KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 1

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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 corporates 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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

   Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

   Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

   a) Social Needs

   Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

   b) Economic Needs

   Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

   c) Technological and Industrial Needs

   Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment.**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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
	Pastoral/Religious Instruction Programme	1
Total		**31**

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

By the end of Primary School 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 Kenya's rich and diverse cultural heritage for harmonious living.

INDIGENOUS LANGUAGES

GRADE 1

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, Indigenous Language activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learner to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Lower Primary Education, the learner should be able to:
   a) express self, confidently in indigenous language in different contexts,
   b) use thematic vocabulary in indigenous language to communicate appropriately,
   c) read texts accurately and fluently in indigenous language to access information,
   d) express feelings, ideas, and opinions through writing in indigenous language,
   e) practice appropriate cultural norms and good conduct expected of societal members,
   f) apply indigenous knowledge to conserve and preserve the environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Listening to Instructions • Word Formation: Syllables • Listening to Stories • Listening to Songs • Responding to Information	4 4 4 4 4
	Total	20
READING	• Picture Reading • Reading: Letters of the Alphabet • Reading Words • Reading Simple Sentences • Reading for Information	4 4 4 4 4
	Total	20
WRITING	• Handwriting: Letters of the Alphabet • Handwriting: Neatness and Legibility • Spelling • Writing Words • Creative Expression	4 4 4 4 4
	Total	20
TOTAL NUMBER OF LESSONS		60

NOTE: The suggested number of lessons per Sub Strand may be less or more depending on the context.

THEME 1: THE HOME

Suggested Vocabulary: house, home, mother, father, brother, sister, baby, bed, spoon, plate, chair, farm, cat, dog, cup, grandmother, grandfather, aunt, uncle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Listening to Instructions** (4 lessons) • *Formal and Informal greetings* • *Vocabulary building - Family members*	By the end of the Sub Strand, the learner should be able to: a) identify family members at home, b) use formal and informal greetings at home appropriately, c) enjoy listening and responding to instructions for communication.	The learner is guided to: • label pictures of family members (*father, mother, grandfather, grandmother, brother, sister, baby, aunt, uncle*), • play singing games involving names of family members, • work collaboratively to role play formal and informal greetings at home, • recite rhymes related to formal and informal home greetings, • listen to a variety of simple instructions relating to accomplishing home tasks through various media (oral, audio and audio- visual), • play the 'broken telephone game' (whisper game) with peers in class.	Why do we greet people at home?

Core Competencies to be developed:
• Communication and Collaboration: This is developed as the learner works collaboratively with peers to listen to and respond verbally and non-verbally to different instructions.
• Citizenship: This is enhanced as the learner appreciates their culture through role playing formal and informal greetings at home.
Values:
• Unity: This is achieved as the learner cooperates with peers to recite rhymes related to formal and informal greetings.
• Respect: This is enhanced as the learner displays patience with others as they play the 'broken telephone game'(whisper game) with peers in class.
Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is realised as the learner embraces peers' contribution for a common goal when giving and responding to different instructions.
Link to other Learning Areas:
The learner can relate the concept of greetings to their learning of similar concepts in English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.1 Picture Reading** (4 lessons) • *Vocabulary Building- Items found at home* • *Reading picture labels*	By the end of the Sub Strand, the learner should be able to: a) describe items found at home from pictures, b) read labels of simple pictures of items found at home, c) enjoy reading pictures accompanying texts.	The learner is guided to: • observe pictures of different items found at home, • work jointly with peers to talk about the pictures observed, • sort and group pictures of items found at home, • match pictures of items found at home with their labels, • colour and paint pictures of items found at home, • read labels of pictures on items found at home, • work with peers to stick the pictures onto a gallery board to form a simple collection about the home, • organise their pictures in a class portfolio.	How do we describe pictures?

Core Competencies to be developed:
• Creativity and Imagination: This is enhanced as the learner embraces new ideas when colouring and painting pictures of items found at home.
• Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts logically when matching pictures of items found at home with their names.

Values:
• Unity: This is achieved as the learner cooperates with peers to stick pictures on a gallery board to form a simple collection about the home.
• Responsibility: This is enhanced as the learner diligently works to organise their pictures in a class portfolio.
Pertinent and Contemporary Issues (PCIs):
Cultural awareness: This is developed as the learner interacts with cultural elements such as names of different items found at home.
Link to other Learning Areas:
The learner can connect the concept of picture reading with their learning in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting- Letters of the Alphabet (4 lessons) • *Letters of the language alphabet* • *Upper case* • *Lower case*	By the end of the Sub Strand, the learner should be able to: a) outline the letters of the language alphabet, b) copy names of things found at home in upper case and lower case, c) develop an interest in writing using letters of the language alphabet.	The learner is guided to: • trace letters of the language alphabet neatly, • colour and paint the letters of the language alphabet, • work collaboratively to model letters of the language alphabet, • match lower case letters with their corresponding upper case letters, • work jointly with peers to solve letter puzzles, • re-write names of simple words based on the theme e.g. names of family members and items found at home in upper case and lower case.	How do we write letters of the alphabet?

Core Competencies to be developed:
- Creativity and Imagination: This is developed as the learner embraces new ideas that inspire creativity when modelling the letters of the alphabet.
- Critical Thinking and Problem Solving: This is enhanced as the learner explores concepts logically when solving letter puzzles.

Values:
- Love: This is promoted as the learner portrays a caring attitude as they work collaboratively with peers to model letters of the language alphabet.
- Peace: This is enhanced as the learner works harmoniously with peers to solve letter puzzles.

Pertinent and Contemporary Issues (PCIs):
Healthy relationships: This is fostered as the learner collaborates in sharing learning resources to complete tasks like painting and modelling letters of the alphabet.

Link to other Learning Areas:
The learner can relate the concept of modeling and colouring to their learning in Creative Activities.

THEME 2: THE SCHOOL

Suggested Vocabulary: school, teacher, bell, desk, chair, table, chalk, book, pencil, class, door, chart				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1Listening and Speaking	**2.1.1 Word Formation – Syllables** *(4 lessons)* • *Pronunciation* • *Blending syllables* • *Segmenting syllables*	By the end of the Sub Strand, the learner should be able to: a) pronounce syllables in words accurately for communication, b) blend syllables to form simple words for accuracy, c) enjoy blending syllables to form words for effective communication.	The learner is guided to: • listen to pre-recorded clips with common syllables forming simple words, • imitate the syllables from the audio clip recording, • work with peers to blend the syllables to form words, • segment words into syllables, • work collaboratively to match syllables from flashcards to form complete words, • conduct a mini tour within the school to identify things found in school, • play a singing game involving pronouncing simple words related to the theme.	1.How can we take care of things found at school? 2.Why should we pronounce words well?

Core Competencies to be developed:
- Communication and Collaboration: This is developed as the learner engages actively with peers to blend syllables to form words.
- Learning to Learn: This is enhanced as the learner engages in collective learning when conducting a mini tour within the school to identify things found in school.

Values:
- Unity: This is achieved as the learner works collaboratively to match syllables from flashcards to form complete words.
- Responsibility: This is realised as the learner takes a role as they play singing games involving pronunciation of simple words related to the theme.

Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as the learner participates in a mini tour to identify things found in the school environment.

Link to other Learning Areas:
The learner can connect the concept of sounds and word formation to the learning of similar concepts in English and Kiswahili Language activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading —Letters of the Alphabet (4 lessons) • *Vowel sounds* • *Consonant sounds*	By the end of the Sub Strand, the learner should be able to: a) identify vowel and consonant letter sounds for accuracy, b) read words related to the school for comprehension, c) develop an interest in reading texts for information.	The learner is guided to: • recognise individual vowel and consonant letter sounds, • read the vowel letter sounds from charts, • work collaboratively to sing rhymes on words with the vowel letter sounds, • take turns to lead peers in reading letter sounds aloud, • watch video clips on letter sounds, • identify letter sounds from words on flashcards, • read words with target letter sounds collaboratively, • work with peers to conduct a mini-contest to read target words.	How do we read words correctly?

Core Competencies to be developed:
- Communication and Collaboration: This is developed as the learner engages actively when taking turns to lead peers in reading letter sounds aloud.
- Learning to Learn: This is achieved as the learner builds on their own learning experience when conducting a reading mini-contest to practise reading target words correctly.

Values:
- Social Justice: This is promoted as the learner gives others an equal opportunity to read letter sounds aloud.
- Unity: This is developed as the learner jointly sings rhymes on words related to the theme with peers.

Pertinent and Contemporary Issues (PCIs):
Citizenship: This is developed as the learner works jointly and mutually with peers to conduct a mini-contest to read target words.

Link to other Learning Areas:
The learner can relate the vocabulary learnt on the school to their learning of environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Handwriting – Neatness and Legibility (4 lessons) • *Vocabulary building* • *Neatness* • *Legibility* • *Writing words*	By the end of the Sub Strand, the learner should be able to: a) outline items in the school neatly and legibly, b) re-write simple words related to school, c) enjoy writing words using acquired language neatly and legibly.	The learner is guided to: • discuss the various items found in school, • differentiate neat and legible texts from illegible texts, • write letters neatly in the air and on surfaces, • team up to trace words related to the theme neatly, • fill in missing letters to complete words, • write down dictated words and sentences neatly and legibly, • write words on digital slate boards, • display their neatly written words in the class language corner or gallery.	How can we describe good handwriting?

Core Competencies to be developed:
- Self-efficacy: This is developed as the learner shows concerted attention when writing dictated words neatly and legibly.
- Digital Literacy: This is developed as the learner interacts with technology to write words on digital slate boards.

Values:
• Unity: This is developed as the learner works harmoniously with peers to complete word puzzles.
• Integrity: This is enhanced as learner embraces transparency by displaying their neatly written words in the class language corner or gallery.
Pertinent and Contemporary Issues (PCIs)
Social cohesion: This is enhanced as the learner relates with peers positively and respectfully while carrying out group tasks.
Link to other Learning Areas:
The learner can apply the concept of legibility and neatness in their writing of texts in Kiswahili and English Language Activities.

THEME 3: GOOD MANNERS

Suggested Vocabulary: manners, please, sorry, thank you, excuse me, welcome, may I, well done, rude, etiquette				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.1 Listening and Speaking	**3.1.1 Listening to Stories** (4 lessons) • *Vocabulary building - Polite words*	By the end of the Sub Strand, the learner should be able to: a) identify words that show etiquette from a story, b) use polite words in a conversation for communication, c) acknowledge the importance of etiquette in speech and action for peaceful coexistence.	The learner is guided to: • listen to a story on good manners from a resource person, • work jointly with peers to list words or phrases that show etiquette and good manners from the story, • retell stories fluently and creatively with peers, • role play a conversation between a motorist and a Grade 1 learner accompanied by a parent on their way to school, using polite words, • play a 'shop-shop' fantasy game to show the use of polite language, • play musical games on polite language and etiquette.	1. Why do we listen to stories? 2. Why is it important to be polite in a conversation?
Core Competencies to be developed: • Self-efficacy: This is enhanced as the learner retells stories to their peers confidently and coherently. • Digital Literacy: This is promoted as the learner interacts with digital content by listening to a conversation on good manners on digital devices.				

Values:
• Respect: This is enhanced as the learner ensures positive regard for others when playing a 'shop-shop' fantasy game to show use of polite language.   • Responsibility: This is enhanced as the learner takes up assigned tasks when role playing a telephone conversation using polite words.
Pertinent and Contemporary Issues (PCIs):
Cultural Awareness: This is enhanced as the learner teams up with peers to listen to stories from their communities that teach etiquette.
Link to other Learning Areas:
The learner can relate the concept of politeness and etiquette in language to their learning in English and Kiswahili language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1 Reading Words** (4 lessons) *Vocabulary building-polite words*	By the end of the Sub Strand, the learner should be able to: a) identify words related to good manners in a written text, b) read words related to good manners, c) develop interest in reading words in indigenous language.	The learner is guided to: • identify courteous (polite) words or phrases from texts, • read words on flashcards related to good manners, • say when to use polite words at home and in school, • work collaboratively to build a vocabulary bank on words related to good manners, • compose simple sentences using the collection of words, • take turns to play reading games involving words showing good manners.	1) Why should we use polite words in communication? 2) Why should we be polite to drivers and pedestrians?

Core Competencies to be developed:
- Learning to Learn: This is enhanced as the learner builds on their learning experiences when working with peers to search and build a vocabulary bank on polite words.
- Critical Thinking and Problem Solving: This is developed as the learner follows simple instructions to identify courteous (polite) words or phrases from texts.

Values:
- Responsibility: This is developed as the learner exhibits a self-driven attitude when reading words on flashcards related to good manners.
- Respect: This is enhanced as the learner appreciates the participation of peers as they take turns to play reading games.

| **Pertinent and Contemporary Issues (PCIs):** |
| Nationalism: This is promoted as the learner interacts with texts that show and encourage the use of polite language when interacting with others. |
| **Link to other Learning Areas:** |
| The learner can relate the concept of reading fluently to their learning of similar concepts in English and Kiswahili Language Activities. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	**3.3.1 Spelling** (4 lessons) • *Vocabulary building - polite words* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) write simple words related to good manners accurately, b) use simple words related to good manners to make simple sentences, c) enjoy writing texts accurately for communication.	The learner is guided to: • practise joining dots to create words related to good manners, • copy courteous words neatly and legibly, • play word matching games with peers to match words that show good manners with when they are used, • work collaboratively with peers to form polite words from jumbled letters, • rewrite simple sentences with polite words, • fill in missing words in sentences correctly, • take part in solving word puzzle games on polite words with peers.	Why is spelling important in writing?

Core Competencies to be developed:
Critical Thinking and Problem Solving: This is enhanced as the learner works with peers to form polite words from jumbled letters.
Learning to Learn: This is developed as the learner engages in collective learning when practicing to join dots to create words related to good manners.

Values: Respect: This is enhanced as the learner shows love and tolerance to the ideas of their peers as they play matching games. Unity: This is achieved as the learner works collaboratively with peers to form polite words from jumbled letters.
Pertinent and Contemporary Issues (PCIs): Social Cohesion: This is enhanced as the learner engages peers as they solve word puzzles.
Link to other Learning Areas: The learner can apply the concept of using polite words to show good manners to their learning in Religious Education Activities.

THEME 4: PERSONAL HYGIENE

Suggested Vocabulary: head, teeth, face, hand, leg, fingers, hair, waist, shoulder, knees, eyes, nose, mouth, wash, body, brush, comb, nails, bathe, handkerchief

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	**4.1.1 Listening to Songs** (4 lessons) • *Vocabulary building- parts of the body* • *Songs*	By the end of the Sub Strand, the learner should be able to: a) label parts of the body for comprehension, b) identify personal hygiene practices from songs, c) appreciate the need for good personal hygiene practices.	The learner is guided to: • identify parts of the body, • sing rhyme songs that identify parts of the body, • collaborate with peers to draw and colour/paint different parts of the body, • work jointly with peers to identify personal hygiene practices for different parts of the body (*e.g. face, hands, legs, nose, hair, teeth*), • listen to songs and rhymes on personal hygiene and sing along, • work with peers to role play personal hygiene practices.	1. How do songs help us in learning? 2. Why should we maintain good hygiene practices?

Core Competencies to be developed:
- Digital Literacy: This is enhanced as the learner interacts with digital content to listen to songs and rhymes on personal hygiene and sing along.
- Self-efficacy: This is developed as the learner shows defining personal skills when working with peers to role play personal hygiene practices.

Values:
- Respect: This is enhanced as the learner teams up with peers and accommodates divergent ideas as they perform tasks such as singing and role-playing.
- Unity: This is enhanced as the learner collaborates with peers to draw and colour/paint different parts of the body.

Pertinent and Contemporary Issues (PCIs):
Health Education on personal hygiene: This is promoted as the learner works with peers to identify personal hygiene practices and sing songs based on theme.

Link to other Learning Areas:
The learner can relate the concept of personal hygiene to their learning of hygiene practices in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	**4.2.1 Simple Sentences** (4 lessons) • *Vocabulary building-personal hygiene* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to personal hygiene from simple texts, b) read simple sentences on personal hygiene for comprehension, c) advocate for proper personal hygiene practices in daily living.	The learner is guided to: • identify vocabulary from the sentences on personal hygiene, • work together to find out the meaning of the vocabulary, • organise pictures on the theme in a vocabulary picture bank or portfolio, • match parts of the body to hygiene practices related to them, • read simple sentences based on the theme aloud, • arrange jumbled-up picture cards to form a short story on personal hygiene, • take turns to play reading games, • create an artistic story basket to store their collection of stories.	Why is reading important?

Core Competencies to be developed:
- Communication and collaboration: This is developed as the learner engages actively by teaming up with peers to play reading games harmoniously.
- Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts to match parts of the body to hygiene practices related to them.

Values:
• Responsibility: This is enhanced as the learner takes personal initiative to organise words to create a vocabulary bank or portfolio.
• Unity: This is achieved as the learner works with peers collaboratively to find out the meaning of vocabulary.
Pertinent and Contemporary Issues (PCIs):
Social Justice: This is enhanced as the learner teams up with peers and shares roles as they create an artistic story basket to store their collection of stories.
Link to other Learning Areas:
The learner can relate and apply the concept of reading words to their reading activities in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	**4.3.1 Writing Words** (4 lessons) • *Word formation* • *Simple words*	By the end of the Sub Strand, the learner should be able to: a) combine letters to form words related to the theme, b) write simple words related to personal hygiene for expression, c) enjoy creating texts on personal hygiene for information.	The learner is guided to: • practise word building using letter flashcards and letter cut outs, • collaborate with peers to arrange jumbled up letters to form words related to the theme, • complete word puzzles with peers, • fill in missing letters to complete words on personal hygiene, • match pictures of parts of the body and hygiene practice items to their names, • write simple words related to the theme, • work jointly to develop simple sentences by sequencing jumbled up words on flashcards.	How do we write neatly?

Core Competencies to be developed:
- Citizenship: This is enhanced as the learner collaborates with peers peacefully to write simple words related to personal hygiene.
- Critical Thinking and Problem Solving: This is promoted as the learner logically arranges jumbled up letters to form words.

Values:
- Responsibility: This is achieved as the learner takes up assigned tasks in the group as they sequence jumbled words to make simple sentences.
- Social Justice: This is promoted as the learner gives peers equal chances when completing word puzzles.

Pertinent and Contemporary Issues (PCIs):
Personal hygiene: This is enhanced as the learner works with peers to identify and match parts of the body with respective personal hygiene practice items.

Link to other Learning Areas:
The learner can relate the concept on writing words to their learning of similar concepts in English and Kiswahili Language Activities.

THEME 5: TIME (DAY, WEEK AND MONTHS)

Suggested Vocabulary: day, week, month, year, morning, afternoon, evening, night, today, tomorrow, yesterday, now, numbers (one, two, three, four, five, six, seven, eight, nine, ten)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question (s)**
5.1 Listening and Speaking	**5.1.1 Responding to Information** (4 lessons) • *Vocabulary building (Times of the day, Days of the week)* • *Numerals* • *Pronunciation*	By the end of the Sub Strand, the learner should be able to: a) pronounce words correctly to express different aspects of time for clarity, b) respond to instructions related to time for communication, c) enjoy responding to instructions in varied communication contexts.	The learner is guided to: • listen to simple songs on times of the day, days of the week and months of the year, • pronounce words on different times correctly from the songs (*yesterday, today, morning, evening, afternoon, night, tomorrow*), • listen to a resource person talk about different times of the day and days of the week and activities that take place at those times. • respond to questions on times of the day, • recite numerals used to identify months of the year (*one, two, three, four, five, six, seven, eight, nine, ten*),	1. How do we tell time? 2. Why should we pronounce words well?

			• work collaboratively to sing rhymes and songs to depict various times of the day and days of the week, • role play various activities carried out in the community at various times and days of the week.	

Core Competencies to be developed:
- Creativity and Imagination: This is enhanced as the learner creatively role plays various activities carried out in the community at various times and days of the week.
- Critical Thinking and Problem Solving: This is enhanced as the learner weighs concepts to respond to questions on times of the day.

Values:
- Respect: This is enhanced as the learner appreciates peer's contributions when singing rhymes and songs to depict various times.
- Peace: This is developed as the learner works mutually with peers to role play various activities carried out in the community at various times.

Pertinent and Contemporary Issues (PCIs):
Cultural Awareness: This is promoted as the learner engages with a resource person to understand various activities that happen in their community at various times of the day, months and year.

Link to other Learning Areas:
The learner can relate the concept of time (days of the week and months of the year) to their learning of counting in Mathematical Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	**5.2.1 Reading for Information** (4 lessons) • *Picture stories* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify key messages in picture stories related to time for comprehension, b) respond to questions on simple texts related to time for comprehension, c) enjoy reading simple texts related to the theme for information.	The learner is guided to: • work with peers to interpret the meaning of pictures related to the theme, • read words related to time from flashcards, charts or digital devices, • reorganise pieces of a broken picture to form a complete picture, • identify the main idea from the picture put together, • read simple community stories related to time, • team up with peers to respond to questions related to the stories, • collaborate to play games involving words and simple sentences related to time.	How do we read to understand texts?

Core Competencies to be developed:
• Critical Thinking and Problem Solving: This is promoted as the learner reorganises pieces of a broken picture to form a complete picture.
• Creativity and Imagination: This is enhanced as the learner embraces new ideas when playing games involving words and simple sentences related to time.
Values:
• Responsibility: This is developed as the learner takes initiative to read words and respond to questions from texts.
• Unity: This is achieved as the learner collaborates and cooperates with peers to play games on reorganising broken picture stories.
Pertinent and Contemporary Issues (PCIs):
Peer teaching: This is promoted as the learner assists peers in responding to questions related to the stories correctly.
Link to other Learning Areas:
The learner can relate the concept of putting picture parts together to their learning of putting concepts together to form a whole in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5. 3 Writing	5.3.1 Creative Expression (4 lessons) • *Forming sentences* • *Creating pictures*	By the end of the Sub Strand, the learner should be able to: a) order words to form clear sentences for effective communication, b) create pictures to describe events at different times in sequence, c) appreciate the writing of texts for self-expression.	The learner is guided to: • work with peers to play syllable fishing games to create names on time (days, week and moths), • write names of different times of the days and weeks as dictated, • combine jumbled-up words from cards to form correct sentences, • observe drawings and paintings describing different times of the day, • work with peers to describe the pictures in a paragraph, • team up to conduct a Pictionary session with peers to draw and paint different events at different times of the day, • display their pictures on the class gallery.	Why are stories fun to hear?

Core Competencies to be developed:
- Critical Thinking and Problem Solving: This is enhanced as the learner works jointly with peers to combine jumbled up words to form correct sentences.
- Creativity and Imagination: This is enhanced as the learner embraces new ideas to conduct a Pictionary session to draw and paint different events at different times of the day.

Values:
Integrity: This is enhanced as the learner exhibits transparency by displaying their pictures on the class gallery for others to see.
Unity: This is enhanced as the learner cooperates with peers to conduct a drawing and painting session.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: This is enhanced as the learner works and relates positively with peers as they describe the pictures
and participate in a Pictionary session.

Link to other Learning Areas:
The learner can apply their drawing skills to their learning of similar concepts in Creative Activities.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Listening for information	Ability to identify vocabulary related to the theme	Identifies vocabulary related to the theme with accurate examples	Identifies vocabulary related to the theme	Identifies most vocabulary related to the theme	Identifies a few vocabulary related to the theme
	Ability to use formal and informal greetings appropriately	Uses formal and informal greetings appropriately and creatively	Uses formal and informal greetings appropriately	Uses either formal or informal greetings	Uses formal and informal greetings with clues
Word formation	Ability to pronounce syllables and words accurately	Pronounces varied syllables and words accurately and with ease	Pronounces syllables and words accurately	Pronounces some syllables and words accurately	Pronounces syllables and words accurately with scaffolding
	Ability to blend syllables to form words	Blends a variety of syllables to form words with ease and precision	Blends syllables to form words	Blends some syllables to form some words	Blends syllables to form words with assistance
Listening to stories	Ability to use polite words in conversations	Uses a wide variety of polite words in a conversation creatively	Uses polite words in a conversation	Uses a limited variety of polite words in a conversation	Uses polite words in a conversation with clues

Responding to instructions	Ability to pronounce words correctly to express different aspects of time	Pronounces words correctly and with precision to express different aspects of time	Pronounces words correctly to express different aspects of time	Pronounces most of the words correctly to express different aspects of time	Pronounces a few words correctly to express different aspects of time
	Ability to respond to instructions	Responds to instructions with precision	Responds to instructions	Partially responds to instructions	Responds to instructions when prompted
STRAND: READING					
Picture reading	Ability to describe pictures related to the theme	Describes elaborately and with ease pictures related to the theme	Describes pictures related to the theme	Describes most of the pictures related to the theme	Describes a few of the pictures related to the theme
Reading words	Ability to identify vowel and consonant sounds	Identifies vowel and consonant sounds in varied contexts	Identifies vowel and consonant sounds	Identifies some vowel and consonant sounds	Identifies vowel and consonant sounds with prompts
	Ability to read words and sentences related to the theme	Reads a variety of words and sentences related to the theme with the correct articulation and pronunciation	Reads words and sentences related to the theme	Reads some words and sentences related to the theme with correct pronunciation	Reads words and sentences related to the theme with scaffolding

Read for information	Ability to identify the key message from a text	Identifies the key message from varied texts with accurate supporting details	Identifies the key message from a text	Makes attempts to identify the key message from a text	Identifies the key message from a text with guidance
	Ability to respond to questions on simple texts	Responds to questions from varied texts elaborately	Responds to questions from varied texts	Responds to most questions from varied texts	Responds to a few questions from varied texts
STRAND: WRITING					
Letters of the alphabet	Ability to write using lower and upper case letters of the language alphabet	Writes neatly and legibly using lower and upper case letters of the language alphabet meticulously	Writes using lower and upper case letters of the language alphabet	Writes using lower and upper case letters of the language alphabet with few errors	Writes using lower and upper case letters of the language alphabet with many errors
Handwriting- words and simple sentences	Ability to write letters and words neatly and legibly	Writes a variety of letters and words neatly and legibly	Writes letters and words neatly and legibly	Makes attempts to write some letters and words neatly and legibly	Writes letters and words neatly and legibly with assistance
	Ability to re-write simple sentences neatly and legibly	Re-writes simple sentences neatly, legibly and with ease	Re-writes simple sentences neatly and legibly	Re-writes most sentences neatly and legibly	Re-writes few simple sentences neatly and legibly

Spelling	Ability to write words and sentences accurately	Writes a variety of words and sentences with ease and with correct spelling	Writes words and sentences using the correct spelling	Writes some words and sentences using the correct spelling	Writes some words and sentences using the correct spelling with prompts
Creative Expression	Ability to re-order words and sentences to form coherent texts	Re-orders words and sentences to form coherent texts in varied contexts	Re-orders words and sentences to form coherent texts	Re-orders some words and sentences to form coherent texts	Re-orders words and sentences to form coherent texts with scaffolding
	Ability to create picture stories to describe events related to the theme	Creates picture stories to describe events related to the theme creatively	Creates picture stories to describe events related to the theme	Partially creates picture stories to describe events related to the theme	Creates picture stories to describe events related to the theme with clues

LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
LISTENING AND SPEAKING	• Oral reading or dictation recitations • Role play • Oral interviews • Oral discussions • Oral presentations	• Manilla papers • Painting Materials • Plasticine • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia *(Digital sources)* • Games • Songs • Electronic and digital devices • Charts • Video clips • Audio-visual resources • Other web resources	• Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Coming up with speeches and deliver them during prize giving days, school assemblies, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills.

READING	• Reading aloud • Dictation • Question and answer • Learner portfolios • Peer assessment • Self-assessment	• Manilla papers • Word trees • Posters • Models • Pictures and photographs • Newspapers • Course books • Diorama • Flashcards • Charts and realia *(Digital sources)* • Digital storybooks • Electronic and digital devices • Flashcards • Charts • Other web resources	• Reading news during assemblies and other school functions • Virtual tours using Google maps and establishing the direction of various locations using Google Maps • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Club Activities to improve reading.
WRITING	• Peer assessment • Self-assessment • Portfolio • Dictation	• Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Charts and realia *(Digital sources)* • Digital course books	• Interclass or school spelling contests • Mentorship in writing • Compiling pieces of artwork to nature talent.

		- Journals - Electronic and digital devices - Electronic or online dictionaries - Flashcards - Other web resources	