



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 1

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

ENVIRONMENTAL ACTIVITIES

GRADE 1

ESSENCE STATEMENT

Environmental Activities is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities at Pre Primary level. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, and environmental conservation, intrapersonal and interpersonal relationship are further developed. Experiential learning will be utilised to enable the learner explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate environment and its cultural diversity. Therefore, the learning area endeavours to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in upper grades through concepts in related learning areas.

GENERAL LEARNING OUTCOMES

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

- a) acquire appropriate practical skills and values for problem solving in conserving the environment,
- b) communicate appropriate messages for conserving the environment,
- c) demonstrate appropriate values, attitudes and practices for sustainable interactions,
- d) explore the natural resources in the immediate environment for learning and enjoyment,
- e) practise proper hygiene and good health habits to promote the well-being of self, others and the environment,
- f) apply acquired competences in solving environmental challenges for sustainable development,
- g) participate in community service learning to promote environmental and social well-being,
- h) observe safety precautions to limit risks to self and others while exploring the environment,
- i) appreciate the country's rich and diverse cultural heritage for harmonious living in the community.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Cleaning My Body	13
	1.2 Our Home	8
	1.3 Family Needs	13
	1.4 Our School	9
	1.5 Our Market	9
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky	12
	2.2 Soil	10
	2.3 Sound	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	14
	3.2 Plants	10
	3.3 Animals	10
	TOTAL NUMBER OF LESSONS	120

STRAND 1.0 SOCIAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Cleaning My Body <ul style="list-style-type: none"> • <i>Face</i> • <i>Teeth</i> • <i>Hands</i> • <i>Feet and Hair</i> <p>(13 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify materials used to clean different parts of the body,</p> <p>b) wash face, teeth, hands, feet, and hair using locally available materials,</p> <p>c) appreciate the importance of a clean body for personal hygiene.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe pictures and name materials used to clean different parts of the body, • draw and colour materials used to clean different parts of the body • match cleaning materials with pictures of body parts they are used to clean • watch a video clip or observe pictures on oral hygiene practises for personal well-being, • share information on problems related to oral hygiene, • practise brushing teeth for proper oral hygiene and personal well-being, • observe a demonstration on cleaning parts of the body, • follow appropriate steps to wash own face, hands, feet, and hair by careful use (no wastage) of cleaning agents and water, • sing a song or recite a poem on cleaning different parts of the body, 	<ol style="list-style-type: none"> 1. How do you clean your body parts? 2. Why should we clean our body parts?

			<ul style="list-style-type: none"> ● make and maintain a journal on cleaning different parts of the body for one week, ● make a healthy habit poster showing the importance of oral habits. 	
<p>Core Competencies to be developed: Creativity and Imagination: learner exhibits the skill of originality when making a healthy habit poster showing the importance of oral habits.</p>				
<p>Values: Responsibility: learner enhances diligence and excellence while cleaning body parts without wasting cleaning agents and water.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills: learner develops self-awareness when taking care of different body parts. ● Health Promotion Issues: learner develops the skill of cleaning own body parts as a way of practising personal cleanliness. 				
<p>Link to other Learning Areas: Taking an account of cleaning the body parts relates to the skill of journaling in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Our Home (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify materials used to clean a home environment, b) state common accidents at home for personal and others' safety, c) carry out activities to ensure cleanliness in the home, d) reflect on the importance of living in a clean home environment.	The learner is guided to: <ul style="list-style-type: none"> ● share ideas on different materials used to sweep, wipe, dust and collect litter at home, ● draw and colour materials used to sweep, wipe, dust and collect litter at home, ● share information on common accidents that occur at home, ● select places at home or school where common accidents are likely to occur and share with peers, ● practise appropriate pedestrian crossing, ● manipulate digital devices to watch videos or observe pictures on ways of preventing accidents at home, ● manipulate a digital device to watch a video, or observe pictures on ways of ensuring cleanliness in the home, ● practise cleaning places and assorted items using different suitable cleaning materials at home or school. 	How can you make your home environment clean and safe?

Core Competencies to be developed:

Learning to Learn: learner develops independence when cleaning furniture using suitable materials.

Values:

Responsibility: learner enhances self-drive when keeping the home environment clean such as practising cleaning assorted home items using suitable cleaning materials.

Pertinent and Contemporary Issues:

Disaster risk reduction: learner develops awareness of potential risk areas and objects that can cause harm/accidents to foster the safety of self and others.

Link to other Learning Areas:

Materials used for cleaning relate to items used in Creative Activities to clean self after finger painting activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Family Needs (13 lessons)	By the end of the sub-strand, the learner should be able to: a) identify basic needs in the family, b) classify items and structures as basic needs in the family, c) categorise food from plants and animals eaten at home, d) select suitable food for a healthy body, e) appreciate different needs in the family.	The learner is guided to: <ul style="list-style-type: none"> ● share information on different family needs, ● manipulate a digital device to watch a video clip or observe pictures of different basic family needs, ● draw and colour items that represent family needs, ● observe pictures of food items used by family members, ● match pictures of food items with their names, ● recite poems or sing songs on different family needs, ● manipulate digital devices when recording poems and songs on different family needs, ● make picture cut-outs of food items and structures as basic needs in the family, ● sort and group locally assorted food items into types of tastes, 	<ol style="list-style-type: none"> 1. Which things do you use as a family at home? 2. How do you choose the food you eat?

			<ul style="list-style-type: none"> ● create a one-week journal of healthy foods eaten, ● make a nature corner with different food items found in the locality. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital Literacy: learner manipulates digital devices when recording poems and songs on different family needs. ● Self-efficacy: learner sorts and groups locally assorted food items into types of tastes. 				
Values: Respect: learner appreciates diverse opinions when sharing information on different family needs.				
Pertinent and Contemporary Issues: Life Skills: learner develops the skill of self-awareness when drawing, colouring and grouping different family needs.				
Link to other Learning Areas: Basic needs of the family such as water relates to filling and emptying activities in Mathematical Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our School <ul style="list-style-type: none"> • <i>Main physical features</i> • <i>Safety</i> (9 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main physical features between home and school, b) draw main physical features between home and school, c) apply personal safety on the way to school, d) acknowledge the significance of identifying places using key features. 	The learner is guided to: <ul style="list-style-type: none"> • manipulate a digital device to watch videos or observe pictures of the main physical features between home and school, • draw and colour the main physical features found between home and school, • interact with digital technology when playing educative games on locating main features between home and school, • role play safety measures to take on the way to school. 	<ol style="list-style-type: none"> 1. How do you identify your way to school? 2. How can you be safe while coming to school?
Core Competencies to be developed: Digital Literacy: learner interacts with digital technology when playing educative games to locate main features between home and school.				
Values: Unity: learner enriches cooperation and team spirit when role-playing safety measures to take on the way to school.				
Pertinent and Contemporary Issues: Safety: learner acquires child road safety awareness when role-playing safety measures to take on the way to school and back.				
Link to other learning areas: Drawing physical features between home and school relates to the skill of drawing and colouring in Creative Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our market (9 lessons)	By the end of the sub-strand, the learner should be able to: a) identify roles of people found in a market, b) list food items found in a market, c) categorise food items found in a market into fruits and vegetables, d) appreciate activities that are carried out in a market.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures or videos of people found in a market, ● share information with peers on the roles of people found in a market, ● use pictures or flashcards to pick out food items found in a local market, ● draw and colour different food items found in a market, ● use flashcards to sort and group food items into fruits and vegetables, ● sort and group picture cut-outs of food items found in a market and make a portfolio. ● recite poems and sing songs on food items found in the market. 	Why do we have markets?
<p>Core Competencies to be developed: Communication and Collaboration: learner listens keenly and speaks effectively when sharing information with peers on the roles of people found in a market.</p>				

Values:

Unity: learner enhances cooperation with peers when drawing and colouring different food items found in the market.

Pertinent and Contemporary Issues:

Social-economic issues: learner develops the skill of career awareness when sharing information with peers on the roles of people found in a market.

Link to other Learning Areas:

Food items found in a market relate to concepts of sorting and grouping in Mathematical Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper hygiene using locally available materials.	Practises proper hygiene using locally available materials most frequently.	Practises proper hygiene using locally available materials.	Practises proper hygiene using locally available materials occasionally.	Rarely practises proper hygiene using locally available materials.
Ability to practise good healthy habits at home and school.	Practises good healthy habits at home and school most frequently.	Practises good healthy habits at home and school.	Practises good healthy habits at home and school occasionally.	Rarely practises good healthy habits at home and school.
Ability to identify safety precautions at home and school.	Identifies safety precautions at home and school with in-depth details.	Identifies safety precautions at home and school.	Identifies safety precautions at home and school with minimal details.	Identifies safety precautions at home and school without details.

STRAND 2.0 NATURAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Natural Environment</p>	<p>2.1 Weather and the Sky (12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the appearance of the sky during the day and at night, b) identify weather conditions in the locality, c) record different weather conditions in the locality, d) appreciate differences in weather conditions at different times of the day. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe the sky during the day and at night and share observations with peers, ● manipulate a digital device to watch video clips or observe pictures showing the appearance of the sky during the day and at night, ● draw features appearing in the sky during the day and at night, ● manipulate a digital device to watch video clips or observe pictures of different weather conditions, ● draw symbols of different weather conditions in the locality, ● observe prevailing weather conditions as an outdoor activity, ● share ideas on prevailing weather conditions and make a simple weather chart, ● tell age-appropriate stories about weather and weather conditions. 	<p>How does the sky appear at night and during the day?</p>

Core Competencies to be developed:

Communication: learner speaks engagingly when telling age-appropriate stories about weather and weather conditions

Values:

Responsibility: learner fosters commitment when making and maintaining a one-week daily journal on weather conditions.

Pertinent and Contemporary Issues:

Life Skills: learner develops time management skills when making and reading weather charts.

Link to other Learning Areas:

Appearance of the sky and conditions can be used when learning about creation in Religious Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of playing with soil for enjoyment, b) play with soil for enjoyment, c) model objects using soil at school, d) develop curiosity in playing with soil for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● share ideas on ways of playing with soil for enjoyment, ● share tasks when filling and emptying cans with soil in turns, ● make different patterns using soil as paint, ● manipulate a digital device to watch videos or observe pictures of objects made from soil, ● model different objects using soil, ● sing relevant songs to peers while playing with soil for fun. ● clean or tidy up the working space after modelling activities and wash hands with soap and clean running water. 	Why is playing with soil important to us?
<p>Core Competency to be developed: Self-efficacy: learner develops high self-esteem when modelling different objects using soil.</p>				
<p>Values: Social Justice: learner enhances cooperation when filling and emptying cans with soil in turns.</p>				
<p>Pertinent and Contemporary Issues: Health Promotion Issues: learner develops the skill of washing hands with soap and clean running water after playing with soil.</p>				
<p>Link to other Learning Areas: Aspects of soil relate to modelling items using soil in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Sound (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sounds in the immediate environment, b) create sounds from objects for enjoyment, c) discriminate sounds that alert on danger for an appropriate response, d) acknowledge sounds that alert us to dangers.	The learner is guided to: <ul style="list-style-type: none"> ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines and natural sources and share with peers, ● manipulate digital devices to watch a video clip on ways of creating sound using the body, objects and voice, ● listen to an audio clip on ways of creating sound using the body, objects and voice, ● imitate and record videos or audio sounds from people, animals, machines and natural sources, ● use video clips or audio files to listen to various sounds that alert people to danger, ● role play sounds that alert people to danger, ● role play on appropriate responses to vehicle sounds (<i>horn sounds, bells, sirens</i>) to keep safe in the environment, 	<ol style="list-style-type: none"> 1. How do animals and other objects in our environment produce sounds? 2. Why are sounds important in our lives?

			<ul style="list-style-type: none"> ● explore sources of loud sounds in the immediate environment, ● talk about what happens to a person when near loud sounds, ● observe pictures or videos that show how to protect oneself from loud sounds, ● practise obeying sounds that alert us to danger for appropriate response. 	
<p>Core Competencies to be developed: Self-efficacy: learner develops confidence when imitating various sounds produced by animals or objects.</p>				
<p>Values: Patriotism: learner enhances loyalty when obeying sounds that alert on danger for appropriate response.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: learner uses common courteous words when engaging with peers to role-play sounds that alert on danger.</p>				
<p>Link to other Learning Areas: Sounds in the immediate environment draw concepts in Creative Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to observe safety precautions in the immediate environment.	Observes safety precautions in the immediate environment most keenly.	Observes safety precautions in the immediate environment keenly.	Observes safety precautions in the immediate environment less keenly.	Observes safety precautions in the immediate environment with prompts.
Ability to identify ways of playing with soil and sounds.	Identifies ways of playing with soil and sounds with in-depth details.	Identifies ways of playing with soil and sounds.	Identifies ways of playing with soil and sounds with minimal details.	Identifies a way of playing with soil and sounds without details.
Ability to record weather conditions in the locality.	Records weather conditions in the locality most precisely.	Records weather conditions in the locality precisely.	Records weather conditions in the locality less precisely.	Records weather conditions in the locality imprecisely.

STRAND 3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Resources in Our Environment</p>	<p>3.1 Water (14 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify sources of water in the immediate environment, b) record uses of water at home and school, c) conserve water at home and school, d) acknowledge different sources of water in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● manipulate digital devices to watch videos or observe pictures of different sources of water, ● develop originality skills when drawing and colouring different sources of water, ● complete a simple word puzzle on sources of water at home and school, ● collaboratively model sources of water in class learning spaces or corners using locally available materials, ● observe and write uses of water at home and school, ● share experiences with peers on the careful use of water in the home and school, ● role play water conservation activities that can be used at home and school, ● make a poster on water conservation (reducing the use of water) at home and school. 	<ul style="list-style-type: none"> 1. How can you use water without wasting it? 2. Why do we care for water sources?

Core Competencies to be developed:

- Learning to Learn: learner models water sources in the class learning space or corner using locally available materials.
- Creativity and Imagination: learner develops originality skills when drawing and colouring different sources of water.

Values:

Unity: learner collaboratively models sources of water in class learning spaces or corners using locally available materials.

Pertinent and Contemporary Issues:

Health promotion issues: learner drinks clean water and role-plays using water sparingly for personal wellbeing.

Link to other Learning Areas:

Making a poster on water conservation at home and school draws knowledge from writing skills in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants <ul style="list-style-type: none"> • <i>Flower</i> • <i>Leave</i> • <i>Stem</i> • <i>Roots</i> <p>(10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of a plant found in the school garden or compound, b) draw different parts of a plant found at school, c) carry out activities that conserve plants in the immediate environment, d) advocate for the conservation of plants in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • take a nature walk to explore parts of plants, • manipulate a digital device to watch video clips or observe pictures and photographs to identify different parts of a plant, • observe safety during collecting and observing young plants in the locality, • indicate parts of a plant (<i>flower, leaves, stem, roots</i>) using real plants or pictures, • colour parts of a plant and display own work for further learning and peer assessment, • plant seeds in the nature corner of the class, in a school garden or flowerbed, • practise watering plants found in the immediate environment. 	<p>How can you care for plants in your environment?</p>

Core Competencies to be developed:

Learning to Learn: learner develops concepts of plants when going for a nature walk to explore different parts of plants in the immediate environment.

Values:

Patriotism: learner enriches citizenship when showing love to the country by watering plants found in the immediate environment.

Pertinent and Contemporary Issues:

Environmental education and climate change: learner observes safety and responsibility when collecting young plants in the locality.

Link to other Learning Areas:

Plants relate to the concept of creation in Religious Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify domestic animals in the immediate environment, b) list domestic animals used as food in the locality, c) carry out basic care activities for small domestic animals, d) acknowledge the diversity of animals in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> ● manipulate a digital device to watch or observe pictures of domestic animals, ● take a nature walk in the immediate environment to observe and write the names of domestic animals, ● draw and colour domestic animals used as food in the locality. ● manipulate a digital device to watch video clips of domestic animals being watered, fed and treated, ● share with peers on safety precautions taken when feeding and watering domestic animals, ● water and feed some domestic animals in the immediate environment accompanied by a caregiver, ● wash hands using clean running water after interacting with animals for personal hygiene, ● make a journal on basic care activities done to domestic animals at home or school, ● listen to stories on animals for enjoyment, 	How can you care for animals in your immediate environment?

			<ul style="list-style-type: none"> gather more information on care for domestic animals from parents or guardians and write them clearly and correctly. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to Learn: learner develops exploration skills when taking a nature walk to observe and write the names of domestic animals. Communication and Collaboration: learner writes clearly and correctly when gathering more information on care for domestic animals from parents or guardians. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: learner enhances compassion when portraying a caring attitude during the watering and feeding of some domestic animals in the immediate environment. Unity: learner enriches cooperation when displaying team spirit during nature walks to observe domestic animals. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Health promotion issues: learner develops hand washing skills using clean running water after feeding and watering animals. Life Skills: learner develops empathy and takes precautions while feeding/watering domestic animals. 				
<p>Link to other Learning Areas: Listening to stories on animals for enjoyment relates to active listening in English Language Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to record the uses of water at home and school.	Records the uses of water at home and school most precisely.	Records the uses of water at home and school.	Records the uses of water at home and school less precisely.	Records the uses of water at home and school imprecisely.
Ability to conserve water and plants in the immediate environment.	Very often takes utmost care to conserve water and plants in the immediate environment.	Conserves water and plants in the immediate environment.	Sometimes conserves water and plants in the immediate environment.	Rarely conserves water and plants in the immediate environment.
Ability to care for domestic animals in the immediate environment.	Cares for domestic animals in the immediate environment most frequently.	Cares for domestic animals in the immediate environment.	Cares for domestic animals in the immediate environment occasionally.	Rarely cares for domestic animals in the immediate environment.

Suggested Resources, Assessment Methods and Non-Formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> ● Approved curriculum support materials ● Resources from the local environment (home and school) ● Stationery ● Digital devices ● Manilla Papers ● Drawing materials ● Clay soil ● Water ● Plastic bottles ● Pictures or picture cut-outs /Newspaper cuttings/Photographs ● Flashcards ● Charts 	<ul style="list-style-type: none"> ● Observation ● Aural questions ● Oral question ● Written tests ● Self-assessment ● Peer assessment ● Projects
<p>Non-formal Activities that support learning</p> <ul style="list-style-type: none"> ● Games and sports ● Clubs and societies ● Other school events 	