobility which builds their self esteem. | | Link To Values: cooperation will be attained as learners assist one another. | | |
| Links To Other Subjects: Activities of daily living skills. | | | | |
| Suggested non-formal activity: learner to make safe transfer or shift at home | | Suggested Assessment: Question, observation | | |
| Suggested Resources: Realia, video clips, wheelchairs, beds, table, desks, mats, toilet, seats, car seats, teacher aides, occupational therapists | | | | |

| Assessment Rubrics | | | |
|-------------------------------|-----------------------------|---------------------------------|--------------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |

| | | | |
|--|--|---|---|
| Learner is able to transfer from wheelchair to other places independently and can also assist peers. | Learner is able to transfer from wheelchair to other places independently. | Learner is able to transfer from wheelchair to other places with assistance | Learner has difficulties in transferring from wheelchair to other places. |
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| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|--|-----------------------|---|--|--|
| 4.0Position in space and direction of movement | 4.1 Spatial Relations | By the end of the sub strand, the learner should be able to: a) identify position of objects in space in relation to self for orientation; b) position objects in relation to self for orientation; c) appreciate the relationship of self and objects in space. | <ul style="list-style-type: none">• Learners could be guided to identify different positions in terms of front, behind, beside, and position of objects in terms of under, above and below.• Learners could be guided to move to different position as instructed.• Learners could be guided to move objects under, above or below.• Learners to sing songs as they move to different positions and also move objects to various positions. | 1. Where is the teacher standing? (The teacher may stand at different position.) |
| Core competence to be developed: Learning to learn will be enhanced as learners identify different positions in space. Communication and collaboration will be achieved as learners discuss in pairs and in groups. | | | | |
| Link to PCI: Life skills- effective communication will be developed as learners describe positions in relations to other and objects. | | | Link To Values: children to move in the environment responsibly. | |
| Links to other subjects: communication, social skills and pre-literacy | | | | |
| Suggested non-formal activity: Learners to identify the position of objects in space in different settings. | | | Suggested Assessment: Questioning, observation | |

Suggested Resources: Realia, table, chairs, pictures, buildings, structures, classroom objects, teacher aides, occupational therapists, speech therapist, communication boards

| Assessment Rubrics | | | |
|--|---|--|--|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to identify all positions in relation to self and can assist others. | Learner is able to identify positions in relation to self (In front, behind, below, above, besides) | Learner is able to identify one or two positions in relation self. | Learner has difficulties in identifying positions in relation to self. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
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| 4.0 Positioning in space and direction of movement | 4.2 Body Planes | By the end of the sub-strand, the learner should be able to: a) identify different directions in relation to the body for movement; b) move to different directions from a reference point safely; c) appreciate the importance of moving safely to different directions from a reference point. | <ul style="list-style-type: none">• Learners could be guided to identify the direction of different objects or places from a point. (right, left, forward, backward, upwards, downwards).• Learners could be guided to move to particular directions from a reference point.• Learners could sing songs or recite simple rhymes in relation to direction. | 1. Where is the door/roof/teacher's table? |
| Core Competence To Be Developed: Communication and collaboration will be achieved as learners tell positions verbally or non-verbally. Self-efficacy – learners will attain self-confidence when locating direction. | | | | |
| Link To PCI: Life skill: Self-esteem. Self-awareness will be achieved as learners attain awareness of self-position | | Link To Values: Responsibility: learners will learn to tell direction correctly. | | |
| Links To Other Subjects: Communication, social and pre-literacy skills. | | | | |
| Suggested non-formal activity: | | Suggested Assessment: Questioning and observation | | |
| Suggested Resources: Realia, Objects, Structures, space, teacher aide. | | | | |

| Assessment Rubrics | | | |
|-------------------------------|-----------------------------|---------------------------------|--------------------------|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |

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|---|--|--|--|
| Learner is able to identify different directions in relation to the body and move freely. | Learner is able to identify different directions in relation to the body for movement. | Learner is able to identify different directions in relation to the body with prompts. | Learner has difficulties in identifying different directions in relation to body for movement. |
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| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
|--------|------------|-------------------------------|--------------------------------------|----------------------------|
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| 5.0 Movement in the environment | 5.1 Safe movement in the immediate environment | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify objects or places found in the immediate environment for safe movement; b) move safely in the immediate environment ; c) appreciate safe movement in the immediate environment. | <ul style="list-style-type: none"> • Learners could be guided to identify objects or places within the immediate environment by observing demonstrations, video and pictures. • Learners could be guided to move safely in the immediate environment. • Learners could play safe games related to movement in the immediate environment. | <p>1. What can you find within the classroom?</p> |
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| <p>Core competence to be developed: Learning to learn is achieved as the learner explores the immediate environment through movement. Self-efficacy is acquired as the learner explores the immediate environment performing tasks involving movement.</p> | |
| <p>Link To PCI: Life skill: Self-esteem is realized as the learner is enabled to move freely in the environment.</p> | <p>Link To Values: Unity is enhanced as the learners move about freely to interact with peers and other family members.</p> |
| <p>Links To Other Subjects: Sensory motor Activities: Movement as a Gross motor activity</p> | |
| <p>Suggested Non-Formal Activity: Mingle with peers and siblings to play a game of hide and seek at home.</p> | <p>Suggested Assessment: Questioning and observations</p> |
| <p>Suggested Resources: Realia, white canes, wheel chairs, crutches, sighted guide, walkers, teacher aides, occupational therapists</p> | |

| Assessment Rubrics | | | | | |
|---|--------------------------------------|--|--|--|---|
| Exceeding expectations | | Meeting expectations | | Approaching expectations | Below expectation |
| Learner is able to move safely in the immediate environment and assist others. | | Learner is able to move safely in the immediate environment. | | Learner is able to move in the environment with assistance. | Learner has difficulties in moving safely within the immediate environment. |
| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
| 5.0 Movement in the environment | 5.2 Safe Movement in the surrounding | By the end of the sub-strand, the learner should be able to: a) identify places found in the surrounding area for safe movement; b) move safely in the surroundings; c) appreciate safe movement in the surroundings and make informed choices. | | <ul style="list-style-type: none">Learners could be guided to identify places found in the surroundings through, demonstrations, video, pictures and realia.Learners could be guided to move safely to various places in the surroundings.Learners could e encouraged to play freely games like hide and seek in the surroundings. | 1. What do you find in the surroundings of the classroom? |
| Core Competence To Be Developed: Learning to learn will be acquired as learners explore the surrounding through movement. Communication and collaboration will be enhanced as learners interact with peers when moving in the surroundings. | | | | | |
| Link To PCI: Life skills will be acquired as learners get enabled to make choices in their free and safe movement within the surroundings | | | | Link To Values: : Respect will be enhanced as learners interact and share the surrounding environment. | |
| Links To Other Subjects: Sensory motor Activities: Movement as a Gross motor activity. Activities of Daily Living Skills: moving to the toilet | | | | | |
| Suggested Non-Formal Activity To Support Learning: Learners could be encouraged to play with their peers and siblings at home surroundings. | | | | Suggested Assessment: Questioning and observations | |
| Suggested Resources: Realia, white cane , boots and calipers, crutches, wheelchair, teacher aides, occupational therapists | | | | | |

Assessment Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
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| Learner is able to move freely and safely in the surroundings and is able to support others. | Learner is able to move freely and safely in the surroundings. | Learner is able to move freely and safely in the surroundings with assistance | Learner has difficulties moving freely and safely in the surroundings. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--|--|--|--|---|
| 5.0 Movement in the environment | 5.3 Clues, Cues and land marks in the environment | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify clues, cues and landmarks for safe movement in the environment; b) use clues, cues and landmarks to move safely in the environment; c) identify risky places and objects for safe movement in the environment; d) appreciate the importance of clues, cues and landmarks in mobility. | <ul style="list-style-type: none"> • Learners could be guided to identify, clues, cues and landmarks in the environment through demonstration and realia. • Learners could be guided to locate various clues, cues and landmarks in the environment • Learners could be guided to identify risky places and objects in the environment. • Learners could move safely in the environment using clues, cues and landmarks while avoiding risky places and objects • Learner could play games related to locating clues, cues and landmarks in pairs or in groups. | <p>1. What do you find on the way from the gate to the classroom?</p> |
| Core Competence to be developed: Learning to learn will be acquired as learners explore the environment to identify clues, cues and land marks. | | | | |

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| Communication and collaboration will be enhanced as learners respond to clues, cues and land marks through their senses during movement within the surroundings. | |
| Link to PCI: <u>Life skills</u> will be enhanced as learners respond to clues, cues and landmarks promptly. <u>Education for sustainable development</u> as well as Safety and security education will be enhanced as learners identify and locate safe and unsafe places or objects. | Link to Values: Responsibility is enhanced as learners practice safe movement within the surroundings. |
| Links to other Subjects: Sensory motor Activities: | |
| Suggested Non-Formal Activity to Support Learning: Encourage learners to identify landmarks, clues and cues in the home environment as they play and interact. | Suggested Assessment: Questioning and observations |
| Suggested Resources: Realia, Structures, pathways, objects, trees, different smells, | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use clues, cues and landmarks to move within the surroundings while avoiding risky places and objects and can assist others. | Learner is able to use clues, cues and landmarks to move within the surroundings while avoiding risky places and objects. | Learner is able to use clues, cues and landmarks to move within the surroundings while avoiding risky places and objects with assistance. | Learner has difficulty in using clues, cues and landmarks to move within the surroundings while avoiding risky places and objects. |

| STRAND | SUB-STRANDS | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
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| 5.0 Movement in the environment | 5.4 Accessing social places | By the end of the sub-strand, the learner should be able to: a) identify social places for orientation and ease of access; b) access social places safely; c) appreciate the importance of social and cultural diversity. | <ul style="list-style-type: none">• Learners could be guided to identify social places through video clips and pictures.• Learners could be guided to visit social places in the surrounding such as church, market, and playground safely.• Learners could sing songs and recite simple rhymes on social places. | 1. Which places do you visit with your parents away from home? |
| Core competence to be developed: Learning to learn will be achieved as learners improve their <u>exploration</u> skills to social places (worship areas, markets, shops, hospitals, schools, stadia, cinema halls) Communication and collaboration will be enhanced as <u>learners</u> interact with peers when they access social places | | | | |
| Link To PCI: <u>Citizenship</u> : Social cohesion and <u>Education</u> for sustainable development will be enhanced as learners interact safely in social places | | | Link To Values: Patriotism and Respect | |
| Links To Other Subjects: Activities of Daily living Skills: Accessing social places | | | | |
| Suggested non-formal activity: visit social places. | | | Suggested Assessment: Questioning and observations | |
| Suggested Resources: Video clips, white cane, boots and calipers, crutches, wheelchair, magnifiers, social places. | | | | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |

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| Learner is able to safely visit social places and assist others. | Learner is able to safely visit social places. | Learner is able to safely visit social places with assistance. | Learner has difficulties in visiting social places safely. |
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| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|---|-----------------------------------|--|---|--|
| 6.0 Mobility techniques | 6.1 verbal and non-verbal prompts | By the end of the sub-strand, the learner should be able to: a) identify verbal and non-verbal prompts used while initiating communication for mobility; b) respond appropriately to verbal and non-verbal prompts used while initiating; communication for mobility; c) appreciate the use of prompts in mobility. | <ul style="list-style-type: none">Learners could be guided to identify verbal and non-verbal prompts used while initiating communication for mobility, through demonstration, video clips and animation.Learners could be guided to respond appropriately to verbal and non-verbal prompts used while initiating communication for mobilityLearners could participate in games and plays involving prompts. | 1. What do your parents do when they want you to come closer to them or go away? |
| Core Competence to be Developed: Learning to learn is achieved as learners recognize and respond to prompts. | | | | |
| Link to PCI: Life skill: Effective communication is enhanced as learners pay attention, recognize and respond to prompts. | | | Link To Values: Unity and respect is enhanced when learners interact and play together through communication. | |
| Links to other Subjects: Sensory Motor Activities: Gross and fine motor activities Pre-literacy: Communication | | | | |
| Suggested Non-Formal Activity to Support Learning: | | | Suggested Assessment: Questioning and observations | |

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| Learners could be encouraged to play and socialize together at home surroundings | |
| Suggested Resources: video clips, animations, white cane , video, structure board, calendar boxes, teacher aides, occupational therapist | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner can recognize and responds to verbal and non-verbal prompts used to initiate mobility. In addition, the learner can assist others respond to prompts. | Learner is able to recognize and responds to verbal and non-verbal prompts used to initiate mobility | Learner is able to recognize and responds to verbal and non-verbal prompts used to initiate mobility with assistance. | Learner has difficulties in recognizing and responding to verbal and non-verbal prompts used to initiate mobility. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
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| Mobility techniques | 6.2 Search techniques | By the end of the sub-strand, the learner should be able to: a) identify search techniques used in orientation and mobility; b) use search techniques in orientation and mobility to locate items ; c) appreciate the use of search techniques in locating items and objects in the environment. | <ul style="list-style-type: none">Learners could be guided to identify search techniques used in finding dropped objects, missed shoreline and locating items using demonstrations, videos and realia.Learners could be guided to use various search techniques to locate items, find dropped objects and missed shorelines.Learners could be encouraged to participate in games that involve searching for items. | 1. Which items have you lost and later found ? |
| Core competence to be developed: <u>Learning to learn</u> will be achieved as learners develop exploratory skills when using search techniques. <u>Self-efficacy</u> will be achieved as learners attain self-confidence when using search techniques to locate items. | | | | |
| Link To PCI: Life skill: Self-esteem is enhanced when learners find misplaced or lost items through search techniques. | | | Link To Values: Responsibility is enhanced when learners are able to find their misplaced or lost items through search techniques | |
| Links to other subjects: Sensory motor Activities: Gross and fine motor activities (bending and tapping, gripping, walking) | | | | |
| Suggested non-formal activity; Learners could be encouraged to track path ways to various places and play search games at home surroundings. | | | Suggested Assessment: Questioning and observations | |
| Suggested Resources: realia, objects, path ways, white canes, video clips, teacher aides, occupational therapists | | | | |

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| Suggested Assessment: Rubrics |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
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| Learner is able to use appropriate search techniques to locate items and in addition assist others. | Learner is able to use appropriate search techniques to locate items. | Learner is able to use appropriate search techniques to locate items. with assistance | Learner has difficulties in using appropriate search techniques to locate items. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
|--|--|---|--|--|
| Mobility technique | 6.3 Upper and lower body protection | By the end of the sub-strand, the learner should be able to: a) identify ways of protecting upper and lower body for safe movement in the environment; b) protect upper and lower body while moving in the environment; c) role plays upper and lower body protection while moving in the environment. | <ul style="list-style-type: none"> Learners could be guided to state ways of protecting upper and lower parts of the body when moving sing demonstrations, videos, pictures and realia. Learners should be guided in practicing skills of protecting upper and lower body while moving in the environment Learners could play games involving protection of upper and lower body. | 1. How do you avoid knocking or bumping into objects along a path? |
| Core Competence to be Developed: <u>Learning to learn</u> will be achieved as learners develop protection skills for safe movement, <u>Self-efficacy</u> will be enhanced as learners attain self-confidence and protect their upper and lower body parts while moving. | | | | |
| Link To PCI: Life skills: Learner will acquire enhanced self-awareness and self esteem once they can successively protect their upper and lower body parts for safe movement. | | | Link To Values: Responsibility will be realized as learners protect their upper and lower body parts while moving. | |

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| Education for sustainable development as well as Safety and security education will be realized once learners acquire skills for upper and lower body protection in movement. | |
| Links To Other Subjects: Activities of daily living: Safety | |
| Sensory motor: Gross and fine motor activities: upper and lower body protection. | |
| Suggested Non-Formal: Identify safe and unsafe places at home surroundings. | Suggested Assessment: questioning and observations |
| Suggested Resources: Realia, white canes, obstacles, low doors, video clips, teacher aides, occupational therapists | |

| Assessment Rubrics | | | | |
|--|-------------------------------------|---|---|--|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to protect upper and lower body parts while moving in the environment as well as other body parts. | | Learner is able to protect upper and lower body parts while moving in the environment. | Learner is able to protect upper and lower body parts while moving in the environment with assistance. | Learner has difficulties in protecting upper and lower body parts while moving in the environment. |
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| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
| Mobility techniques | 6.4 Sighted guide techniques | By the end of the sub-strand, the learner should be able to: a) identify the steps involved in sighted guide; techniques for safe movement in the environment; | <ul style="list-style-type: none"> Learners could be shown how to initiate contact, hold the hand above the elbow with firm but gentle grip and move half a step behind the guide using demonstrations, videos and realia. | 1. How do you hold hands when moving about? |

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| | | b) use sighted guide to move safely in the environment; c) appreciate the role of sighted guide in safe movement. | <ul style="list-style-type: none">• Learners should move around with a sighted guide safely.• Learner should recognize the importance of sighted guide when moving in pairs. | |
| Core Competence To Be Developed: Learning to learn will be achieved as learners develop sighted guide skills in movement. Communication and collaboration will be enhanced as learners responds to tapping during interactions with peers. | | | | |
| Link To PCI: Life skill: Self awareness will be enhanced as learners practice soliciting and declining help for safe movement.. | | | Link To Values: Responsibility is enhanced as learners interact and either gives or solicits help. | |
| Links To Other Subjects: Sensory motor Activities: Walking as a gross motor activities | | | | |
| Suggested Non-Formal Activity To Support Learning: Visit social place and participate in sports and games | | | Suggested Assessment: Questioning and observations | |
| Suggested Resources: path, pictures, video players, CD, DVD, partner Learner, white cane , boots and calipers, crutches, wheelchair, | | | | |

| Assessment Rubrics | | | |
|--|--|--|---|
| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use sighted guide for safe movement in the immediate environment and assist others, | Learner is able to use sighted guide for safe movement in the immediate environment. | Learner is able to use sighted guide for safe movement in the immediate environment with assistance. | Learner has difficulties in using sighted guide for safe movement in the immediate environment. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
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| 7.0 Orientation and mobility devices | 7.1 Mobility devices | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify appropriate mobility devices for safe movement; use mobility devices safely and appropriately; appreciate, value and care for mobility devices; | <ul style="list-style-type: none"> Learners could be guided to identify appropriate mobility devices such as white cane and wheel chairs using demonstrations, videos, pictures and realia. Learners could be guided to use mobility devices safely and correctly. Learners could play games while using mobility devices correctly | How do you move from one place to another? |
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| <p>Core competence to be developed: Learning to learn will be acquired as learners interact with immediate environment using mobility devices. <u>Self-efficacy</u> will be achieved as learners attain self-confidence in the use of mobility devices</p> | |
| <p>Link To PCI: Life skill: Learners will acquire self-esteem by knowing and loving self through self identity as they interact soliciting and declining help politely.</p> | <p>Link To Values: Value: Responsibility will be enhanced as learners use and care for their mobility devises</p> |
| <p>Links To Other Subjects: Sensory motor Activities: Gross and fine motor activities Activities of daily living skills: Using mobility devices to access places.(toilets, Bathrooms, dining halls)</p> | |
| <p>Suggested Non-Formal Activity: Use mobility devises to visit community based centres and participate in distributions of devices</p> | <p>Suggested Assessment: Questioning and observations</p> |
| <p>Suggested Resources: Realia, wheelchairs, walkers, crutches, parallel bars, boots and calipers, braces, white cane, scooter board, video clips, teacher aides, occupational therapist.</p> | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use and care for mobility devices safely and appropriately as well as assist others. | Learner is able to use and care for mobility devices safely and appropriately. | Learner is able to use and care for mobility devices safely and appropriately with assistance. | Learner has difficulties in using and caring for mobility devices safely and appropriately.. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION(S) |
|---|-----------------------|---|---|--|
| Use of devices | 7.2 Assistive devices | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a. identify appropriate assistive devices for safe movement; b. use assistive devices correctly while moving; c. care for assistive devices correctly. | <ul style="list-style-type: none"> • Learner could be guided to identify assistive devices through demonstrations video clips, realia and charts. • Learner could be guided to use assistive devices correctly in movement. • Learner could take good care of the assistive devices. | 1. What do you use to support yourself in seeing, hearing and sitting upright? |
| <p>Core Competence To Be Developed: Learning to learn will be acquired as learners develop skills for using assistive devices correctly. Communication and collaboration will be enhanced as learners interacting with peers while using caring for their assistive devices. Self-efficacy is enhanced as learners develop self-esteem and self-confidence through use of assistive devices. Digital literacy is realized when learners use of digital devices for assistance.</p> | | | | |
| Link To PCI: Life skill: Learners will develop self-esteem as their abilities get enhanced through the use of assistive devices | | | Link To Values: Responsibility will be enhanced as learners care for their assistive devices | |

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| Links To Other Subjects: Sensory motor Activities: Gross and fine motor activities Activities of Daily Living skills: Cleaning and care | |
| Suggested Non-Formal Activity: Use assistive devices to visit community based centres and participate in distributions of devices | Suggested Assessment: Questioning and observation |
| Suggested Resources: Learners, white cane, boots and calipers, crutches, wheelchair, hearing aids, low vision devices. | |

| Assessment Rubrics | | | | |
|--|------------------------|--|---|---|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use and care for assistive devices safely and appropriately and in addition assist others | | Learner is able to use and care for assistive devices safely and appropriately. | Learner is able to use and care for assistive devices safely and appropriately with assistance | Learner has difficulties using and caring for assistive devices safely and appropriately. |
| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
| Use of devices | 7.3 Corrective devices | By the end of the sub-strand, the learner should be able to: a) identify appropriate corrective devices for safe movement; b) use corrective devices correctly while moving; | <ul style="list-style-type: none"> Learner could be guided to name the manual and digital corrective devices they use using demonstrations, pictures, charts, video clips and realia. Learner could be guided to use the corrective devices correctly. Learner could be guided to take care of the corrective devices appropriately. | 1. What do you put on to support yourself in seeing, hearing and sitting upright? |

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| | | c) care and store corrective devices correctly. | | |
| Core Competence To Be Developed: <u>Learning to learn</u> will be acquired as learners <u>develop</u> skills in using corrective devices correctly. <u>Communication and collaboration</u> : will be realized as learner interacts with peers while using and caring for corrective devices <u>Self-efficacy</u> is enhanced as learners develop self-esteem and self-confidence through use of corrective devices. Digital literacy will be enhanced as learners use digital corrective devices. | | | | |
| Link To PCI: Life skill: Learners will develop self esteem as they use and care for corrective devices in enhancing their safe movement. | | | Link To Values: Responsibility. Care of device | |
| Links To Other Subjects: Sensory motor Activities, Activities of daily living skills | | | | |
| Suggested Non-Formal Activity: Use corrective devices to visit community centres for social activities. | | Suggested Assessment: Questioning and observation | | |
| Suggested Resources: Learners, white cane, boots and calipers, crutches, wheelchair, hearing aids, low vision devices. | | | | |

| Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to use and care for corrective devices safely and | Learner is able to use and care for corrective devices safely and appropriately. | Learner is able to use and care for corrective devices safely and | Learner has difficulties in using and caring for corrective devices safely and appropriately. |

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| appropriately and in addition can help others. | | appropriately with assistance. | |
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| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTION |
|--|-----------------|--|--|--------------------------------|
| 8.0 INFORMATION COMMUNICATION TECHNOLOGY (ICT) | 8.1 ICT devices | By the end of the sub-strand, the learner should be able to: a) identify appropriate ICT devices for communication; b) manipulate ICT devices safely; c) appreciate the importance of ICT devices in communication. | <ul style="list-style-type: none">Learners could be guided to identify ICT devices through demonstration, realia, models, pictures, video clips and communication boards. The devices include mobile phones, computers, television, radio, video players.Learners should manipulate ICT devices safely.Learners could play computer games. | 1. How do you get information? |
| Core competence to be developed: Digital literacy will be achieved as learners identify ICT devices. Communication and Collaboration will be achieved as learners interact with each other when carrying out activities. | | | | |
| Link to PCI: Life skill: Self-esteem is attained as learner acquire ICT skills. | | | Link To Values: Learners shows responsibility as they care for ICT devices. | |
| Links to other subjects: Communication, social and pre-literacy skills. | | | | |
| Suggested non-formal activity: learner to manipulate ICT devices at home with parents’ support. | | | Suggested Assessment: questioning, Observation | |
| Suggested Resources: Learners, radio, mobile, phone, computer, CCTV, projectors, Motorized Wheel chairs, tablets, Pictures and videos | | | | |

| Assessment Rubrics | | | | |
|---|-----------------------|---|---|------------------------------------|
| Exceeding expectations | | Meeting expectations | Approaching expectations | Below expectation |
| Learner can identify and use some ICT devices | | Learner can name ICT devices | Learner can name one or two ICT devices | Learner cannot name ICT devices |
| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
| ICT | 8.2 Using ICT devices | By the end of the sub-strand, the learner should be able to: a) identify ICT devices used in communication; b) use ICT devices in learning; c) appreciate the use of ICT devices in learning | <ul style="list-style-type: none">• Learner could be shown pictures or realia of ICT devices.• Learner could be guided to use ICT devices.• Learner should play games using ICT devices | 1. How do you get new information? |
| Core Competence To Be Developed: Learning to learn to be achieved as learners identify and name ICT devices. Digital literacy will be achieved as learners use ICT devices for enjoyment, entertainment and socialization as they play games. | | | | |
| Link To PCI: Life skill: Self-esteem will be attained as learners use ICT devices for learning and enjoyment. | | | Link To Values: learners to care for ICT devices. | |
| Links to other subjects: Communication and literacy | | | | |

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| Suggested non-formal activity: learner to use ICT devices at home. | Suggested Assessment: Questioning, Observation |
| Suggested Resources: Realia, radio, mobile, phone, computer, CCTV, projectors, motorized Wheel chairs, tablets, Pictures and videos, TVs | |

| Suggested Assessment: Assessment Rubrics | | | |
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| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
| Learner is able to identify and use ICT devices well and assist others. | Learner is able to identify and use ICT devices. | Learner is able to use ICT devices with assistance. | Learner has difficulties in identifying and using ICT devices. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question |
|---------------|-----------------------------------|---|--|--|
| ICT | 8.3 Caring for ICT devices | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify ways of caring for ICT devices for efficiency; b) care for ICT devices appropriately; | <ul style="list-style-type: none"> • Learners could be asked to tell how to care for ICT devices • Learners should be guided to care ICT devices. • Learners could practice caring for ICT devices. | 1. Where do you keep the Radio, TV, Phones, and laptops? |

Core Competence To Be Developed: Learning to learn is achieved as learners use ICT devices.
Digital literacy is achieved as learners operate ICT devices correctly.

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| Link to PCI: Life skill: Effective communication while using ICT devices. | Link To Values: Sense of responsibility as they take care of the ICT devices. |
| Links to other subjects: Communication, social and pre- literacy skills. | Suggested Community Service Learning: Visit a shop dealing with ICT devices |
| Suggested non-formal activity: Visit a shop dealing with ICT devices. | Suggested Assessment: Questioning, Observation |
| Suggested Resources: Learners, radio, mobile, phone, computer, CCTV, projectors, Motorized Wheel chairs, tablets, Pictures and videos, TV | |

Assessment Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectation |
|--|--|--|---|
| Learner is able to care for ICT devices. In addition maintain and store the devices correctly. | Learner is able to care for ICT devices. | Learner is able to care for ICT devices with assistance. | Learner has difficulties in caring for ICT devices. |

PRE - NUMERACY ACTIVITIES

Essence Statement:

Pre-numeracy refers to early development of numeracy concept to learners. It helps in developing a positive attitude about numeracy at an early age. Learner with special educational needs require numeracy skills for day to day functioning and problem solving. Pre-numeracy skills shall provide learners with basic numeracy concept as pre-requisite to acquisition of functional arithmetic skills and problem solving.

General Learning Outcomes for Pre - numeracy Activities

By the end of foundation level the Learners should be able to:

1. Use gross and fine motor skills for functioning in the immediate environment
2. Apply simple mathematical concepts in carrying out daily activities.
3. Use number concept in readiness for numeracy activities.
4. Apply measuring skills using arbitrary units to determine quantities in learning and problem solving.

CURRICULUM DESIGNS FOR PRE - NUMERACY ACTIVITIES

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|---|------------------------|--|---|--|
| Gross and fine motor skills | 1.1 Gross motor skills | By the end of the sub-strand, the learner should be able to: a) use gross motor muscles for functioning in the immediate environment. b) appreciate the importance of parts of the body in performing gross motor activities | <ul style="list-style-type: none"> Learners could be guided to carry out activities that help to develop gross motor muscles by lifting touching, throwing and catching different objects. Learners should practice lifting, touching, throwing, and catching different objects. Learners could play games that involve gross muscles. | 1. What parts of the body do we use when cleaning the classroom? |
| Core- competence to be developed: Self – efficacy may be achieved as the learners practices activities in lifting, touching, throwing and catching in pairs and in small groups. | | | | |
| Link to PCLs: DRR: Safety awareness may be developed as learner handles objects with care. | | | Link to Values: Respect and responsibility may be enhanced as learner performs gross motor activities by use of body parts. | |
| Link to other subjects: Sensory – integration, psychomotor and creative activities | | | Mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: Learner could be encouraged to carry out activities that help gross motor muscles out of school environment. | | | Suggested Resources: Pictures and videos, weight lifting implements. | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|---|
| Learner can lift, throw and catch object with ease and in varied styles. | Learner can lift, throw and catch objects with ease. | Learner attempts lifting, throwing and catching objects with assistance. | Learner has difficulties in throwing, lifting and catching objects. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|--|------------------------|---|---|---|
| Gross and fine motor skills | 1.2 Gross motor skills | By the end of the sub-strand, the learner should be able to: a) apply fine motor skills in performing activities in the immediate environment b) appreciate parts of the body for performing fine motor activities for functioning in the environment | <ul style="list-style-type: none"> Learners could be guided to carry out fine motor activities which include picking, gripping, grasping, massaging, tapping, modelling and sorting. Learners could be guided to sort out small objects and model using clay or plasticine. Learner could practice handling common objects in the classroom safely | 1. What can you do with your finger/hands |
| Core- competence to be developed: Self – efficacy may be achieved as learner practices activities in pairs, groups, and as a whole class in picking, gripping, pointing, massaging and tapping. | | | | |
| Link to PCLs: DRR: Safety Skills can be enhanced as learners perform fine motor activities. | | | Link to Values: Responsibility be achieved as learner appreciates care for items. | |
| Link to other subjects: Sensory – integration, psychomotor and creative activities | | | Mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: Kitchen help in sorting utensils and cereals at home. | | | Suggested Resources: Assorted grain seeds, quarry dust, cutlery, writing materials. | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|---|--|
| Learner is able to pick, grip, grasp, massage, point and tap objects with ease. | Learner is able to pick, grip, grasp, massage, point and tap some objects. | Learner attempts to pick, grip, grasp, massage, point, and tap objects with assistance. | Learner has difficulty in picking, gripping, grasping, massaging, pointing and tapping |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|---|------------------------------------|---|---|-------------------------------|
| 2.0 Classification | 2.2 Matching and sequencing | By the end of the sub-strand, the learner should be able to: a) identify various objects in terms of size, shape, texture and or colour. b) match objects according to size, shape, texture and or colour for day to day living. c) sequence objects according to size d) appreciate differences in objects for day to day activities | <ul style="list-style-type: none"> Learners could be guided to observe and identify in respect of size, shape, texture and or colour Learners could be prompted and or guided to match objects in size, shape, texture and or colour safely. Learners could display matched objects for reference Learners could be guided to sequence objects according to size. Learners could play matching/ or drag and drop computer games. | 1. Which objects are similar? |
| Core- competence to be developed: Critical thinking and problem solving may be achieved as the learners engages in matching and sequencing as well as drag and drop games on computer. | | | | |
| Link to PCLs: DRR: Safety Skills to be enhanced as learner carefully handles objects. | | | Link to Values: Unity and respect for others to be developed as learners in pairs and in groups. | |
| Link to other subjects: Communication, social and literacy skills, and activities of daily living | | | Mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: | | | Suggested Resources: Assorted sets of objects and ICT devices. | |

| | |
|---|--|
| Learners to be engaged in matching and sequencing assorted objects at home. | |
|---|--|

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|---|
| Learner can match and sequence objects in varied social context with ease | Learner can match and sequence most of the objects independently. | Learner attempts to match some objects with assistance. | Learner has difficulties matching objects even with assistance. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|--------------------|--------------|--|---|---------------------------------|
| 2.0 Classification | 2.3 Grouping | By the end of the sub-strand, the learner should be able to: a) identify various objects in respect of size, shape, texture and / or colour. b) group objects according to size, shape, texture and or colour. c) appreciate differences in objects in day to day activities. | <ul style="list-style-type: none"> learners could be guided to observe and identify in respect of size, shape, texture and or colour Learners could be guided to group objects according to size, shape, texture and or colour Learner could be guided to clean up the working area. Learners could display grouped objects for reference. Learners could play games involving grouping of objects and computer drag and drop games. | 2. Which objects look the same? |

| | |
|--|--|
| Core- competence to be developed: Self efficacy may be developed as learner is able to identify and group objects appropriately while critical thinking and problem solving may be achieved as learner plays sorting and grouping games. Digital literacy is enhanced as learner plays drag and drop computer games. | |
| Link to PCLs: DRR: Safety awareness can be developed as the learner handles objects with care. | Link to Values: Sharing, respect and unity can be developed as learners work in groups and play computer games. |
| Link to other subjects: Communication, social skills, and Activities of Daily Living | Mode of assessment: Questioning and observation |
| Suggested Non Formal Activity to support learning: Learners to be engaged to identify and group objects at home | Suggested Resources: ICT devices, sets and Assorted of objects and |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|--|
| Learner can group all objects presented according to size shape, texture and or colour | Learner can group most objects according to size, texture and all colour | Learner attempts to group some objects according to size, shape texture and or colour with assistance. | Learner has difficulties in grouping objects according to size, shape, texture and or colour even with assistance. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|----------------------------------|--------------------------------|---|---|--------------------------|
| 3.0 Pre-Number activities | 3.1 Rote counting (1-5) | By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-5 in readiness for number | <ul style="list-style-type: none"> Learners could be guided to rote count numbers 1-5 In pairs, small groups and as a whole class, learners | How do we count objects? |

| | | | | |
|---|--|--|---|--|
| | | writing b) engage in singing games involving rote counting 1 to 5 c) appreciate value of numbers for day to day activities | could practice rote counting numbers 1-5 • In turns, learners could be guided to count numbers 1-5 • Learners could be guided in singing games involving rote counting 1 to 5 | |
| Core- competence to be developed: Self efficacy may be developed as learner is able to rote count 1 to 5 sequentially. Digital literacy is enhanced as learner plays drag and drop computer games. | | | | |
| Link to PCLs: Life skills Social interaction could be enhanced as learners engage in singing games | | | Link to Values: Harmony, unity and respect may be developed as learners engage in singing games on rote counting. | |
| Link to other subjects: Communication, social skills, and Pre- literacy activities and Activities of Daily Living | | | Mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: Learners could be guided to play number rhythm games with peers in the home/village. | | | Suggested Resources: Counters | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|---|
| Learner can rote count 1 – 5 in varied singing games. | Learner can rote count numbers 1-5 independently | Learner attempts to rote count 1 – 5 with assistance | Learner has difficulties in rote counting 1-5 even with assistance. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING | KENY INQUIRY |
|--------|------------|----------------------------|--------------------|--------------|
|--------|------------|----------------------------|--------------------|--------------|

| | | | EXPERIENCES | QUESTIONS |
|---|-----------------------------|---|---|-----------------|
| 3.0 Pre-Number activities | 3.2 Counting rhythms | By the end of the sub-strand, the learner should be able to: a) identify different rhythms in counting number 1 to 5 for sequencing. b) apply rhythms in counting numbers 1 to 5 for enjoyment c) appreciate counting in day to day life | <ul style="list-style-type: none"> Learners could be guided to count numbers 1-5 using rhythms Learners could be practice counting numbers in different rhythms in pairs, small groups and as a whole class. Learner could play counting rhythms in singing games. | How do we clap? |
| Core- competence to be developed: Communication and collaboration may be enhanced through singing games in groups and whole class. | | | | |
| Link to PCLs: ESD: Life skills: Self esteem may be achieve as learners succeed in counting rhythmically. | | | Link to Values: Harmony, respect and unity may be developed as learners engage in singing games in groups | |
| Link to other subjects: Communication, social and Pre- literacy activities and Activities of Daily Living | | | Mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: Visit elderly to practice tradition county song. | | | Suggested Resources: Musical instruments | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|
| Learner can count numbers through varied musical rhythms with ease. | Learner can count numbers through given rhythms. | Learner attempts counting numbers through rhythms. | Learner rarely attempts in counting numbers through rhythms. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|-----------------------|--------------------------------|--|---|------------------------|
| 3.0 Pre-Number | 3.3Singing number songs | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none"> Learners could be guided to sign number songs | When do you sing ? |

| | | | | |
|---|--|---|--|--|
| activities | | a) sing familiar number songs for enjoyment b) sing number songs in readiness for numeracy skills c) appreciate numbers for day to day activities | <ul style="list-style-type: none"> Learner could be guided to practice singing number songs Learner could sing recorded number songs and recite number rhythms for enjoyment | |
| Core- competence to be developed: Communication and collaboration could be developed as learners engage in singing together. Digital literacy may be enhanced as learner sings along recorded music. | | | | |
| Link to PCLs: ESD: Financial literacy may be developed as learners get introduced to number names. | | | Link to Values: Sharing, unity and respect may be realized as learners engage in singing together. | |
| Link to other subjects: Sensory integration, psychomotor and creative activities | | | Mode of assessment: Observation and oral questions | |
| Suggested Non Formal Activity to support learning: Practice playing traditional number games with other children at home | | | Suggested Resources: ICT devices, Musical instruments | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|--|---|
| Learner is able to sing number songs in given and own adapted tunes. | Learner can sing number songs in given tunes. | Learner attempts to sing number songs with assistance. | Learner has difficulties singing number songs even with assistance. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KENY INQUIRY QUESTIONS |
|----------------------------------|---------------------------------|--|--|---|
| 3.0 Pre-Number activities | 3.4 Playing number games | By the end of the sub-strand, the learner should be able to: a) play number games in readiness for numeracy skills acquisition b) appreciate numbers for day | <ul style="list-style-type: none"> Learners could be guided to play number games and or shown a video on number games. In pairs, learners could be guided to play number | How do you play a drop and drag game on a computer? |

| | | | | |
|--|--|---------------|--|--|
| | | to day living | <p>games involving 1 to 5 on a computer.</p> <ul style="list-style-type: none"> • Learner could demonstrate playing number games with 1 – 5 using objects. • Through pair or small groups, learners practice playing number games in turns safely. | |
| Core- competence to be developed: Communication and collaboration may be developed as learners play number games together, Digital literacy is enhanced as learners play computer games on numbers. | | | | |
| Link to PCLs: ESD: Financial literacy is given a base as learners get insight on numbering. Safety and care skills developed as learners handle the materials. | | | Link to Values: Sense responsibility is enhanced as learner is sensitized through careful handling of ICT device. | |
| Link to other subjects: Communication, social skills and Pre- literacy activities, sensory motor and creative activities | | | Suggested mode of assessment: Questioning and observation | |
| Suggested Non Formal Activity to support learning: Learner could be accorded to play number games at home with other children.. | | | Suggested Resources: ICT devices, number cards and realia | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|--|
| Learner can play a variety of number games with own initiated creativity | Learner can play simple number games as presented. | Learner attempts to play some number games with assistance | Learner has difficulties making attempts to play any number games. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|----------------------------------|------------------------------|---|--|------------------------------------|
| 3.0 Pre-number activities | 3.5 Modelling numbers | By the end of the sub-strand, the learner should be able to: d) identify materials used to | <ul style="list-style-type: none"> • Learners could be guided to observe and/or to manipulate the modelling | How do you use clay for modelling? |

| | | | | |
|--|--|---|--|--|
| | | model in readiness for number writing e) model numbers in readiness for number writing. 1- 5 f) appreciate number modelling for day to day activities | materials <ul style="list-style-type: none"> Through sharing in pairs, groups and as a whole class, learners practice modelling number shapes 1-5. Learners to display the modelled number shape for reference | |
| Core- competence to be developed: self-efficacy may be developed as the learner acquires proficiency in manipulating clay for modelling | | | | |
| Link to PCLs: DRR: craftsman skills may find a base in the learner as he/she models the numerals | | | Link to Values: Skills in personal responsibility may be enhanced as learner takes care of modelling | |
| Link to other subjects: communication, social skills and pre-literacy activities | | | Mode of assessment: observation and oral questions | |
| Suggested Non-formal Activity to support learning: Learners may be given opportunity to manipulate modelling materials at home. | | | Suggested resources: clay/plasticine ; number moulds templates | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|---|---|
| Learner can model number shapes 1-5 with ease and further model self-initiated shapes | Learner can number shapes 1-5 as presented | Learner attempts to model number shapes 1-5 with assistance | Learner has difficulties attempting to model number shapes 1-5 even with assistance |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|--|---------------------------------------|---|---|---------------------------------|
| 3.0 Pre-number activities | 3.6 Scribbling feely on open surfaces | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) demonstrate scribbling skills on given surfaces in readiness for writing numbers for day to day activities b) enjoy manipulation of writing materials for acquaintance towards writing c) appreciate number modelling for day to day activities | <ul style="list-style-type: none"> • Learners to observe and identify materials used for scribbling. • In pairs, groups and as a whole class, learners could be guided to scribble on open surface safely for enjoyment • Learners could practice scribbling freely using assorted materials • Display scribbled work for reference | 1. What do you use for writing? |
| Core- competence to be developed: self-efficacy in writing may be developed as learner gets to handle writing materials effectively | | | | |
| Link to PCLs: ESD: Learners develops a good foundation for writing. DRR: Safety skills in handling materials | | | Link to Values: Responsibility for personal items is introduced as learner gets to take care for writing materials | |
| Link to other subjects: sensory integration , psychomotor and creative activities | | | Mode of assessment: observation and oral questions | |
| Suggested Non-formal Activity to support learning: Practice scribbling with other children at home. | | | Suggested resources: chalk, crayons, pencils, paper. | |

Suggested Assessment Rubrics

| Exceeds Expectations | | Meets Expectations | | Approaches Expectations | | Below Expectations | |
|--|------------|---|----------------------------|--|--------------------------------|--|-----------------------|
| Learner can scribble freely for enjoyment and further colour within patterns created | | Learner can scribble freely and within given surface. | | Learner attempts to scribble but requires prompting and assistance | | Learner has difficulties in making attempts to scribble even with prompts and assistance. Assistance | |
| STRAND | SUB-STRAND | | SPECIFIC LEARNING OUTCOMES | | SUGGESTED LEARNING EXPERIENCES | | KEY INQUIRY QUESTIONS |

| | | | | |
|--|----------------------------------|--|--|----------------------------------|
| 3.0 Pre-number activities | 3.7 shading number shapes | By the end of the sub-strand, the learner should be able to: a) sort and match shapes in for recognition of numbers b) shape number shapes in readiness for number writing c) enjoy number shapes shading for self –esteem building | <ul style="list-style-type: none"> Learners could be shown sets of number shapes 1-5 and prompted to observe and/or manipulate Learners sort and match number shapes In pairs and in small groups, learners are guided to practise shading number shapes 1-5. Shaded number shapes are displayed for reference | Which shape looks like this one? |
| Core- competence to be developed: communication and collaboration may be developed as learners work in small groups. Self-efficacy is enhanced as learners manipulate shapes shading materials effectively. | | | | |
| Link to PCLs: ESD: learner may acquire a good foundation for writing as he/she handles material effectively. | | | Link to Values: Team spirit may be enhanced as learners engage in groups. | |
| Link to other subjects: communication, social skills and pre-literacy activities; sensory-motor and creative activities. | | | Mode of assessment: Observation and oral questions | |
| Suggested Non-formal Activity to support learning: Practice shading shapes of numbers with other children. | | | Suggested resources: Sets of number shapes 1-5 cut-outs, crayons, colour pencils, block number writings on paper | |

Suggested Assessment Rubrics

| Exceeds Expectations | | Meets Expectations | | Approaches Expectations | Below Expectations |
|---|----------------------------------|--|--|--|---|
| Learner shades number shapes in perfect precision and shows creativity. | | Learner shades number shapes with satisfactory precision | | Learner attempts to shade number shapes with assistance | Learner has difficulties in attempts to shade |
| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
| 3.0 Pre-number | 3.8 Tracing number shapes | By the end of the sub-strand, the learner should be able to: | | <ul style="list-style-type: none"> Learners could be guided | How do you draw this number shape? |

| | | | | |
|---|--|---|---|--|
| activities | | a) track shapes of numbers 1-5 along embossed outline using finger , as prerequisite activity for writing b) trace number 1-5 along dotted lines with pencil in readiness for number writing c) trace number shape cut-outs using chalk/pencil. d) appreciate tracing number shapes for counting in day to day life. | to track number shapes 1-5 along embossed outlines using finger <ul style="list-style-type: none"> Learners could be guided to trace number shapes 1-5 along dotted lines. Through sharing, in pairs, groups and/or as a whole class they could practice tracing number shapes cut-outs using chalk/pencil. | |
| Core- competence to be developed: self-efficacy is developed as learner acquires ability to trace shapes efficiently. Collaboration is entrenched as learners work together in tracing exercise. | | | | |
| Link to PCLs: ESD: learner gain foundation for proficient number writing for numeracy skills development. | | | Link to Values: Sharing as well as team work is enhanced as learners trace shapes. | |
| Link to other subjects: communication, social skills and pre-literacy activities. | | | Mode of assessment: Observation and oral questions | |
| Suggested Non-formal Activity to support learning: Learners to be encouraged to practice tracing number shapes with other children at home. | | | Suggested resources: number shapes cut-outs; embossed number plates 1-5. | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---------------------------------|---|---|
| Learner can trace number shapes accurately | Learner can trace number shapes | Learner attempts to trace few number shapes | Learner rarely attempts to trace number shapes. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|---|-------------------------------|--|--|--------------------------------|
| 3.0 Pre-number activities | 3.9 completing dotted numbers | By the end of the sub-strand, the learner should be able to: a) identify materials used to complete dotted numbers in readiness for number writing. b) join dotted numbers in readiness for number writing. c) appreciate dotted numbers for writing numbers. | <ul style="list-style-type: none"> Learners could be shown materials to be used in joining number dots. Learners could be guided to join dots 1-5 to form numbers in pairs, groups and as a whole class. Learners work could be displayed for reference. Learners could be guided to practice joining dots on a computer | What do you use to draw lines? |
| Core- competence to be developed: communication and collaboration may be achieved as learners work in pairs and in groups. Digital literacy may be enhanced through exercises of joining dots on computer. | | | | |
| Link to PCLs: ESD: foundation for financial literacy may be well laid as learner gains proficiency in handling writing materials and ICT devices. | | Link to Values: Responsibility is enhanced as learners get to take good care of the materials. | | |
| Link to other subjects: sensory motor, psycho-motor and creative activities. | | Mode of assessment: Observation and oral questioning | | |
| Suggested Non-formal Activity to support learning: Learners could be encouraged to practice completing dotted numbers at home. | | Suggested resources: ICT devices , writing materials | | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|-------------------------------------|---|--|--|
| Learner can join number dots freely | Learner can join number dots with minimal supervisory | Learner attempts to join number dots with assistance | Learner rarely attempts to join number dots. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|---|----------------------------------|---|---|---|
| 3.0 Pre-number activities | 3.10 Finger dexterity activities | By the end of the sub-strand, the learner should be able to: a) identify different types of boards and pegs. b) use pegs to fix on boards in readiness to number writing c) appreciate fixing pegs on boards readiness to number | <ul style="list-style-type: none"> Learners could be shown boards and manipulate Learners could be guided on how to fix pegs on boards Learner attempts to join number dots with assistance Learners to display pegs and boards for reference | <ol style="list-style-type: none"> What can you see? What can you manipulate? |
| Core- competence to be developed: self efficacy: in pairs, groups and as a whole class, learners practice fixing pegs on boards. | | | | |
| Link to PCLs: DRR: safety in handling materials. | | | Link to Values: Sharing, unity, respect and responsibility. | |
| Link to other subjects: communication, social skills and pre-literacy activities. | | | Mode of assessment: Observation | |
| Suggested Non-formal Activity to support learning: Practice fixing pegs to boards with other children | | | Suggested resources: number shapes cut-outs; embossed number plates 1-5. | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--------------------------------|-------------------------------------|--|
| Learner can fix pegs on boards safely with ease | Learner can fix pegs on boards | Learner attempts fix pegs on boards | Learner rarely attempts to fix pegs on boards. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING EXPERIENCES | KEY INQUIRY QUESTIONS |
|--|-----------------------|--|---|--|
| 4.0 Pre-number activities | 4.10 measuring length | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) identify arbitrary units in the context of measuring length b) use arbitrary units in measuring length for life skills. c) appreciate use of arbitrary units in measurement in day to day life | <ul style="list-style-type: none"> • Learners could be prompted or guided to use arbitrary units for measuring length • Learners practice use of arbitrary units in measuring length in pairs or groups safely. • Learners display some used arbitrary units for reference | 1. What do you use for measuring length? |
| Core- competence to be developed: communication and collaboration can be achieved as learner is able to practice measurement using arbitrary units in pairs or in groups. | | | | |
| Link to PCLs: ESD: safety can be developed as learners handle materials at working place with care. | | | Link to Values: Sharing, unity, and respect can be enhanced as learners measure in pairs or groups using arbitrary units. | |
| Link to other subjects: activities of daily living | | | Mode of assessment: Observation and questioning | |
| Suggested Non-formal Activity to support learning: Learners to be encouraged to practice measuring using arbitrary units out of school environment | | | Suggested resources: sticks, human resource | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|--|
| Learner can measure length of objects given correctly using arbitrary units with ease | Learner can measure length of the objects given correctly using arbitrary units | Learner attempts fix pegs on boards. Measure length of few given objects using arbitrary units. | Learner rarely attempts measure length of given objects using arbitrary units. |

| STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | SUGGESTED LEARNING | KEY INQUIRY |
|--------|------------|----------------------------|--------------------|-------------|
|--------|------------|----------------------------|--------------------|-------------|

| | | | EXPERIENCES | QUESTIONS |
|--|------------------|--|---|---|
| 4.0 Measurement | 4.2 Width | By the end of the sub-strand, the learner should be able to: a) identify arbitrary units in the context of measuring width. b) use arbitrary units in measuring width for life skills c) appreciate use of measurement in day to day living | <ul style="list-style-type: none"> Learners could be prompted or guided to use arbitrary units for measuring width Learners practice measuring width using arbitrary units in pairs, small groups and as a whole class. Learners to display some of the arbitrary units for reference. | 2. What do you use for measuring width? |
| Core- competence to be developed: Self efficacy can be developed as learners practice measuring width using arbitrary units in pairs, small groups and as a whole class. Communication and collaboration can be enhanced in the same way. | | | | |
| Link to PCLs: DRR: Safety may be enhanced as learners carefully handle materials at working space. | | | Link to Values: Sharing and respect can be achieved as learners practice in groups . | |
| Link to other subjects: Communication, social skills and pre – literary activities | | | Mode of assessment: Observation and oral questions. | |
| Suggested Non-formal Activity to support learning: Learner can measure width of objects given correctly using arbitrary units with ease and further own creativity. | | | Suggested resources: Human resource, sticks, ropes | |

Suggested Assessment Rubrics

| Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|---|
| Learner can measure width of objects given correctly using arbitrary units with ease and further own creativity. | Learner can measure width of the objects given correctly using arbitrary units | Learner can attempt to measure width of a few given objects using arbitrary units with assistance. | Learner has difficulties in making attempts to measure width of given objects using arbitrary units even with assistance. |