



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A skilled and Ethical Society*

**PRE-PRIMARY SCHOOL CURRICULUM DESIGN**

**PRE-PRIMARY 2**

First Published 2017

Revised 2024

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## **FOREWORD**

The Government of Kenya 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, the National Curriculum Policy 2019, 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 implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022, to address salient issues affecting the education sector. The PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary cycle, feedback from curriculum implementers and other stakeholders, led to rationalisation and review of the basic education curriculum.

The reviewed Pre-Primary Two (PP2) curriculum designs build on competencies attained by learners at Pre-Primary One (PP1). They focus on pre-literacy, pre-numeracy, motor and cognitive development, and social and emotional skills.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the different learning areas, as well as strands and sub strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



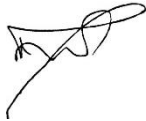
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## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Pre-Primary Two (PP2) is the second level of Pre-Primary school in the reformed education structure as provided for in the Basic Education, Act, 2013. The reviewed PP2 curriculum furthers learning already acquired at Pre-Primary One (PP1).

Therefore, the PP2 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: 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 sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for PP2 and prepare them for smooth transition to Grade One. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.



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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 (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education-MoE) plans. The Institute also receives support from development partners targeting specific programmes. The PP1 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 the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks go to the Cabinet Secretary in the Ministry-MoE, and the Principal Secretary in the State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the PP1 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC), and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council, and other members of the Council for the very consistent guidance in the process. We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at PP2 and the preparation of learners for transition to Grade One.



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## **NATIONAL GOALS OF EDUCATION**

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

The people of Kenya 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 competencies 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 competencies 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 and respect own and 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. Promote positive attitude towards good health and environmental protection**

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



## LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>25</b>

**Note:**

The time allocated for each activity area is **30 minutes**.

## **LEVEL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION**

By end of Pre-Primary Education, the learner should be able to;

- 1) demonstrate acquisition of literacy, numeracy and communication skills for continuous learning,
- 2) develop desirable social, moral and religious values for harmonious co-existence,
- 3) develop creative, innovative and critical thinking skills for problem solving,
- 4) develop awareness of the immediate environment for learning and enjoyment,
- 5) develop physically, emotionally and spiritually for self-growth,
- 6) demonstrate respect and value for own country and diverse cultures for national cohesion,
- 7) discover their interest and talent for self-fulfillment and contribution to the society.

# **LANGUAGE ACTIVITIES**

## **ESSENCE STATEMENT**

Language Activities is a learning area that provides learners with opportunities to build on communicative skills acquired at home as they transit to formal learning. Introduction to pre-literacy activities facilitate the young learners build a firm foundation for oral and written communication skills. The aim of the learning area is to develop the learner's pre-literacy and literacy skills which include listening and speaking, pre-reading and reading, and pre-writing and writing. The skills include aspects such as telling and retelling stories, listening for comprehension, book care and handling, scribbling, colouring, articulation of letter sounds, letter names, syllables and three letter words.

Language Activities are predominantly learnt through the communicative language learning approach. Learners will also be given opportunities to develop pre-literacy skills through play-based learning, task-based learning and project-based learning. Learning will take place through interesting, engaging and age-appropriate experiences such as playing, singing, chanting rhymes, reciting poems and modelling. The skills in language acquired at the end of Pre-Primary level prepare the learner to seamlessly transit to Primary education.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Pre-Primary Education, the learner should be able to;

- 1) develop appropriate listening skills from varied experiences to enrich their ability to communicate,
- 2) express own opinions, ideas and feelings creatively, freely and confidently using basic vocabulary in varied situations as they appreciate others,
- 3) participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- 4) articulate letter sounds correctly in preparation for reading,
- 5) articulate syllables correctly in preparation for reading,
- 6) articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- 7) develop appropriate reading readiness skills in varied learning experiences,
- 8) apply appropriate writing readiness skills in varied learning experiences.

## **THEMES**

In the PP2 Language Activities Curriculum, four language skills (two in one making the three skills) are presented through themes. The following themes will facilitate the learning of Language Activities in context:

### **1. Greetings and Farewell**

- Commonly used greetings
- Time related greetings

### **2. Our neighbourhood**

- Work done by our neighbours
- Things in our neighbourhood:
  - hospital/health centres/dispensaries
  - structures
  - shops / kiosks / markets
  - animals
  - physical features
  - plants

### **3. Our school**

- Our teacher(s)
- People in our school
- Our school compound
- Buildings in our school
- Way/road to our school

### **4. Our market**

- Things found in the market
- Buying and selling
- People found at the market

## **5. Animals**

- Domestic animals
- Wild animals
- Importance/use of animals

## **6. Weather conditions**

- Sunny
- Cloudy
- Rainy
- Windy

## **7. Water**

- Sources of water
- Uses of water
- Storage of water

## **8. Time**

- Telling time through daily routine
- Days of the week
- Popular public holidays

## **9. Transport**

- By foot
- By bicycles
- By boat/ship
- By motorcycles
- By animals
- By motor vehicles
- By railway
- By aeroplane

## STRANDS

1. Listening and Speaking
2. Reading
3. Writing

## SUMMARY OF STRANDS AND SUB STRANDS

Themes	Strands	Sub Strands	Suggested Number of Lessons
<b>1.0 Greetings and Farewell</b>	1.1 Listening and Speaking	1.1.1 Greetings and farewell	3
		1.1.2 Time-related greetings and farewell	2
	1.2 Reading	1.2.1 Reading readiness	3
	1.3 Writing	1.3.1 Writing readiness	2
<b>2.0 Our Neighbourhood</b>	2.1 Listening and Speaking	2.1.1 Listening for comprehension	2
		2.1.2 News telling	2
	2.2 Reading	2.2.1 Book handling	2
		2.2.2 Reading readiness	2
		2.2.3 Letter recognition	8
	2.3 Writing	2.3.1 Letter writing	6
2.3.2 Writing practice		2	



<b>3.0 Our School</b>	3.1 Listening and Speaking	3.1.1 Active Listening	2
		3.1.2 Self-expression	2
	3.2 Reading	3.2.1 Print awareness	3
		3.2.2 Reading syllables ( <i>ba - bu, da - du</i> )	2
	3.3 Writing	3.3.1 Drawing and colouring pictures	1
		3.3.2 Writing syllables ( <i>ba - bu, da - du</i> )	2
<b>4.0 Our Market</b>	4.1 Listening and Speaking	4.1.1 Polite language	2
		4.1.2 Passing information	2
	4.2 Reading	4.2.1 Visual discrimination	3
		4.2.2 Letter-sound correspondence	4
		4.2.3 Reading syllables	2
	4.3 Writing	4.3.1 Eye-hand coordination	2
4.3.2 Writing letters of the alphabet		2	
4.3.3 Writing syllables ( <i>fa-fu, ha-hu</i> )		3	
<b>5.0 Animals</b>	5.1 Listening and Speaking	5.1.1 Auditory discrimination	2
		5.1.2 Audience awareness	2
	5.2 Reading	5.2.1 Visual memory	3
		5.2.2 Reading syllables ( <i>ja-ju, la-lu</i> )	2
	5.3 Writing	5.3.1 Pattern writing	2
		5.3.2 Writing syllables ( <i>ja-ju, la-lu</i> )	2

<b>6. Weather conditions</b>	6.1 Listening and Speaking	6.1.1 Auditory memory	2
		6.1.2 Reporting skills	2
	6.2 Reading	6.2.1 Visual discrimination	3
		6.2.2 Reading syllables ( <i>ma-mu, pa-pu</i> )	3
	6.3 Writing	6.3.1 Recording skills	2
		6.3.2 Writing syllables ( <i>ma-mu, pa-pu</i> )	2
<b>7.0 Water</b>	7.1 Listening and Speaking	7.1.1 Naming	3
		7.1.2 Articulation of letter sounds	2
	7.2 Reading	7.2.1 Picture reading	1
		7.2.2 Reading syllables ( <i>ra-ru, ta-tu</i> )	2
		7.2.3 Word formation	4
	7.3 Writing	7.3.1 Hand writing	4
		7.3.2 Writing syllables ( <i>ra-ru, ta-tu</i> )	2
<b>8.0 Time</b>	8.1 Listening and Speaking	8.1.1 News telling	5
		8.1.2 Passing information	4
		8.1.3 Story telling	4
	8.2 Reading	8.2.1 Reading syllables ( <i>va-vu, za-zu</i> ),	2
		8.2.2 Reading three-letter words	2
	8.3 Writing	8.3.1 Writing syllables	2
		8.3.2 Writing three-letter words	2

<b>9.0 Transport</b>	9.1 Listening and Speaking	9.1.1 Naming	4
		9.1.2 News telling	4
	9.2 Reading	9.2.1 Picture reading	2
	9.3 Writing	9.3.1 Drawing and colouring pictures	3
		9.3.2 Writing practice	5
<b>Total number of Lessons</b>			<b>150</b>

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

## 1.0 GREETINGS AND FAREWELL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Greetings and Farewell</b>  (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) tell why we greet people in our day-to-day lives,</li> <li>b) use greetings correctly while interacting,</li> <li>c) use farewell words and gestures in social interactions,</li> <li>d) adopt the use of greetings and bidding farewell in daily interactions.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• tell why we greet each other as we interact,</li> <li>• role-play initiating and responding to greetings,</li> <li>• listen to an audio clip on people greeting, watch a video clip on people greeting or read pictures of people greeting and bidding each other farewell,</li> <li>• tell words we use to greet different people (family members, visitors, teachers, school mates, friends, younger persons, persons of the same age and older people) using appropriate words,</li> <li>• collaboratively practise bidding farewell using words and gestures,</li> <li>• recite poems on greetings and bidding farewell,</li> <li>• sing time-related songs on greetings and with reference to different people (teacher, mother, peers, visitors).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we greet people?</li> <li>2. Which words do we use to greet one another?</li> </ol>

**Core competencies to be developed:**

- Creativity and Imagination: The learner initiates and responds to greetings while role-playing greetings and bidding farewell to each other.
- Communication and Collaboration: The learners collaboratively practise greeting and responding to one another's greetings.

**Values:**

- Unity: The learner together with others cooperate while practising bidding each other farewell using words and gestures.
- Respect: The learner is guided to tell the words used to greet people of different ages, thus showing humility to the older people as they use the appropriate greeting for them.

**Pertinent and Contemporary Issue(s):**

Interpersonal Relationships: The learner shows concern by greeting others in the role-play and bidding each other farewell.

**Link to other Activity Areas:**

Greeting and bidding farewell is done to show concern, and for social relations. This relates to Religious Education where values that help maintain social relations are addressed.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.2 Listening and Speaking</b>	<b>1.2.1 Time-Related Greetings and Farewell</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify time-related greetings used in interactions,</li> <li>b) use time-related greetings while interacting with people,</li> <li>c) bid farewell correctly in relation to time,</li> <li>d) appreciate the use of greetings and bidding of farewell in daily interactions.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• tell different words used to greet one another at different times of the day,</li> <li>• read pictures or watch a video clip on people greeting and bidding farewell at different times of the day,</li> <li>• collaboratively practise greetings used at different times of the day,</li> <li>• practise bidding farewell at different times of the day,</li> <li>• role-play greeting and bidding farewell at different times of the day (good morning, good afternoon, good evening),</li> <li>• sing songs on time-related greetings and bidding farewell using words and gestures.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we greet people at different times of the day?</li> <li>2. How do you bid each other farewell at different times of the day?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner together with others collaboratively practise and role-play time-related greetings and bidding of farewell.
- Self-efficacy: The learner joyfully and fearlessly sings songs on time-related greetings and bidding of farewell using words and gestures.

**Values:**

- Respect: The learner practises learned greetings to get to understand the essence of human dignity.
- Unity: The learner co-operates with others to role-play greetings.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner maintains love, peace and unity by showing concern on how others are doing through the role-play on greetings.

**Link to other Activity Areas:**

The learner relates the concept of greetings and farewell to their learning of time in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.2 Reading</b>	<b>1.2.2 Reading Readiness</b>  (3 lessons)	By the end of the Sub Strand the learner should be able to: a) identify texts and pictures from books or any other surface, b) read texts and pictures from the left to the right of a page, c) turn pages from right to left in readiness for reading, d) demonstrate good care of own books, e) enjoy reading pictures and texts from different materials.	The learner is guided to: <ul style="list-style-type: none"> <li>• interact with text and pictures in books,</li> <li>• open books and read them from left to right,</li> <li>• turn pages of a book from right to left,</li> <li>• role-play covering of books,</li> <li>• role-play arranging books, with shared roles, on shelves, bags and tables,</li> <li>• read pictures from different materials: books, charts, digital devices and boards,</li> <li>• read letter sounds from charts in turns,</li> <li>• read letters of the alphabet from charts.</li> </ul>	Which letter sounds from the alphabet sound similar?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner talks and listens to one another in the role-play on arranging books on shelves as a way of caring for the books.</li> <li>• Imagination and Creativity: The learner while role-playing covering of books, comes up with ideas on how best to do it.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner works equitably with others to achieve a common goal of role-playing arranging books on shelves, bags and table.</li> <li>• Social justice: The learner works with fairness as they share roles on who to do what in the arrangement of books on the shelves, bags and tables.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learners work together as a team in the role plays in an effort to maintain relations.</p>				
<p><b>Link to other Activity Areas.</b> Book care is a book handling skill necessary in all Activity Areas.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	<b>1.3.1 Writing Readiness</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: identify writing materials (surfaces and tools) in preparation for writing, a) hold a writing tool properly in preparation for writing, b) turn pages from right to left in preparation for writing, c) take pleasure in pre-writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention writing surfaces such as books, ground, boards, slates and tools such as pencils, sticks, chinks, colours,</li> <li>• practice holding a writing tool properly,</li> <li>• turn pages from right to left when writing,</li> <li>• collaboratively write patterns from left to write,</li> <li>• freely draw pictures of choice,</li> <li>• colour pictures in books.</li> </ul>	How do we ensure that we write properly on our books?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: The learner persists in holding a writing tool properly and turning pages from right to left in preparation for reading and writing.</li> <li>• Creativity and Imagination: The learner interacts with print materials and acquires new ideas on how to hold writing tools in preparation for writing.</li> </ul>				
<b>Values:</b> Responsibility: The learner learns to hold a writing tool and write with resilience.				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner collaboratively works with others to make patterns.				
<b>Link to other Activity Areas:</b> Linked to all other activity areas as the learner has to learn how to turn pages every time they practise writing.				

<b>2.0 OUR NEIGHBOURHOOD</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Listening for Comprehension</b>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) tell why we should listen attentively when one is talking, b) listen to information for comprehension, c) answer questions from the listening experience, d) take pleasure in activities that involve listening and speaking.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a story on things in the neighbourhood from the teacher or a digital device. The story may include road parts such as bridges and keeping safe when using the roads,</li> <li>• retell the story,</li> <li>• answer oral questions from a story either collaboratively or as individuals,</li> <li>• tell stories about things found in the neighbourhood,</li> <li>• recite poems on things found in the neighbourhood (structures such as houses, hospitals, roads, people, plants).</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we do when a story is being told?</li> <li>2. What do we always see around us?</li> </ol>
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner listens to the stories and answers questions collaboratively with others.</li> <li>• Critical Thinking and Problem Solving: The learner objectively answers questions from the story about things in the neighbourhood.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: The learner co-operates with others in groups to answer questions on the story told.</li> <li>• Social Justice: The learner together with others practise fairness while responding to oral questions asked by the teacher in turns.</li> </ul>				
<b>Pertinent and Contemporary Issues(s):</b>				
Social Cohesion: The learner collaboratively listens to and retells stories about things in the neighbourhood.				
<b>Link to other Activity Areas:</b>				
Listening for comprehension is a skill that closely relates to moral values and discipline so as to benefit from oral instructions. Such values are taught in Religious Education.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.2 News Telling  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) talk about happenings as they occur in daily life, b) tell and retell news and verbal messages to communicate things that have happened, c) role-play how different vehicles move along the roads as observed on the way to school, d) take pleasure in passing verbal messages.	The learner is guided to: <ul style="list-style-type: none"> <li>• explain different happenings or events sequentially,</li> <li>• listen to news from the teacher or pre-recorded news from a digital device using simplified language,</li> <li>• collaboratively tell and re-tell news in turns,</li> <li>• talk about the importance of neighbours,</li> <li>• tell news on happenings about people or events in the neighbourhood,</li> <li>• role play how vehicles in the neighbourhood move as observed,</li> <li>• tell news on things observed during a nature walk in their neighbourhood,</li> <li>• sing songs related to things found in the neighbourhood.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you usually see on your way to school?</li> <li>2. What do you do when we are not in school?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner tells, retells and listens to news about happenings in the neighbourhood.
- Self-efficacy: The learner confidently tells news on things observed during a nature walk in their neighbourhood.

**Values**

- Love: The learner accepts and respects others' ideas as they tell news.
- Respect: The learner appreciates others' opinions while telling news.

**Pertinent and Contemporary Issue(s)**

Social Cohesion: The learner talks about the importance of neighbours with others as they tell news.

**Link to other Activity Areas:**

The learner relates the concept of news telling about people or events in the neighbourhood, to the concept of people and the environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Book Handling  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) talk about ways of caring for books for sustainability, b) demonstrate book handling skills in and out of school, c) demonstrate ability to arrange books properly, d) take pleasure in book handling and storage activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• talk about ways of caring for books,</li> <li>• role-play covering books collaboratively,</li> <li>• observe pictures of well-arranged books on shelves or tables,</li> <li>• arrange books in bags,</li> <li>• arrange and store books properly in collaboration with peers,</li> <li>• practise arranging books top side up in shelves or book corner,</li> <li>• practise dusting books with nose covered where there is dust,</li> <li>• wash hands after dusting books,</li> <li>• sing songs as they arrange books on shelves, in bags or on tables.</li> </ul>	How do we take care of our books?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner learns different ways of covering and caring for books in preparation for reading.</li> <li>• Self-efficacy: The learner assertively role-plays covering of books as a way of caring for them.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learners co-operate as they role play covering of books.</li> <li>• Responsibility: The learner is accountable for taking care of own books by applying varied ways of book care.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Health Related Issues: Awareness on health-related issues is enhanced as the learner washes hands and covers the nose to keep off dust when dusting and arranging books.</p>				
<p><b>Link to other Activity Areas:</b> Book care is a necessary skill across Activity Areas as learners prepare to read and write.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Reading Readiness  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify pictures of things found in the neighbourhood, b) chant rhymes on letter sounds and letter names, c) enjoy participating in pre-reading activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify pictures of things found in the neighbourhood from the writing board, charts, books, flash cards or digital devices (neighbours, buildings, domestic animals, utensils, rivers, roads, play grounds, trees, market),</li> <li>• talk about the pictures collaboratively,</li> <li>• read letters of the alphabet collaboratively and as individuals from charts and flashcards,</li> <li>• read letter sounds collaboratively and as individuals from charts,</li> <li>• chant rhymes on letter sounds and letter names.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the different things found near our school?</li> <li>2. Which letter sounds are almost similar?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner identifies pictures of things found in the neighbourhood by recalling and generating ideas.</li> <li>• Self-efficacy: The learner chants rhymes on letter sounds and letter names confidently in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social Justice: The learner together with others share charts and flash cards with unity and without discrimination.</li> <li>• Unity: The learner works harmoniously with others in reading aloud letter sounds.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Environmental Awareness: The learner's identification of pictures and naming of things found near the school is an indicator of environmental awareness.</p>				
<p><b>Link to other Activity Areas:</b> Environmental Activities where the learner reads pictures of things found in the neighbourhood like animals.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.3 Letter Recognition  (8 lessons)	By the end of the Sub Strand the learner should be able to: a) identify different letter names in and out of class, b) differentiate between upper case and lower case letters of the alphabet, c) match upper case and lower case letters of the alphabet, d) take pleasure in chanting rhymes on letter names.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio clip on letter names or read letter names from the board,</li> <li>• recall letter names learnt,</li> <li>• read letters of the alphabet from charts, books, flash cards,</li> <li>• match upper case and lower case letters,</li> <li>• visit a learning corner with a variety of jumbled letters in different cases and identify each letter name,</li> <li>• play letter memory games like fishing game using letter flash cards,</li> <li>• chant rhymes collaboratively on letter names.</li> </ul>	Which letters of the alphabet are almost written the same?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner recalls previously learned letter names from the board.</li> <li>• Digital literacy: The learner listens to an audio clip on letter names.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner chants the letter sounds together with others and accepts others as they work together.</li> <li>• Responsibility: The learner is diligently engaged in assigned roles and duties of chanting letter names.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s)</b> Social Cohesion: The learner works together with others in groups to achieve a common goal (chanting and playing a fishing game).</p>				
<p><b>Link to other Activity Areas:</b> Chanting of rhymes on letter names is linked to singing of songs in Creative Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Letter Writing  (6 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letters of the alphabet in both lower and upper case, b) write letters of the alphabet in lower case, c) write letters of the alphabet in upper case, d) match lower case and upper case letters in writing, e) focus on activities related to writing of letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> <li>• read letters of the alphabet in lower case from charts, books, digital device,</li> <li>• read letters of the alphabet in upper case from charts, books, digital device,</li> <li>• write letters of the alphabet in the air,</li> <li>• write letters of the alphabet in lower case on different materials: books, ground, board, and digital device,</li> <li>• write letters of the alphabet in upper case on different materials,</li> <li>• match in writing lower case and upper case letters,</li> <li>• model letters of the alphabet in groups using clay, dough or plasticine,</li> <li>• clear working area and wash hands with soap and clean water,</li> <li>• display work done for peer assessment.</li> </ul>	How do we tell whether a letter is in upper case or lower case?



**Core Competencies to be developed:**

- Learning to Learn: The learner persists to learn about letter creating and learns that letters of the alphabet can be written in both lower and upper case and can be modelled.
- Creativity and Imagination: The learner writes letters of the alphabet in the air imaginatively with the picture in mind of how the letter looks on a book.

**Values:**

Integrity: The learner shows accountability by accomplishing tasks given (writing and matching of letters).

**Pertinent and Contemporary Issue(s):**

Personal Hygiene: The learner washes hands with clean water and soap after a modelling activity.

**Link to other Activity Areas.**

Letter writing relates to Creative Activities as the learner models the letters of the alphabet.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.3 Writing</b>	<b>2.3.2 Writing Practice</b>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify letters of the alphabet from texts, b) write letters of the alphabet correctly and neatly, c) make patterns using letters of the alphabet, d) take pleasure in activities related to writing of letters of the alphabet.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the letters of the alphabet from books, charts, board, digital device,</li> <li>• colour letters of the alphabet within borders,</li> <li>• write letters of the alphabet in lower case on books and digital devices,</li> <li>• write letters of the alphabet in upper case on books and digital devices,</li> <li>• make letter patterns on different surfaces collaboratively and as individuals,</li> <li>• model letters of the alphabet collaboratively,</li> <li>• tidy up the working space and clean hands after modelling,</li> <li>• display the work written and modelled in class.</li> </ul>	Why do we make patterns?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner performs different activities in letter writing (modelling, colouring, and writing) and confidently displays work done.</li> <li>• Digital Literacy: The learner writes letters of the alphabet in lower case and upper case on a mobile phone, tablet or lap top.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Social Justice: The learner exercises freedom to express self, as well as equity when sharing resources as they model and colour.</li> <li>• Peace: The learner together with others, resolve differences that may occur when working together in making patterns responsibly.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Personal Hygiene: The learner clears the working space and washes hands after the modelling experiences.</p>				
<p><b>Link to other Learning Areas:</b> Creative Activities: The learner colours letters of the alphabet within borders while practising to write. Colouring is a learning experience mostly done in Creative Arts.</p>				

### 3.0 OUR SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Active Listening</b>  (2 lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) tell why we listen attentively when being addressed,</li> <li>b) pay attention to conversations in and out of school,</li> <li>c) respond to simple instructions appropriately in and out of school,</li> <li>d) enjoy participating in conversations.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• tell reasons why we listen attentively when being talked to,</li> <li>• tell stories and poems while others listen,</li> <li>• retell stories told by the teacher and other learners,</li> <li>• view and listen to short clips and imitate,</li> <li>• listen to simple instructions and respond,</li> <li>• take turns in conversations,</li> <li>• view recorded clips of their own conversations as they are appreciated and corrected,</li> <li>• participate in verbal games, poems and songs that involve turn-taking.</li> </ul>	<ol style="list-style-type: none"> <li>1. When do you speak during a conversation?</li> <li>2. How do people respond to instructions?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner listens attentively and responds to conversations, stories and simple instructions.
- Self-efficacy: The learner participates in conversations and responds to simple instructions.

**Values:**

- Peace: The learner practises patience with others and take turns in conversations.
- Unity: The learners work together in performing the given task, such as retelling stories and taking turns during a conversation.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner works in unity with others in telling stories, viewing clips and participating in verbal games among other experiences.

**Link to other Activity Areas:**

Active listening links to all the other Activity Areas since learners are required to listen actively so as to benefit from daily instructions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.2 Self Expression  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) express own needs and ideas verbally in and out of school, b) use appropriate vocabulary to express own needs and ideas in and out of school, c) actively participate in activities on self-expression.	The learner is guided to: <ul style="list-style-type: none"> <li>• express own needs (what they require), ideas and thoughts freely,</li> <li>• tell news or talk about what they are doing during school activities (reading, writing, colouring),</li> <li>• be engaged in short discussions and answering of simple questions,</li> <li>• in pairs and small groups, tell news and stories on school activities,</li> <li>• sing songs about their school needs.</li> </ul>	<ol style="list-style-type: none"> <li>1. What can you say about yourself?</li> <li>2. What do we require while in school?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner uses vocabulary to express their needs and ideas and tells news as others listen.</li> <li>• Self-efficacy: The learner expresses self with confidence in discussions and answering of questions.</li> </ul>				
<p><b>Values:</b></p> <p>Respect: The learner collaborates with others to take turns in telling news or talking about what is done in school.  Unity: The learner works together with others in harmony to perform assigned roles (discussions).</p>				
<p><b>Pertinent and Contemporary Issue(s):</b></p> <p>Social Cohesion: The learner works amicably with others in telling news and stories.</p>				
<p><b>Link to other Activity Areas:</b> The learner can apply the skill of singing songs related to expression of school needs to the concept of songs in Creative Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Print Awareness  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify pictures related to school, b) identify pictures of different safe vehicles to and from school, c) read pictures from different materials in and out of school, d) show interest in reading in and out of school.	The learner is guided to: <ul style="list-style-type: none"> <li>• read pictures on things found in the school and talk about them,</li> <li>• collaboratively read picture stories to each other and appreciate one another,</li> <li>• read pictures on safe things to do in school,</li> <li>• read pictures on safe and unsafe places in school,</li> <li>• read pictures of safe vehicles to and from school (school buses, private vehicles, public buses and matatus),</li> <li>• identify unsafe vehicles to and from school (lorries, bicycles on busy roads, motorcycles on busy roads),</li> <li>• read pictures, letter sounds and names of letters of the alphabet from different materials,</li> <li>• play games on identification of pictures, letter sounds and letters of the alphabet.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we enjoy reading pictures?</li> <li>2. How do we go to school safely?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner read pictures and picture stories collaboratively with others.</li> <li>• Self-efficacy: The learner correctly identifies pictures and is appreciated by others.</li> </ul>				

**Values:**

- Respect: The learner takes turns with other learners in talking about pictures related to school.
- Unity: The learners work together in talking about the pictures.
- Responsibility: The learner becomes a better/safe road user with the awareness that there are safer vehicles to school and that others are unsafe.

**Pertinent and Contemporary Issue(s):**

- Child Safety and Security: The learner identifies safe and unsafe places in school and this helps them to avoid playing around unsafe places while in school.
- Child Road Safety: The learner becomes aware of the safe vehicles to use to and from school in case where road transport is needed.

**Link to other Activity Areas:**

The learner can relate reading of pictures of different things found within the school environment to their learning about the environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	<b>3.2.2 Reading Syllables</b>  <i>ba - bu, da-du</i>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) join two sounds to read syllables in and out of class (ba-bu, da-du), b) read syllables in and out of class, c) enjoy participating in activities that involve reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> <li>• read letter sounds from a chart, writing board, book or digital device,</li> <li>• join 2 sounds, a consonant and a vowel to make syllables,</li> <li>• blend sounds to make syllables, example; ba be bi bo bu, da de di do du,</li> <li>• practise reading syllables collaboratively as they correct one another (peer teaching),</li> <li>• play games on syllables like a fishing game using flash cards with syllables.</li> </ul>	From where can we read letter sounds while in and out of school?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: This is enhanced as the learner gains confidence in reading syllables.</li> <li>• Learning to Learn: The learner persists in learning as they join sounds to make syllables.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: The learners correct each other positively as they make syllables in class.</li> <li>• Responsibility: The learner assists peers to read syllables.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner works harmoniously with others to achieve a common goal in reading syllables.				
<b>Link to other Activity Areas:</b> Reading syllables links to all other Activity Areas where reading of words and sentences is involved.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	<b>3.3.1 Drawing and Colouring Pictures</b>  (1 lesson)	By the end of the Sub Strand the learner should be able to: a) identify pictures of objects within the school environment, b) draw different objects within and outside the school environment, c) colour the drawings using different colours, d) show excitement in drawing activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• name things found within the school,</li> <li>• read pictures of things found within the school,</li> <li>• draw pictures of things found within the school environment,</li> <li>• draw pictures of things found in and outside the school compound such as cars, bicycles, motorcycles, hand carts,</li> <li>• colour the drawings while sharing the colour pencils,</li> <li>• model different things found in school and share the modelling materials,</li> <li>• wash hands after modelling,</li> <li>• display the work done for peer assessment and for enhancement of self-efficacy,</li> <li>• sing songs/recite poems in groups related to the things found in the school.</li> </ul>	Which things are found in our school environment?

**Core Competencies to be developed:**

- Creativity and Imagination: The learner creatively draws and colours things found within the school environment.
- Self-efficacy: The learner, without assistance, draws and colours pictures of things found within the school and displays the pictures for others to see.

**Values:**

- Unity: The learner shares drawing and colouring tools with others in the class.
- Peace: The learner practises patience in sharing the available drawing and colouring tools.

**Pertinent and Contemporary Issue(s):**

Personal Hygiene Awareness: The learner washes hands with clean water and soap after modelling things found within the school environment.

**Link to other Activity Areas:**

The learner can relate the concept of drawing, colouring and modelling of different things found within the school to their learning in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	<b>3.3.2 Writing Syllables</b>  <i>ba - bu, da-du</i>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify syllables from texts, b) write syllables properly in and out of class (ba-bu, da-du), c) participate in writing syllables with excitement.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the already learnt syllables from charts, books, flash cards, a writing board or a digital device (ba-bu, da-du),</li> <li>• write the syllables in the air,</li> <li>• join sounds to make syllables in writing (consonants and vowels) collaboratively,</li> <li>• model learnt syllables,</li> <li>• wash hands with clean water and soap after modelling,</li> <li>• colour the learnt syllables,</li> <li>• make patterns using syllables,</li> <li>• display work written and modelled,</li> <li>• chant rhymes on syllables.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit when writing?</li> <li>2. From where can we read sounds and syllables?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner joins letter sounds to write the syllables appropriately.</li> <li>• Creativity and Imagination: The learner draws and colours syllables using own creative ideas.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: The learner works with others in harmony while modelling and colouring syllables.</li> <li>• Social justice: The learner ensures fairness in sharing of the drawing, modelling and colouring items.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Personal Hygiene Awareness: The learner washes hands with clean water and soap after the colouring and modelling experiences.				
<b>Link to other Activity Areas:</b> The learner applies the skills acquired as they engage in colouring and modelling activities to their learning of the same concept in Creative Activities.				

<b>4.0 OUR MARKET</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Polite Language</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify polite words used to appreciate, apologise and make requests, b) use appropriate vocabulary when making requests, apologising and appreciating (please, excuse me, may I, sorry), c) advocate for use of polite language in social interactions.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a role play or video clip of people using polite language (please, excuse me, may I and I am sorry) where applicable,</li> <li>• identify words used in polite language from the role play, video clip watched/story told,</li> <li>• role-play buying and selling using polite language (bargaining for better prices of items)</li> <li>• listen to a story from the teacher on use of polite language,</li> <li>• construct simple sentences in turns using polite language,</li> <li>• sing songs related to market.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words do we use to request for something?</li> <li>2. Which words do we use to show that we are sorry?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner converses with others in a role play on buying and selling while using polite language.
- Self-efficacy: The learner without fear constructs simple sentences using polite language.

**Value:**

- Responsibility: The learner engages in assigned roles as a buyer or a seller while role-playing.
- Respect: The learner interacts with others while taking turns in constructing simple sentences using polite language.

**Pertinent and Contemporary Issue(s):**

Financial Literacy: The learner learns to negotiate for lower prices of items while role-playing buying and selling.

**Link to other Activity Areas:**

Use of polite language is related to moral values in Religious Education (RE) where learners learn and practise moral values like requesting and apologising.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.1 Listening and Speaking</b>	<b>4.1.2 Passing Information</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) talk about a market using simple language,</li> <li>b) engage in conversations related to market practices to pass information,</li> <li>c) take pleasure in passing verbal messages during conversations.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• tell their classmates their understanding of a market: what it is and what happens there,</li> <li>• read pictures from charts, books or magazines on people in the market,</li> <li>• watch a video clip on people buying and selling in the market,</li> <li>• collect packaging containers for different items and arrange/display in the shop corner (containers, sachets),</li> <li>• tell short stories about people found in the market,</li> <li>• talk about things bought and sold in the market,</li> <li>• role-play conversations between a buyer and seller while in the shop corner.</li> </ul>	Why do we buy and sell things at the market?

**Core Competencies to be developed:**

- Communication and Collaboration: The learner participates in a role play as a buyer or seller where with others, talk and listen to one another in a market conversation.
- Creativity and Imagination: The learner collects different materials and using own ideas, arranges them at the market corner in the classroom.

**Values:**

- Respect: The learner takes turns in the conversation with others to role-play buying and selling.
- Unity: In groups, the learner tells stories about the market and listens to others.

**Pertinent and Contemporary Issue(s):**

Financial Literacy: The learner role-plays buying and selling at the shop corner exhibiting such skills like bargaining and negotiation.

**Link to other Activity Areas:**

Buying and selling activities relate to counting in Mathematics Activities where money in different currencies is counted.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Visual Discrimination  (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify pictures of different items sold in the market, b) tell similarities in pictures of things found in the market, c) tell differences in pictures of things found in the market, d) actively participate in picture reading activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip on things found in the market and people buying and selling,</li> <li>• observe pictures of things found in the market and people in the market buying and selling,</li> <li>• sort pictures of different things found in the market,</li> <li>• using pictures, share with other learners' similarities on things found in the market: size, colour, shape,</li> <li>• using pictures, tell differences on things found in the market: size, colour, shape,</li> <li>• identify pictures of dirty or rotten items sold in the market that we should not buy for safety and health reasons,</li> <li>• sing songs related to activities taking place in the market.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which items do we buy from the market?</li> <li>2. Why do we buy things from the market?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner objectively points out differences and similarities of things found in the market from the pictures read.</li> <li>• Communication and Collaboration: The learner talks and listens to other learners when talking about similarities and differences in things found in the market.</li> </ul>				



**Values:**

- Responsibility: The learner demonstrates diligence when identifying things in the market that can be sold and bought.
- Patriotism: The learner gets to understand more about their market and appreciate things bought and sold in the market.

**Pertinent and Contemporary Issue(s):**

Health Awareness Issues: The learner learns to take precaution when buying items at the market so as not to buy the dirty or rotten food items that could be harmful to health.

**Link to other Activity Areas:**

Sorting and grouping in Mathematics Activities as the learner sorts pictures of different things found in the market.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Letter-Sound Correspondence  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify letters of the alphabet by name, b) read letter sounds from a variety of texts, c) match letter names and letter sounds appropriately, d) appreciate chanting rhymes on letter names and letter sounds.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch an animated clip on letter names and letter sounds,</li> <li>• identify letters from books, charts, boards, flash cards and digital devices,</li> <li>• read letter sounds in turns from a chart, books, boards, flash cards and digital device,</li> <li>• chant rhymes on letter names and letter sounds in turns and in the right order collaboratively (Letter a, sound /a /, Letter b, sound /b/.....).</li> </ul>	Why do we learn letter sounds?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner brings out the difference between letter names and letter sounds when chanting rhymes.</li> <li>• Self-efficacy: The learner confidently identifies letters of the alphabet in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner takes turns to read letter sounds with other learners.</li> <li>• Peace: The learner works in harmony with others in groups to chant rhymes on letter names and sounds.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner works together with other learners to chant letter names and letter sounds.</p>				
<p><b>Link to other Activity Areas:</b> Chanting of rhymes links to Creative Activities and Religious Activities (RE) as the learner chants rhymes in a tune related to songs. Most of the Music and RE learning experiences are about singing.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	<b>4.2.3 Reading Syllables</b>  <i>fa-fu, ha-hu</i>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify syllables from a variety of texts, b) read syllables by joining two letter sounds: fa-fu, ha-hu, c) chant rhymes related to syllables, d) enjoy chanting rhymes related to reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to recorded syllables from a digital device,</li> <li>• identify letter sounds,</li> <li>• join two sounds to form syllables,</li> <li>• read the syllables                fa fe fi fo fu                ga ge gi go gu                ha he hi ho hu on flash cards, books, charts, writing board or digital device,</li> <li>• chant rhymes on letter sounds collaboratively and as individuals while others listen to, and appreciate the effort by clapping,</li> <li>• play games related to letter sounds and syllables using flash cards.</li> </ul>	Where can we read letter sounds from?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner objectively puts together two different sounds to form syllables.</li> <li>• Self-efficacy: The learner individually chants letter sounds appropriately while others listen to and appreciate the effort by clapping.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: The learner takes turns with other learners to chant letters of the alphabet and read syllables.</li> <li>• Unity: The learner works collaboratively with others as a team in chanting letter sounds.</li> <li>• Love: The learner appreciates the effort of others by clapping.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner harmoniously works with others to achieve common targets (reading letters and syllables).				
<b>Link to other Activity Areas:</b> In all the other Activity Areas, reading of syllables and words is a skill necessary for preparation in reading and writing.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.3 Writing</b>	<b>4.3.1 Eye-Hand Coordination</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) say how to move eyes and hands when writing, b) demonstrate eye-hand coordination when writing on different surfaces, c) value activities that involve eye-hand coordination.	The learner is guided to: <ul style="list-style-type: none"> <li>• tell how we move eyes and hands when writing,</li> <li>• practise writing letters on the floor, on a writing board, on the air, on books and on a digital device,</li> <li>• colour letters of the alphabet,</li> <li>• colour pictures of things found in the market,</li> <li>• model letters of the alphabet and things found in the market using clay, plasticine or dough.</li> <li>• wash hands after modelling,</li> <li>• paint and print letters of the alphabet and wash hands,</li> <li>• trace letters of the alphabet.</li> <li>• practise fixing letter puzzles collaboratively to enhance eye-hand coordination.</li> <li>• display work done,</li> <li>• play digital games on letters of the alphabet that involve the manipulation of a digital device.</li> </ul>	How can we form/create/make letters of the alphabet?

**Core Competencies to be developed:**

- Self-efficacy: The learner is internally motivated while displaying for the others to see coloured letters and pictures, modelled letters and items found in the market, painted letters, traced letters and fixed puzzles.
- Creativity and Imagination: The learner explores and discovers new ways of modelling the letters of the alphabet.

**Values:**

- Responsibility: The learner diligently colours, models, paints, traces and fixes puzzles as assigned by the teacher.
- Respect: The learner practices patience while fixing puzzles with peers to form letters.

**Pertinent and Contemporary Issue(s):**

Personal Hygiene Awareness: The learner acknowledges washing of hands after modelling and painting activities for health purposes.

**Link to other subjects:**

Creative Activities where learners model different objects in the same way they model letters of the alphabet.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	<b>4.3.2 Writing Letters of the Alphabet</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the letters of the alphabet in the right sequence,</li> <li>b) write letters of the alphabet in the lower case (small letters),</li> <li>c) write letters of the alphabet in upper case (capital letters),</li> <li>d) match letters of the alphabet (lower and upper case),</li> <li>e) appreciate the need to write letters of the alphabet correctly.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read letters of the alphabet from a book, chart, board, cards and/or from a digital device,</li> <li>• trace letters of alphabet in both cases,</li> <li>• copy letters of the alphabet in lower case,</li> <li>• copy letters of the alphabet in upper case.</li> <li>• practise writing letters of the alphabet using a digital device,</li> <li>• make patterns using letters of the alphabet collaboratively,</li> <li>• match letters of the alphabet in writing (lower and upper case),</li> <li>• model letters of alphabet in both cases,</li> <li>• display their work in class.</li> </ul>	Which materials do we use for writing?

**Core Competencies to be developed:**

- Creativity and Imagination: The learner explores different ways of colouring, modelling, painting, tracing and displaying their work.
- Self-efficacy: The learner expresses self-awareness by performing all the different tasks given (tracing, copying, modelling and painting) with motivation and without assistance.

**Values:**

- Respect: The learner appreciates diverse opinions of others while making patterns using letters of the alphabet with other learners.
- Responsibility: The learner works hard to colour, model, write and match letters of the alphabet.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learners work together in groups to model, trace, write and make patterns of letters.

**Link to other Activity Areas:**

Matching lower case and upper case letters links to Mathematics Activities where the learner matches numbers with objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.3 Writing</b>	<b>4.3.3 Writing Syllables</b>  <i>fa-fu, ha-hu</i>  (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) join sounds to form syllables (fa – fu, ga – gu, ha – hu), b) write syllables independently, c) appreciate activities that involve writing of syllables.	The learner is guided to: <ul style="list-style-type: none"> <li>• read syllables from a chart, book, flash cards, board or a digital device,</li> <li>• engage in blending sounds to make syllables (fa fe fi fo fu, ga ge gi go gu, ha he hi ho hu),</li> <li>• practise writing syllables collaboratively on the writing board,</li> <li>• write syllables on a digital device where applicable,</li> <li>• write syllables on own books while reading aloud each syllable,</li> <li>• practise writing learned syllables on flashcards,</li> <li>• participate fairly in syllable writing games.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which items bought from the market have syllable ‘ba’?</li> <li>2. Which materials do we need in writing syllables?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner reflects on each sound while joining them to write syllables on flashcards and books.</li> <li>• Digital Literacy: The learner interacts with digital technology when writing syllables on a digital device.</li> </ul>				



**Values:**

- Unity: The learner cooperates with others in writing syllables on the writing board.
- Responsibility: The learner demonstrates resilience in writing syllables on the different writing surfaces.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner works collaboratively with others to write syllables on the board.

**Link to other Activity Areas:**

In all the other Activity Areas, reading of syllables and words is a skill in the curriculum and so relates to all writing activities in other Activity Areas.

## 5.0 ANIMALS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Auditory Discrimination</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify letter sounds from a variety of texts,</li> <li>b) distinguish closely related letter sounds when articulated,</li> <li>c) imitate familiar sounds made by different animals kept at home,</li> <li>d) develop interest in listening to sounds in the environment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to articulation of letter sounds from the teacher or an audio recording/video clip,</li> <li>• articulate/read letter sounds correctly,</li> <li>• articulate closely related letter sounds as demonstrated: /p/ and /b/ ,/t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and/z/, /w/ and /y/, /k/ and /q/,</li> <li>• play letter sound games collaboratively encouraging one another,</li> <li>• listen to an audio clip on sounds produced by different animals,</li> <li>• listen to sounds made by animals during a nature walk around the school neighbourhood and talk about happy sounds and distress sounds from the animals,</li> <li>• imitate sounds made by animals,</li> <li>• sing songs and recite poems on sounds made by animals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which letter sounds almost sound the same?</li> <li>2. Which animal sounds do you hear within our school?</li> </ol>

**Core Competencies to be developed:**

- Critical Thinking and Problem Solving: The learner reasons logically to distinguish between the sounds made by different animals.
- Self-efficacy: The learner correctly identifies and assertively imitates sounds made by animals.

**Values:**

- Integrity: The learner consistently recites poems on sounds made by animals for mastery.
- Unity: The learner embraces others as they collaboratively play letter sound games.

**Pertinent and Contemporary Issue(s):**

Animal Welfare Awareness is created as the learner distinguishes sounds from animals that show happiness, distress, hunger and pain as they move around during the nature walk and listen to sounds made by animals.

**Link to other Activity Areas:**

Discriminating sounds of animals in the environment relates to the concept of animals kept at home in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.2 Audience Awareness</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain when to speak loudly when addressing audience,</li> <li>b) explain when to speak softly when speaking to an audience,</li> <li>c) exhibit audience awareness when communicating,</li> <li>d) enjoy speaking actively and audibly to convey messages to others.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• say when one is supposed to speak loudly when passing a message,</li> <li>• say when one is supposed to speak softly when passing a message,</li> <li>• give reasons why some people may speak softly even when talking to many people (sickness, shyness, fear, low self-esteem),</li> <li>• listen to the teacher or a recorded clip telling a story on the importance of animals (what animals give us),</li> <li>• re-tell the stories audibly and with clarity while being recorded for replay,</li> <li>• listen to the recorded pieces of their own clip,</li> <li>• react to the recorded clip in reference to audience awareness.</li> </ul>	<ol style="list-style-type: none"> <li>1. How should we speak to be heard?</li> <li>2. How do the animals kept at home help us?</li> </ol>

**Core Competencies to be developed:**

- Learning to Learn: The learner persists in retelling stories told by the teacher or from the audio clip on the importance of animals.
- Communication and Collaboration: The learner develops listening skills as they listen keenly and actively to stories from the teacher or clip so as to retell the same.

**Values:**

- Responsibility: The learner demonstrates resilience in listening to stories and takes upon self to retell the story to other learners.
- Respect: The learner practices patience with others and takes turns in retelling stories.

**Pertinent and Contemporary Issue(s):**

Animal Welfare awareness is created as the learner's imitation of different animal sounds that communicate distress, hunger, pain and satisfaction helps them to take action when caring for animals.

**Link to other Activity Areas:**

Imitating sounds of animals in the environment related to the concept of animals kept at home in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Visual Memory  (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) recall letters of the alphabet in and out of class, b) identify pictures of wild animals, c) differentiate pictures of wild animals, d) embrace activities that involve recalling.	The learner is guided to: <ul style="list-style-type: none"> <li>• visit a learning corner within the class to observe different objects,</li> <li>• settle back to their seats and mention the objects observed,</li> <li>• read letters of the alphabet aloud and correctly from charts, books or digital devices to test their memory on the same,</li> <li>• chant letters of the alphabet collaboratively in the absence of a chart or writings of the same,</li> <li>• tell names of wild animals observed during a visit to game park, watched on media or seen on pictures collaboratively,</li> <li>• get involved in visual memory games like a fishing game using flashcards with drawings of animals,</li> <li>• play letter memory games.</li> </ul>	How can wild animals be dangerous?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner is self-motivated while correctly identifying names of wild animals observed during a visit to game park, watched on media or seen on pictures.</li> <li>• Critical Thinking and Problem Solving: The learner applies the vocabulary and creativity used in storytelling to retell the stories.</li> </ul>				

**Values:**

- Unity: The learner cooperates and interacts positively with others in recalling names of the wild animals.
- Responsibility: The learner demonstrates excellence in retelling told stories.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner values togetherness while collaborating with others in identifying names of wild animals observed during a visit to game park.

**Link to other Activity Areas:**

The concept of names of wild animals relates to the learning of the same concept in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	<b>5.2.2 Reading Syllables</b>  <i>ja-ju, la-lu</i>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>recall syllables learnt earlier,</li> <li>join sounds to read syllables (ja-ju, ka-ku and la-lu),</li> <li>perform activities that involve reading of syllables.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch a video clip/listen to a recording on reading of syllables,</li> <li>read syllables,</li> <li>join sounds to form syllables (ja-ju, ka-ku and la-lu),</li> <li>blend sounds to read syllables ...ja, ka, la,</li> <li>practise reading syllables collaboratively, with some guiding others,</li> <li>chant rhymes on syllables,</li> <li>get involved in a variety of activities to practise reading syllables.</li> </ul>	Why do you think we learn to read syllables?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: The learner articulates sounds correctly and blends them to form syllables with peers.</li> <li>Learning to Learn: The learner persists in joining sounds to form syllables.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Responsibility: The learner demonstrates hard work while practising to read syllables.</li> <li>Unity: The learner cooperates with peers as they practise reading syllables collaboratively.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Effective Communication: The learner practices to articulate syllables correctly as they chant syllable rhymes.				
<b>Link to other Activity Areas:</b> Chanting of syllable rhymes relates to singing of songs in Creative Activities.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.3 Writing</b>	<b>5.3.1 Pattern Writing</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify letter patterns written on different surfaces, b) write simple letter patterns on different surfaces (air, books, ground, board), c) take pleasure in pattern writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none"> <li>• read letters of the alphabet,</li> <li>• recite the letters of the alphabet collaboratively while taking turns,</li> <li>• observe a demonstration on how to write a pattern,</li> <li>• hold a writing tool appropriately,</li> <li>• copy simple patterns,</li> <li>• practise writing simple patterns by joining letters of the alphabet,</li> <li>• display written patterns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which tools do we use for pattern writing?</li> <li>2. Why do we write patterns?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner recites clearly and correctly the letters of the alphabet with peers while taking turns.</li> <li>• Self-efficacy: The learner assertively displays written patterns with confidence for others in the class to see.</li> </ul>				
<p><b>Values:</b> Respect: The learner waits patiently to recite letters of the alphabet in turns.</p>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner works in pattern making with others and becomes aware on the need to cooperate with others.</p>				
<p><b>Link to other Activity Areas:</b> Making patterns using letters of the alphabet links to pattern making using shapes in Mathematics and pattern making in Creative Activities too.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	<b>5.3.2 Writing Syllables</b>  <i>ja-ju, la-lu</i>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify syllables from a variety of texts,</li> <li>write syllables properly in and out of class (ja-ju, la-lu),</li> <li>show excitement in using basic writing tools to write syllables.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>write letters of the alphabet,</li> <li>join dots to make syllables,</li> <li>copy syllables properly in and out of class,</li> <li>write syllables on the board and on books,</li> <li>make patterns using syllables.</li> <li>model syllables while sharing the modelling materials (plasticine and or clay),</li> <li>practise writing syllables on ICT devices where applicable (others may write on ground, books, cards and board),</li> <li>display work done in class.</li> </ul>	Why do we write syllables?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital Literacy: The learner uses digital technology to write syllables.</li> <li>Self-efficacy: The learner confidently displays work done on syllables.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Unity: The learner demonstrates fairness while working with others as they share the modelling materials.</li> <li>Responsibility: The learner demonstrates hard work while engaging in the assigned role of writing syllables.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner interacts with others in activities while writing syllables and even as they share writing tools.				
<b>Link to other Activity Areas:</b> Writing of syllables relates to all other activity areas as the learner has to learn how to write sounds, syllables, words and sentences gradually across the curriculum.				

### 6.0 WEATHER CONDITIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Auditory Memory</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recall letter sounds and syllables in and out of class,</li> <li>b) identify sounds associated with different weather conditions,</li> <li>c) imitate sounds associated with different weather conditions,</li> <li>d) actively participate in activities that involve recognition of sounds.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• recognise letters of the alphabet,</li> <li>• identify syllables,</li> <li>• listen to the teacher presenting letter sounds and syllables,</li> <li>• listen to audio clips on letter sounds and syllables,</li> <li>• imitate sounds and syllables in turns as presented by the teacher or/and audio clips,</li> <li>• watch a video clip on sounds associated with rainy and windy weather conditions,</li> <li>• imitate sounds associated with rainy and windy weather conditions,</li> <li>• role-play windy and rainy weather conditions producing sounds associated with the two.</li> </ul>	<ol style="list-style-type: none"> <li>1. What activities do we do when it is rainy?</li> <li>2. What activities do we do when it is windy?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner listens attentively to the teacher presenting letter sounds and syllables and in response articulates the same by chanting collaboratively.
- Self-efficacy: The learner is motivated when reading aloud letter sounds and syllables as the others listen.

**Values:**

- Respect: The learner works amicably with others in class and take their opinions positively.
- Peace: The learner works with others with care and harmony as they take turns in chanting letter rhymes collaboratively.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner gets to interact with the others as they chant rhymes together.

**Link to other Activity Areas:**

Recalling and chanting different letter sound rhymes relates to Creative Activities where the learner recalls songs and poems.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question(s).
<b>6.1 Listening and Speaking</b>	<b>6.1.2 Reporting Skills</b>  (2lessons)	By the end of the Sub Strand, the learner should be able to:  a) name different weather conditions, b) report orally the weather conditions observed, c) express appreciation in reporting incidences or happenings.	The learner is guided to: <ul style="list-style-type: none"> <li>• name different weather conditions,</li> <li>• take a nature walk outside the classroom to observe the weather,</li> <li>• talk about the observed weather conditions in turns,</li> <li>• watch a video clip/read picture on the effect of different weather conditions - rainy, windy, sunny and calm,</li> <li>• report the weather conditions observed from the clip or pictures,</li> <li>• identify different activities done during different weather conditions,</li> <li>• identify the negative effects of weather conditions,</li> <li>• role-play a rainy day with learners carrying umbrellas,</li> <li>• sing songs related to different weather conditions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. Which clothes do we wear on a rainy day?</li> </ol>

**Core Competencies to be developed:**

- Learning to Learn: The learner takes a nature walk, observes the weather condition and persistently discovers more from the environment about weather.
- Communication and Collaboration: The learner role plays a rainy day carrying umbrellas while in communication with others.

**Values:**

- Responsibility: The learner practices the importance of covering self with an umbrella when raining during the role play.
- Unity: The learner learns to cooperate with others as they take turns to report observation findings after the nature walk.

**Pertinent and Contemporary Issue(s):**

Tolerance (Life Skill): The learner acquires the life skill of patience as they walk around and observe the weather conditions during the nature walk.

**Link to other Activity Areas:**

The learner applies the skills of reporting to Environmental Activities where the learner observes weather during the nature walk and role plays use of umbrella on a rainy day.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Visual Discrimination (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different pictures of weather symbols, b) match and pair pictures of weather symbols and activities taking place, c) enjoy participating in activities that involve differentiating objects based on what is observed.	The learner is guided to: • view pictures depicting different weather conditions from a digital device, flash cards or charts and books collaboratively, • talk about the pictures of different weather conditions collaboratively, • identify pictures of different clothes worn during different weather conditions, • tell why we should dress differently in different weather conditions, • match and pair pictures of weather symbols with activities taking place, • recite poems on weather conditions.	1. How can you describe the weather today? 2. Which clothes do we wear on a hot day?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner objectively matches and pairs pictures of weather symbols and activities taking place.</li> <li>• Self-efficacy: The learner with confidence, discusses the pictures observed on different weather conditions as the others listen.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: The learner works with honesty and discipline as they view weather pictures and talk about them.</li> <li>• Social Justice: The learner shares learning resources such as picture flash cards, picture books and charts equitably.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Preventive Health Awareness: The learner learns that we should dress in warm clothes during cold weather conditions and light clothes on a sunny day to avoid illness.</p>				
<p><b>Link to other Activity Areas:</b> The concept of matching and pairing is relevant in Environmental Activities where the learner draws pictures and symbols of weather.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.2 Reading Syllables</b>  <i>ma-mu, pa-pu</i>  (2 lessons)	By the end of the Sub Strand, the learner should be able to:  a) recall the syllables learnt earlier, b) join letter sounds to form syllables (ma-mu, na-nu and pa-pu), c) read syllables (ma-mu, na-nu and pa-pu), d) take pleasure when performing activities that involve reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud syllables learnt,</li> <li>• view video clip/listen to audio clip on reading of syllables,</li> <li>• re-read syllables viewed and listened to,</li> <li>• join letter sounds to form syllables,</li> <li>• blend letter sounds to read syllables e.g ma, na, pa,</li> <li>• practise reading syllables collaboratively,</li> <li>• chant rhymes on syllables collaboratively.</li> </ul>	Why is it easy to read syllables?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to Learn: The learner explores more on reading of syllables with persistence.</li> <li>• Self-efficacy: The learner reads syllables correctly, independently and with confidence.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility: The learner reads the syllables presented with resilience.</li> <li>• Unity: The learner chants rhymes on syllables cooperatively with others.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner works collaboratively with others in practising reading syllables.				
<b>Link to other Activity Areas:</b> The skills acquired in chanting of rhymes on syllables can be applied to singing of songs in Creative Activities.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.3 Writing</b>	<b>6.3.1 Recording Skills</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) observe different weather conditions during the day, b) tell difference between weather conditions observed, c) record observed weather conditions in a simple weather chart, d) actively participate in activities involving reporting or recording observations.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe different weather conditions outside the classroom, on a video clip or from pictures,</li> <li>• talk about different weather conditions and differences,</li> <li>• read symbols of different weather conditions,</li> <li>• engage in a weather recording project for a week where they observe different weather conditions daily, and with consultation record on a simple weather chart using symbols (the chart should be recorded in the morning and in the afternoon daily),</li> <li>• display the recorded weather chart at the end of the week for self, teacher and peer assessment.</li> </ul>	What do we wear on a rainy day?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Problem Solving:</b> The learner objectively records the weather chart on a daily basis after observation.</li> <li>• <b>Self-efficacy:</b> The learner confidently displays the recorded weather chart for others to view and peer assess.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity:</b> The learner works cooperatively with others to record the weather chart.</li> <li>• <b>Responsibility:</b> The learner records the weather chart persistently for a week.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner interacts with others where they do consultation in recording observed weather.</p>				
<p><b>Link to other Activity Areas:</b> Recording observed weather is linked to Environmental Activities where the learner learns about weather symbols.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.3 Writing</b>	<b>6.3.2 Writing Syllables</b>  <i>ma-mu, pa-pu</i>  (2 lessons)	By the end of the Sub Strand the learner should be able to: a) identify syllables from a variety of texts (ma-mu, na-nu and pa-pu), b) write syllables neatly in and out of class. c) enjoy using basic tools for writing syllables in and out of school.	The learner is guided to: <ul style="list-style-type: none"> <li>• read different materials (books, charts, digital devices) and identify syllables,</li> <li>• copy syllables in books,</li> <li>• independently write syllables on the board and on books,</li> <li>• collaboratively make patterns using syllables,</li> <li>• display in the classroom work done,</li> <li>• practise writing syllables on ICT devices where applicable.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sit when writing?</li> <li>2. Which tools do we use for writing syllables?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The learner practises writing syllables on ICT devices.</li> <li>• Self-efficacy: The learner assertively displays in classroom the work done on syllables.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner works in humility with others in making patterns using syllables.</li> <li>• Responsibility: The learner writes syllables diligently on ICT devices.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner interacts with others while displaying work done on syllable writing.</p>				
<p><b>Link to other Activity Areas:</b> The learner models syllable patterns which relates to modelling in Creative Activities.</p>				

## 7.0 WATER

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.1 Listening and Speaking</b>	<b>7.1.1 Naming</b>  (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different places and ways of getting water, b) mention different containers for storing water, c) role-play uses of water in our daily lives, d) appreciate the importance of water in our daily lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip related to different sources of water,</li> <li>• mention different ways and places of getting water (sources),</li> <li>• talk about safety precautions surrounding water sources,</li> <li>• observe containers for storing water during a nature walk (water tank, pots, jerricans, buckets, drums),</li> <li>• name different containers used for storing water,</li> <li>• talk about uses of water,</li> <li>• role play uses of water (cooking, drinking, washing),</li> <li>• recite poems on uses to water.</li> </ul>	How do we use water at home?

**Core Competencies to be developed:**

- Communication and Collaboration: The learner explains different places and ways of getting water as others listen keenly and actively.
- Critical Thinking and Problem Solving: The learner creatively demonstrates how we use water at home as they role-play.

**Values:**

- Responsibility: The learner demonstrates hard work while role-playing uses of water.
- Respect: The learner practises patience while taking turns in talking about sources of water.

**Pertinent and Contemporary Issues:**

Disaster Risk Reduction (DRR): The learner is cautioned to keep off dangerous sources of water for safety.

**Link to other Activity Areas:**

The concept of water sources and uses relates to learning about water sources, uses, storage and even rain under elements of weather in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.1 Listening and Speaking</b>	<b>7.1.2 Articulation of Letter Sounds</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) say letter sounds in and out of school (a-z), b) demonstrate awareness of letter-sound correspondence in and out of class, c) take pleasure in activities relating to articulation of letter sounds.	The learner is guided to: <ul style="list-style-type: none"> <li>• view and listen to letter sounds from audio or video clips that enhance letter-sound articulation,</li> <li>• in turns, say the letter sounds from charts and flashcards,</li> <li>• collaboratively match letter sounds with corresponding names of objects whose name begins with the letter sound (a for apple, b for boy...)</li> <li>• chant rhymes on letter sounds.</li> </ul>	Which letter sounds almost sound similar?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner correctly articulates letter sounds and as a team matches letter sounds with corresponding object names beginning with the letter sound.</li> <li>• Self-efficacy: The learner assertively chants rhymes on letter sounds in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner demonstrates patience while taking turns in articulating the letter sounds.</li> <li>• Integrity: The learner demonstrates discipline while chanting rhymes on letter sounds with others in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Effective Communication: The learner correctly articulates letter sounds in preparation for reading of words.</p>				
<p><b>Link to other Activity Areas:</b> Articulation of letter sounds links to all Activity Areas since effective pronunciation is important across the curriculum.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Picture Reading  (1 lesson)	By the end of the Sub Strand, the learner should be able to: a) name activities that involve use of water, b) read pictures illustrating use of water, c) show excitement in activities related to picture reading.	Learner is guided to; <ul style="list-style-type: none"> <li>• view a video clip/observe pictures on different uses of water where applicable,</li> <li>• talk about different uses of water mentioning activities where water is used (cooking, bathing, washing, drinking, farming),</li> <li>• observe uses of water during a nature walk in the school neighbourhood,</li> <li>• collaboratively read pictures illustrating uses of water on charts, books while helping one another interpret correctly,</li> <li>• role play uses of water (pretend to cook, drink, wash, brush teeth, wash handkerchief, bath,</li> <li>• sing songs, recite poems on uses of water.</li> </ul>	How do we use water at home?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: The learner persists and pursues observing of pictures to acquire new information about uses of water.</li> <li>• Critical Thinking and Problem Solving: The learner correctly interprets illustrations related to uses of water.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Peace: The learner demonstrates love to other learners while working together to interpret pictures on uses of water.</li> <li>• Responsibility: The learner demonstrates self-drive while role playing uses of water at home.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Health Related Issues: The learner is enlightened on uses of water for personal hygiene as they role play bathing, washing handkerchief and brushing of teeth.</p>				
<p><b>Link to other Activity areas:</b> Reading pictures illustrating uses of water links to drawing and colouring of pictures on uses of water in Creative Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.2 Reading</b>	<b>7.2.2 Reading Syllables</b>  <b>ra-ru, ta-tu</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) recall the syllables already learnt, b) read syllables in and out of class, c) acknowledge the use of syllables in daily communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio clip on reading of syllables,</li> <li>• re-read syllables already learnt,</li> <li>• join sounds to form new syllables (ra – ru, sa – su, ta – tu),</li> <li>• blend sounds to make syllables ... ra, re, ri ,ro, ru,</li> <li>• read syllables collaboratively and individually,</li> <li>• practise reading syllables collaboratively,</li> <li>• chant rhymes on syllables.</li> </ul>	Which words begin with the syllable ‘ra--- ’?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner assertively reads the syllables individually in class.</li> <li>• Communication and Collaboration: The learner listens to and correctly articulates the syllables in collaboration with others.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learner engages in assigned roles of reading syllables.</li> <li>• Respect: The learner demonstrates patience with others in class as they take turns in reading syllables.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Effective Communication: The learner articulates syllables effectively in communication while interacting with other learners.</p>				
<p><b>Link to other Activity Areas:</b> Reading of syllables is a skill that cuts across all other Activity Areas as the learner has to read sounds and syllables that make words for comprehension.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.3 Word Formation  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify syllables and sounds in preparation for reading words, b) blend syllables and sounds to form three-letter words in and out of school, c) read three-letter words in and out of school, d) appreciate performing activities that involve reading of three-letter words in and out of school.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to audio clips on word formation where syllables and sounds are joined and read out,</li> <li>• read sounds and syllables from charts, books and other materials,</li> <li>• blend syllables and sounds to form three-letter words orally, example; <ul style="list-style-type: none"> <li>- ca and t for cat</li> <li>- pe and g for peg</li> <li>- po and t for pot</li> </ul> </li> <li>• read three letter words,</li> <li>• practise reading three letter words collaboratively,</li> <li>• play games in forming three- letter words.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we need to do in order to read words?</li> <li>2. How do we read words?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner reasons on how to join syllables and letter sounds to form 3 letter words.</li> <li>• Self-efficacy: The learner boldly plays games in forming three-letter words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: The learner forms three-letter words without seeking assistance.</li> <li>• Social Justice: The learner practises equity by allowing each other an opportunity to read sounds and syllables from charts, books and other materials.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner learns to work amicably with others and avoids conflicts even as they practise reading three- letter words.</p>				
<p><b>Link to other Activity Areas:</b> Word formation is a prerequisite for reading and writing and so cuts across all the other Activity Areas in the curriculum.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.3 Writing</b>	<b>7.3.1 Hand Writing</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different letter sounds and syllables from a variety of text, b) write letters, syllables and three-letter words neatly and legibly, c) appreciate the need to write legibly and neatly.	The learner is guided to: <ul style="list-style-type: none"> <li>• explain how a good handwriting should be,</li> <li>• observe charts and books with good handwriting where letters are well shaped, arranged and of good size,</li> <li>• observe the shaping of letters from a digital device,</li> <li>• read syllables from any available source: digital device, books or charts,</li> <li>• read three-letter words from any available source: digital device, books or charts,</li> <li>• practise writing letters, syllables and three-letter words neatly and legibly, collaboratively and later individually e.g bat, tab, mat, bet, met, pet,</li> <li>• display written words for others to read,</li> <li>• blend sounds and read them aloud as they write them down in books.</li> </ul>	Why are we supposed to write neatly?

**Core Competencies to be developed:**

- Self-efficacy: The learner confidently writes and assertively displays written three-letter words.
- Creativity and Imagination: The learner skilfully blends syllables and letter sounds to read three-letter words.

**Values:**

- Responsibility: The learner demonstrates resilience in writing three-letter words.
- Unity: The learner interacts with others in striving to achieve the common goal of writing three-letter words.

**Pertinent and Contemporary Issue(s):**

Effective Communication: The learner practises writing three-letter words neatly for readability purpose.

**Link to other Activity Areas:**

Good hand-writing is a skill necessary in all other Activity Areas for ease of reading and comprehension.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s).
7.3 Writing	<b>7.3.2 Writing Syllables</b>  <i>ra-ru, ta-tu</i>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify syllables in and out of class, b) write syllables in and out of class, (ra-ru, sa-su and ta-tu), c) show excitement in using basic tools for writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none"> <li>• read syllables,</li> <li>• write letters of the alphabet,</li> <li>• copy syllables already learnt properly,</li> <li>• write syllables on different surfaces: the board, charts, ground and on books,</li> <li>• practise writing syllables on ICT devices where applicable,</li> <li>• make patterns using syllables,</li> <li>• display work done,</li> <li>• collaboratively chant rhymes on syllables as they write them.</li> </ul>	Why do we write syllables?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital Literacy: The learner interacts with technology while writing syllables.</li> <li>• Self-efficacy: The learner displays patterns written using syllables with confidence</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: The learner works in harmony to chant rhymes on syllables as they write them in books.</li> <li>• Responsibility: The learner independently writes syllables in books.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner positively interacts with others in activities while writing syllables, chanting rhymes and even as they share the writing tools.				
<b>Link to other Activity Areas:</b> Writing skills are necessary in all other Activity Areas for effective communication.				

## 8.0 TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 News Telling</b>  (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) tell news on daily happenings with ease, b) narrate events as they happen in a sequence to communicate order and time, c) actively contribute in learning experiences that involve narration of happenings.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip indicating activities done at different times of the day,</li> <li>• observe and talk about pictures showing activities done at different times of the day,</li> <li>• talk about different activities we do every day from morning to evening: waking up, taking breakfast, preparing for school, going to school, break time, lunch, evening, sleeping),</li> <li>• narrate in turns, the day’s happenings, like what they did before coming to school and what they will do after school,</li> <li>• sing songs related to time.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we do before coming to school?</li> <li>2. What do we do every day when we are not in school?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> The learner audibly and correctly articulates words in sentences while talking about different activities we do every day from morning to evening.</li> <li>• <b>Self-efficacy:</b> The learner with confidence narrates the day’s happenings, like what they did before coming to school and what they will do after school.</li> <li>• <b>Critical Thinking and Problem Solving:</b> The learner recalls and narrates the order or routine of daily activities.</li> </ul>				

**Values:**

- Integrity: The learner demonstrates self-discipline through talking about different activities we do every day from morning to evening for this will help do the right thing at the right time.
- Respect: The learner practises patience and takes turns with others to narrate the day's happenings.

**Pertinent and Contemporary Issue(s):**

Interpersonal Relationship: The learner maintains a positive relationship with others as they narrate the day's happenings to each other thus maintaining order.

**Link to other Activity Areas:**

Telling news about time links to measurement of time in Mathematics Activities, where the learner tells time through daily activities based on the time they are done.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.2 Passing Information</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary related to time (morning, evening, yesterday, today, tomorrow),</li> <li>b) use time related vocabulary to make simple sentences,</li> <li>c) narrate stories of daily happenings,</li> <li>d) value the importance of passing information for communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip on daily routine,</li> <li>• listen to audio clip on stories of time,</li> <li>• identify and talk about activities related to time using periods, like morning and evening, days like yesterday and tomorrow,</li> <li>• in turns, make simple sentences using time vocabulary like today, yesterday, tomorrow, morning, evening,</li> <li>• react to sentences made by each other as a class,</li> <li>• role play activities done at different times of the day,</li> <li>• tell stories about chores that are done at home and school,</li> <li>• sing songs related to time.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do before coming to school?</li> <li>2. What do you do on the days you do not go to school?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner listens attentively to sentences constructed by peers using time related words and comments on how correct they are.
- Critical Thinking and Problem solving: The learner recalls happenings so as to pass information on what happened previously (yesterday, in the morning).

**Values:**

- Respect: The learner together with others patiently take turns while making sentences that depict time.
- Peace: The learner demonstrates responsibility by telling stories about chores that take place at home and in school.

**Pertinent and Contemporary Issue(s):**

Social Cohesion: The learner, together with others role-play activities done at different times of the day.

**Link to other Activity Areas:**

Singing songs to pass information on time relates to the concept of singing songs related to time and daily routine in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.3 Story Telling</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: (a) mention common public holidays celebrated in Kenya, (b) identify days of the week, (c) role-play activities done on different days of the week, (d) tell stories related to activities of days of the week, (e) uphold the celebration of various public holidays.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify common religious and national public holidays based on the learners’ religion: <ul style="list-style-type: none"> <li>▪ Christians - Christmas, Easter and Mashujaa Day.</li> <li>▪ Muslims - Id ul Fitr and Mashujaa Day,</li> <li>▪ Hindus - Diwali and Mashujaa Day,</li> </ul> </li> <li>• watch a short video clip on people celebrating a public holiday,</li> <li>• tell stories on how the public holidays are celebrated,</li> <li>• role-play religious public holidays,</li> <li>• role-play Mashujaa day and any other public holiday they are familiar with,</li> <li>• identify days of week (Sunday-Saturday),</li> <li>• tell stories on activities done on different days of the week,</li> <li>• collaboratively role-play activities done on different days of the week (e.g. market, school, church / mosque),</li> <li>• sing songs related to Mashujaa Day,</li> <li>• sing songs related to days of the week.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which days do we like celebrating and why?</li> <li>2. What activities do we do on our worship day?</li> </ol>



**Core Competencies to be developed:**

- Citizenship: The learner demonstrates joy and happiness in celebrating Mashujaa Day in the role play which is a sign of patriotism and citizenship.
- Communication and Collaboration: The learner tells stories on how public holidays are celebrated while others listen.
- Creativity and Imagination: The learner expresses own ideas and imaginations while role-playing activities done on different days of the week.

**Values:**

- Peace: The learner demonstrates love to others as they role-play activities done on different days of the week.
- Patriotism: The learner demonstrates loyalty to own country by role-playing what happens on Mashujaa day (raising of the flag, dances, and President's speech).

**Pertinent and Contemporary Issue(s):**

Human Rights Awareness: The learner demonstrates awareness of human rights while role-playing activities that take place on Mashujaa Day.

**Link to other Activity Areas:**

- Religious public holidays are also taught in Religious Education as the learner learns about their meaning and celebration.
- Public holidays are also taught in Environmental Activities where the learner learns about important days in our country to be celebrated.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	<b>8.2.1 Reading Syllables</b>  <i>va-vu, za-zu</i>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) recall syllables learnt earlier in and out of class, b) identify syllables in and out of class (va-vu, za-zu), c) blend sounds to form syllables, d) discover activities that involve reading of syllables.	The learner is guided to: <ul style="list-style-type: none"> <li>• read syllables from charts, books or digital devices,</li> <li>• recite syllables,</li> <li>• blend sounds to form syllables e g, ta, pa, da ma,</li> <li>• read syllables (va-vu, wa-wu, za-zu) in and out of class,</li> <li>• read the syllables collaboratively,</li> <li>• chant rhymes on syllables collaboratively.</li> </ul>	1. How do we make syllables? 2. How do we form three-letter words?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner assertively reads syllables with accuracy in class.</li> <li>• Learning to Learn: The learner persists in and pursues reading syllables correctly.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: The learner together with others chant rhymes on syllables in unison.</li> <li>• Integrity: The learner with others practise fairness when taking turns to blend and read syllables.</li> </ul>				
<b>Pertinent and Contemporary Issue(s):</b> Effective Communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.				
<b>Link to other Activity Areas:</b> Reading across the other Activity Areas requires blending of sounds to form syllables, syllables to form words, words to form sentences and later paragraphs. Syllables reading is necessary in all Activity Areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.2 Reading Three-Letter Words</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify syllables and letter sounds for reading purpose, b) blend syllables and letter sounds to form three-letter words in and out of class, c) read three-letter words in and out of school, d) advocate for activities that involve reading of three-letter words in and out of class.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio clip with syllables,</li> <li>• read syllables and letter sounds from charts, books and other materials,</li> <li>• take turns to blend syllables and letter sounds to form three-letter words, for example run, bat, sit, cat, bat,</li> <li>• read three-letter words,</li> <li>• practise reading three-letter words collaboratively.</li> </ul>	Why is it important to know how to read?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner reads syllables accurately and independently.</li> <li>• Learning to Learn: The learner persists and pursues reading syllables correctly.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner together with others practise reading three-letter words.</li> <li>• Integrity: The learner exercises discipline in taking turns as they blend sounds and read syllables.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Effective Communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.</p>				
<p><b>Link to other Activity Areas:</b> Reading across the other Activity Areas requires formation of words and sentences and later paragraphs. Syllables reading is necessary in all Activity Areas.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s).
<b>8.3 Writing</b>	<b>8.3.1 Writing Syllables</b>  <b>va-vu, za-zu</b>  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify syllables in and out of class, b) write syllables in and out of class, (va-vu, wa-wu and za-zu), c) show excitement in using basic tools for writing activities in and out of class.	The learner is guided to: <ul style="list-style-type: none"> <li>• read syllables,</li> <li>• write letters of the alphabet,</li> <li>• copy syllables already learnt properly,</li> <li>• write syllables on different surfaces: the board, charts, ground and on books,</li> <li>• practise writing syllables on ICT devices where applicable,</li> <li>• make patterns using syllables,</li> <li>• display work done,</li> <li>• collaboratively chant rhymes on syllables as they write them.</li> </ul>	Why do we learn syllables?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The learner interacts with technology while writing syllables.</li> <li>• Self-efficacy: The learner displays patterns written using syllables with confidence</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner works in harmony to chant rhymes on syllables as they write them in books.</li> <li>• Responsibility: The learner independently writes syllables in books.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner positively interacts with others in activities while writing syllables, chanting rhymes and even as they share the writing tools.</p>				
<p><b>Link to other Activity Areas:</b> Writing skills are necessary in all other Activity Areas for effective communication.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Writing	8.3.2 Writing Three-Letter Words  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) join syllables and letters representing sounds to form three-letter words, b) read three-letter words in and out of school, c) value performing activities that involve reading and writing of three-letter words.	The learner is guided to: <ul style="list-style-type: none"> <li>• read three-letter words from a chart or digital device,</li> <li>• blend syllables and letter sounds to read three-letter words from different materials (for example, cat, run, bag, pen, set),</li> <li>• join syllables and letter sounds to write three-letter words while sharing writing tools (for example pencils and erasers) with other learners,</li> <li>• write three-letter words by arranging cards of syllables and letter sounds on a pocket chart,</li> <li>• display work done,</li> <li>• practise writing three-letter words on ICT devices or on board, ground, books and cards.</li> </ul>	Why is it important to know how to write?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: The learner interacts with technology when writing three-letter words on ICT devices.</li> <li>• Self-efficacy: The learner confidently displays work done on writing of three-letter words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner works in humility with others while writing three-letter words.</li> <li>• Responsibility: The learner writes three-letter words persistently.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner interacts with others in activities related to writing of three-letter words by sharing writing tools.</p>				
<p><b>Link to other Activity Areas:</b> Writing skills are necessary in all other Activity Areas for effective communication.</p>				

**9.0 TRANSPORT**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>9.1 Listening and Speaking</b>	<b>9.1.1 Naming</b> (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different means of transport, b) tell commonly used means of transport within the environment, c) imitate the sounds made by different means of transport, d) role-play safe practices when using different means of transport, e) enjoy imitating the movement of different means of transport.	The learner is guided to: <ul style="list-style-type: none"> <li>• view a video clip on different means of transport or read pictures from cards, books, charts on means of transport,</li> <li>• collaboratively talk about different means of transport in relation to viewed video clip, or read pictures,</li> <li>• name means of transport commonly used within the environment (cars, bicycles, tuk tuk, SGR/train, motorcycles, aeroplanes, donkeys, carts, by foot-walking),</li> <li>• listen to different sounds made by different means of transport from the environment while on a nature walk within the school,</li> <li>• imitate sounds made by different means of transport,</li> <li>• talk about safe practices when using different means of transport...walking along the road, travelling by a car/bus,</li> <li>• sing songs, recite poems and/or chant rhymes related to different means of transport.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we go to school and back home?</li> <li>2. How do people move from one place to another?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: The learner together with others collaboratively talk about different means of transport.
- Learning to Learn: The learner pursues and persists to acquire more information on various means of transport.

**Values:**

- Unity: The learner interacts with others to name and imitate sounds made by different means of transport.
- Patriotism: The learner becomes aware of the different means of transport within their environment/country and this develops the learner's love for own country.

**Pertinent and Contemporary Issue(s):**

Safety and Security Issues: The learner is made to understand the need for being careful while using any means of transport to avoid road crashes.

**Link to other Activity Areas:**

Listening to and imitating different means of transport is linked to Environmental Activities where the learner listens to different sources of sounds within the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.1 Listening and Speaking</b>	<b>9.1.2 News Telling</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) tell news on travelling experiences using different means of transport, b) tell short stories on means of transport observed on the way to school, c) recite short poems on how to safely use the roads, d) report incidences/happenings in a sequential manner, e) appreciate singing songs on different means of transport.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to short stories from a peer, teacher or parent on what to do or not to do when walking along the road and when boarding a vehicle,</li> <li>• repeat the told dos and don'ts in turns,</li> <li>• give stories of their travelling experience to a place using one of the means of transport (what they saw and how they felt),</li> <li>• recite poems on safe road use,</li> <li>• give a report on different means of transport seen on the way to school,</li> <li>• sing songs and recite poems related to different means of transport.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do people move from one place to another?</li> <li>2. What happens when one is travelling?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner interacts with others while telling news and talking about different means of transport.</li> <li>• Critical Thinking and Problem solving: The learner pays attention to stories about what to do and not to do when walking along the road or boarding a vehicle and retells them in class.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner cooperates with others when singing songs and reciting poems related to different means of transport.</li> <li>• Responsibility: The learner is cautioned to observe road safety when walking along the road, boarding a vehicle and alighting from a vehicle.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner sings songs and recites poems together with others in relation to different means of transport.</p>				
<p><b>Link to other Activity Areas:</b> The learner sings songs and recites poems related to different means of transport and this is related to singing experiences in Creative Arts.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Picture Reading  (2 lessons)	By the end of the Sub Strand, the learner should be able to: a) name pictures of different means of transport, b) tell the difference between various means of transport, c) match pictures of people working in the transport sector with the different means of transport, d) enjoy participating in picture reading experiences in preparation for text reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• read pictures on different means of transport on charts, books or digital devices,</li> <li>• tell the difference between various means of transport, examples (air, road, railway line, water, foot paths),</li> <li>• identify people with uniform and different protective working clothes in the transport sector, examples (driver, captain, pilot, tout, cyclist, motorbike rider),</li> <li>• match pictures of people with the mode of road transport they work for, example, (a public/bus/matatu driver and the bus or matatu/van),</li> <li>• play games on picture identification.</li> <li>• play a fishing game on flashing of pictures with people or means of transport.</li> </ul>	How can we use the road safely?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: The learner works on identifying pictures of different means of transport correctly.</li> <li>• Self-efficacy: The learner matches pictures of different means of transport and the people involved correctly and independently.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learner reads and matches pictures correctly and diligently.</li> <li>• Unity: The learner works with others harmoniously to match pictures.</li> </ul>				
<p><b>Pertinent and Contemporary Issue(s):</b> Social Cohesion: The learner works with others in matching pictures and playing games harmoniously.</p>				
<p><b>Link to other Activity Areas:</b> The learner matches pictures of people in the transport sector with different means of transport in the same way they match numbers in Mathematics Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	<b>9.3.1 Drawing and Colouring Pictures</b>  (6 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify pictures on different means of transport,</li> <li>b) draw pictures of different means of transport,</li> <li>c) colour drawn pictures appropriately and realistically,</li> <li>d) enjoy participating in drawing and colouring activities.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read pictures on different means of transport on charts, books, board and digital devices,</li> <li>• draw pictures on different means of transport while sharing drawing resources such as pencils, erasers,</li> <li>• colour drawn pictures on means of transport: buses, van, cars, bicycles, aeroplane, donkey, carts, motorbike,</li> <li>• avoid eating crayons or colour pencils or putting erasers and other writing tools in the mouth or nose for safety purposes,</li> <li>• collaboratively model cars, ship, bicycle, vans, buses,</li> <li>• display drawn, coloured and modelled work,</li> <li>• sing songs as they colour pictures.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which materials do we use when colouring?</li> <li>2. Why should we only colour within the borders of a picture?</li> </ol>

**Core Competencies to be developed:**

- Creativity and Imagination: The learner, together with other, uses own ideas to collaboratively model cars, ship, bicycles, buses and cars.
- Learning to Learn: The learner learns to model different means of transport and tries to achieve perfection by doing it several times.

**Values:**

- Peace: The learner works collaboratively with others, cooperating and agreeing on issues while modelling.
- Love: The learner works with others while drawing and colouring sharing materials as a sign of caring for one another.

**Pertinent and Contemporary Issue(s):**

Child Security and Safety: The learner works with caution and avoids putting writing and colouring materials and tools in the mouth or nose for safety.

**Link to other Activity Areas:** Picture colouring can be applied to creating or drawing pictures and colouring them in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	<b>9.3.2 Writing Practice</b>  (5 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recall letters of the alphabet in the right sequence,</li> <li>b) write syllables by joining consonants and vowels,</li> <li>c) write patterns using syllables,</li> <li>d) form three-letter words using syllables and letters representing sounds,</li> <li>e) show excitement in writing activities in and out of class.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read letters of the alphabet in upper case and lower case,</li> <li>• read letter sounds and syllables in groups and pairs,</li> <li>• write letters and syllables on books,</li> <li>• write the letters in upper and lower case on a digital device,</li> <li>• collaboratively and individually join syllables and letter sounds and make three-letter words,</li> <li>• make patterns using syllables,</li> <li>• write the patterns repeatedly,</li> <li>• model letters of the alphabet,</li> <li>• clear the working area and wash hands with soap and water,</li> <li>• chant rhymes on letter sounds in turns while writing,</li> <li>• display the work done in class.</li> </ul>	What do you do to make a three-letter word?

**Core Competencies to be developed:**

- Self-efficacy: The learner correctly and confidently reads and writes three-letter words by joining syllables and sounds and displays work done in class.
- Critical Thinking and Problem Solving: The learner differentiates between lower and upper case, letters while writing them down in books.

**Values:**

- Social Justice: The learner chants rhymes on letter sounds while working with others and sharing the opportunity to do so equitably.
- Integrity: The learner writes own work even in the absence of the teacher with honesty and accountability.

**Pertinent and Contemporary Issue(s):**

Personal hygiene awareness: The learner clears the working area and washes hands with soap and water.

**Link to other Activity Areas:** The learner can relate the concept of pattern making to their learning of the same concept in Creative Activities.

**Suggested Assessment Rubric**

<b>Strand: Listening and Speaking</b>					
	<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<b>Greetings and farewell</b>	Ability to use right vocabulary when greeting and bidding farewell in respect to time.	Consistently uses right vocabulary when greeting and bidding farewell in respect to time.	Uses right vocabulary when greeting and bidding farewell in respect to time.	Occasionally uses right vocabulary when greeting and bidding farewell in respect to time.	Rarely uses right vocabulary when greeting and bidding farewell in respect to time.
<b>Listening for comprehension</b>	Ability to comprehend oral information and answer questions correctly from the listening experiences.	Comprehends oral information and answers all questions correctly from the listening experiences.	Comprehends oral information and answers questions correctly from the listening experiences.	Comprehends oral information but answers some questions correctly from the listening experiences.	Comprehends oral information with difficulty and only answers questions correctly from the listening experiences when assisted.
<b>News telling</b>	Ability to tell and retell news to communicate things that have happened in a sequence.	Tells and retells news accurately and fluently to communicate things that have happened in a sequence.	Tells and retells news to communicate things that have happened in a sequence.	Attempts to tell and retell news to communicate things that have happened in a sequence although lacks fluency.	Tells and retells news to communicate things that have happened in a sequence only when guided but also lacks fluency.

<b>Active listening</b>	Ability to pay attention to conversations and respond appropriately to simple instructions.	Consistently pays attention to conversations and responds appropriately to simple instructions.	Pays attention to conversations and responds appropriately to simple instructions.	Occasionally pays attention to conversations and sometimes responds appropriately to simple instructions.	Rarely pays attention to conversations and mostly responds inappropriately to simple instructions.
<b>Self-expression</b>	Ability to express own needs and ideas using the appropriate vocabulary.	Consistently expresses own needs and ideas using the appropriate vocabulary.	Expresses own needs and ideas using the appropriate vocabulary.	Occasionally expresses own needs and ideas using the appropriate vocabulary.	Rarely expresses own needs and ideas using the appropriate vocabulary.
<b>Polite language</b>	Ability to identify and use vocabulary depicting polite language.	Identifies and always uses vocabulary depicting polite language correctly.	Identifies and uses vocabulary depicting polite language.	Identifies but rarely uses vocabulary depicting polite language.	Exhibits challenge in both identification and usage of vocabulary depicting polite language.
<b>Passing information</b>	Ability to describe different things using simple language and pass information accurately through conversations.	Explicitly describes different things using simple language and passes information accurately through conversations.	Describes different things using simple language and passes information accurately through conversations.	Partially describes different things using simple language and passes information accurately through conversations.	Describes different things using simple language and passes information accurately through conversations only when assisted.

<b>Auditory discrimination</b>	Ability to distinguish between closely related letter sounds, identify and imitate familiar sounds of animals kept at home.	With details, distinguishes between closely related letter sounds, identifies and accurately imitates familiar sounds of animals kept at home.	Distinguishes between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home.	Attempts to distinguish between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home, though not always accurately.	Distinguishes between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home only when assisted.
<b>Audience awareness</b>	Ability to exhibit audience awareness when communicating.	Consistently exhibits audience awareness when communicating.	Exhibits audience awareness when communicating.	Occasionally exhibits audience awareness when communicating.	Rarely exhibits audience awareness when communicating.
<b>Auditory memory</b>	Ability to recall letter sounds and syllables and demonstrate recognition of sounds associated with different weather conditions.	Perfectly recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions.	Recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions.	Attempts to recall letter sounds and syllables and demonstrate recognition of sounds associated with different weather conditions.	Recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions with a lot of prompting.



<b>Naming</b>	Ability to use the right vocabulary in conversations. (e.g. -water: use right names for water containers, - transport: use the right transport related words).	Consistently uses the right vocabulary in conversations.	Uses the right vocabulary in conversations.	Occasionally uses the right vocabulary in conversations.	Rarely uses the right vocabulary in conversations.
<b>Articulation of letter sounds</b>	Ability to read letters of the alphabet, their sounds, syllables and demonstrate awareness of letter-sound correspondence.	Excellently reads letters of the alphabet, their sounds, and syllables and demonstrates awareness of letter-sound correspondence.	Reads letters of the alphabet, their sounds, and syllables and demonstrate awareness of letter-sound correspondence.	Attempts to read letters of the alphabet, their sounds, and syllables and demonstrates awareness of letter-sound correspondence though with some challenges.	With a lot of assistance, reads letters of the alphabet, their sounds, and syllables and with much prompting, demonstrates awareness of letter-sound correspondence.

<b>Strand: Reading</b>					
	<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
<b>Reading readiness</b>	Ability to read texts and pictures from left to the right of a page and turn pages from right to left in readiness for reading.	Consistently reads text and pictures as expected from left to the right of a page and carefully turns pages one by one from right to left in readiness for reading.	Reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading.	Does one of the two; either reads text and pictures from left to the right of a page but exhibits a challenge in turning pages from right to left in readiness for reading or vice versa.	Reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading only when given a lot of assistance.
<b>Book handling</b>	Ability to take care of books in different ways in readiness for reading (arranging well in bags, tables, lockers, shelves, handling them carefully, requesting for them to be covered).	Consistently takes care of books in different ways in preparation for reading.	Takes care of books in different ways in readiness for reading.	Occasionally takes care of books in different ways in preparation for reading.	Rarely takes care of books in different ways in readiness for reading.

<b>Picture reading</b>	Ability to identify and read correctly pictures of familiar things in readiness for reading.	Identifies and reads correctly with details pictures of familiar things in readiness for reading.	Identifies and reads correctly pictures of familiar things in readiness for reading.	Identifies but exhibits challenges in reading correctly pictures of familiar things in readiness for reading.	Identifies and reads correctly pictures of familiar things in readiness for reading only when greatly assisted.
<b>Letter recognition</b>	Ability to identify letters of the alphabet and correctly match the lower and upper case letters.	With an ease, identifies letters of the alphabet and correctly matches the lower and upper case letters.	Identifies letters of the alphabet and correctly matches the lower and upper case letters.	Identifies letters of the alphabet but struggles with the correct matching of the lower and upper case letters.	Exhibits challenge in both identifying letters of the alphabet and correctly matching the lower and upper case letters.
<b>Reading syllables</b>	Ability to join letter sounds to form syllables in preparation for reading.	Correctly joins letter sounds to form syllables and even three letter words in preparation for reading.	Joins letter sounds to form syllables in preparation for reading.	Attempts to join letter sounds to form syllables in preparation for reading.	Reads one letter sound after the other but finds it difficult to blend two sounds and form syllables in preparation for reading.

<b>Visual discrimination</b>	Ability to identify and point out similarities and differences on pictures and other objects.	Identifies and with a lot of clarity points out similarities and differences on pictures and other objects.	Identifies and points out similarities and differences on pictures and other objects.	Identifies but exhibits a challenge in pointing out similarities and differences on pictures and other objects.	Identifies and points out similarities and differences on pictures and other objects only when assisted.
<b>Letter-sound correspondence</b>	Ability to identify letter names and letter sounds and match the letters and sounds.	Correctly identifies letter names and letter sounds and matches the letters and sounds with ease.	Identifies letter names and letter sounds and matches the letters and sounds.	Identifies letter names and letter sounds but incorrectly matches some letters and sounds.	Identifies some letter names and letter sounds but only matches the letters and sounds when assisted.
<b>Word formation</b> (three letter words)	Ability to join letter sounds and syllables and blend them to read three letter words.	Joins letter sounds and syllables and correctly blends them to read three letter words with an ease.	Joins letter sounds and syllables and blends them to read three letter words.	Joins letter sounds and syllables but finds it difficult to blend some and read three letter words.	Finds it difficult to join letter sounds and syllables as well as blend them to read three letter words.

<b>Visual memory</b>	Ability to recall letter names and letter sounds.	Always recalls letter names and letter sounds.	Recalls letter names and letter sounds	Occasionally recalls letter sounds but has a challenge in recalling letter names.	Rarely recalls letter names and letter sounds.
	Relates and differentiates things in the environment using observable features.	Always relates and differentiates things in the environment using observable features.	Relates and differentiates things in the environment using observable features.	Occasionally relates and differentiates things in the environment using observable features.	Rarely relates and differentiates things in the environment using observable features.
<b>Reading three letter words</b>	Ability to blend syllables and letter sounds and read them out as three letter words.	Consistently blends syllables and letter sounds and reads them out as three letter words.	Blends syllables and letter sounds and reads them out as three letter words.	Occasionally blends syllables and letter sounds and reads them out as three letter words.	Rarely blends syllables and letter sounds and reads them out as three letter words.

<b>Strand: Writing</b>					
	<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Writing readiness</b>	Ability to hold a writing tool properly and turn pages from right to left in preparation for writing.	Holds a writing tool properly and firmly and carefully turns pages from right to left in preparation for writing.	Holds a writing tool properly and turns pages from right to left in preparation for writing.	Holds a writing tool properly but has a challenge in turning pages from right to left (or vice versa) in preparation for writing.	Holds a writing tool properly and turns pages from right to left in preparation for writing only with the hand held.
<b>Letter writing</b>	Ability to write letters of the alphabet correctly and in the right sequence.	Writes letters of the alphabet correctly, neatly, legibly and in the right sequence.	Writes letters of the alphabet correctly and in the right sequence.	Writes letters of the alphabet correctly but not in the right sequence.	Writes letters of the alphabet correctly and in the right sequence, only with great assistance.
<b>Writing practice</b>	Ability to write letters of the alphabet in both lower case and upper case and make letter patterns.	Writes letters of the alphabet in both cases correctly and neatly, and creatively makes letter patterns.	Writes letters of the alphabet in both cases and makes letter patterns.	Writes letters of the alphabet although mixes the cases at some points and exhibits challenges in making letter patterns.	Exhibits challenge in writing letters of the alphabet in both lower case and upper case, and even in making letter patterns.

<b>Drawing and colouring pictures</b>	Ability to draw different objects within the environment and colour appropriately.	Skillfully draws different objects within the environment and colours the drawings realistically and appropriately.	Draws different objects within the environment and colours the drawings appropriately.	Draws different objects within the environment but does not colour the drawings appropriately.	Attempts to draw different objects within the environment but inappropriately colours them.
<b>Writing syllables</b>	Ability to join letters representing sounds and write syllables.	Consistently joins letters representing sounds and writes syllables.	Joins letters representing sounds and writes syllables.	Occasionally letters representing joins sounds and writes syllables.	Rarely joins letters representing sounds and writes syllables.
<b>Word formation</b> (Forming three letter words)	Ability to join syllables and letter sounds to form three letter words.	Objectively joins syllables and letter sounds to form three letter words.	Joins syllables and letter sounds to form three letter words.	Attempts to join syllables and letter sounds to form three letter words.	Exhibits challenge in joining syllables and letter sounds to form three letter words.
<b>Pattern writing/making</b>	Ability to write patterns using letters and syllables.	Creatively writes patterns using letters and syllables.	Writes patterns using letters and syllables.	Tries to write patterns using letters and syllables.	Writes patterns using letters and syllables, only with great assistance.
<b>Eye-hand coordination</b>	Ability to demonstrate eye-hand coordination when writing.	Every time demonstrates eye-hand coordination when writing.	Demonstrates eye-hand coordination when writing.	Sometimes demonstrates eye-hand coordination when writing.	Seldom demonstrates eye-hand coordination when writing.

<b>Recording skills</b>	Ability to observe objects and conditions and record the observations using pictures.	Keenly observes objects and conditions and correctly records the observations using pictures.	Observes objects and conditions and records the observations using pictures.	Observes objects and conditions but experiences a challenge in recording the observations using pictures.	Experiences challenges in observing objects and conditions and recording the observations using pictures.
<b>Handwriting</b>	Ability to write letters, syllables and three letter words neatly and legibly.	Consistently writes letters, syllables and three letter words neatly and legibly.	Writes letters, syllables and three letter words neatly and legibly.	Occasionally writes letters, syllables and three letter words neatly and legibly.	Rarely writes letters, syllables and three letter words neatly and legibly.



**Suggested Learning Resources, Suggested Assessment Methods and Non-formal Activities that Support Learning**

<b>Strands</b>	<b>Suggested Learning Resources</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Non-Formal Programmes</b>
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Manilla papers</li> <li>• Models</li> <li>• Flash cards</li> <li>• Charts</li> <li>• Realia</li> <li>• Masks</li> <li>• Costumes</li> <li>• Clay/plasticine/dough for modelling</li> <li>• Puppets</li> <li>• Recorded songs</li> <li>• Recorded poems and rhymes</li> <li>• Book covers, shelves, boxes, bags</li> <li>• Learning corners</li> <li>• Digital and electronic devices</li> <li>• Pictures and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Observation schedule</li> <li>• Oral questions</li> <li>• Portfolio</li> <li>• Checklist</li> <li>• Chanting rhymes</li> <li>• Singing songs</li> <li>• Reciting poems</li> <li>• Playing conversational games</li> <li>• Role play</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Fluency tests</li> <li>• Dialogues</li> <li>• Articulation tests</li> <li>• Oral interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in music festivals at school level, County level and National level.</li> <li>• Exhibiting own work during Academic/Parents Days.</li> <li>• Nature walks</li> <li>• Use of resource people</li> <li>• Performing short plays</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Letter jig saw puzzles</li> <li>• Manilla papers</li> <li>• Letter boards</li> <li>• Pocket charts</li> <li>• Picture puzzles</li> <li>• Colour pencils</li> <li>• Colouring books</li> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Observation schedule</li> <li>• Oral questions</li> <li>• Portfolio</li> <li>• Checklist</li> <li>• Reading aloud</li> <li>• Oral interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Use of posters and any other reading materials for identification of letter sound and letter names</li> <li>• Participating in sound reading competitions</li> <li>• Reading pictures in magazines</li> </ul>

	<ul style="list-style-type: none"> <li>• Recorded songs</li> <li>• Letter cut-outs</li> <li>• Book covers, shelves, boxes, bags</li> <li>• Charts</li> <li>• Course books</li> <li>• Digital and electronic devices.</li> <li>• Flash cards</li> <li>• Pictures and photographs</li> <li>• Video clips</li> <li>• Audio-visual resources</li> <li>• Other web resources</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer</li> <li>• Teacher-made Tests</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Clay/plasticine/dough for modelling</li> <li>• Pocket charts</li> <li>• Coloured pencils</li> <li>• Paint and brushes</li> <li>• Colouring books</li> <li>• Crayons</li> <li>• Clay/plasticine/dough for modelling</li> <li>• Letter cut-outs</li> <li>• Digital and electronic devices</li> <li>• Charcoal sticks</li> <li>• Letter jigsaw puzzles</li> <li>• Brushes</li> <li>• Sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Learner Portfolios</li> <li>• Checklists</li> <li>• Teacher-made Tests</li> <li>• Matching tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Practising scribbling, drawing and colouring with peers at home.</li> <li>• Showcasing their painted, coloured and written work during Cultural Days or Parnts' Day.</li> </ul>

# **MATHEMATICAL ACTIVITIES**

## **PRE-PRIMARY TWO (LEVEL II)**

### **Suggested Themes**

#### **1. Our Neighbourhood**

- Work done by our neighbours
- Things in our neighbourhood
  - structures
  - shops/kiosks/markets
  - animals
  - Physical features
  - Plants

#### **2. Our School**

- Our teachers
- People in our school
- Our school compound
- Buildings in our schools
- Ways/road to our school

#### **3. Our Market**

- Things found in the market
- Buying and selling
- People found at the market

#### **4. Animals**

- Domestic animals
- Wild animals
- Importance/use of animals

#### **5. Weather Conditions**

- Sunny

- Cloudy
- Rainy
- Windy

#### **6. Water**

- Sources of water
- Uses of water
- Storage of water

#### **7. Hospital**

- People in the hospital
- Buildings in the hospital
- Activities in the hospital
- Clothes worn by people in the hospital
- Tools and items used in the hospital

#### **8. Time**

- Telling time through daily routine
- Days of the week
- Popular public holidays

#### **9. Transport**

- By foot
- By bicycles
- By boat/ship
- By motorcycles
- By animals
- By motor vehicles
- By train
- By aeroplane

## **ESSENCE STATEMENT**

Mathematics is the science of numbers and shapes, and what they mean. It is science of logic, quantity, structure, order and arrangement. Mathematical Activities at the Pre-Primary level empower children to engage in basic analysis of problems and to develop appropriate solutions in day-to-day life. These activities help to develop mental processes that enhance logical and critical thinking, accuracy and problem solving; all of which are important building blocks for school readiness. They also enhance the learners' development and acquisition of basic pre-number, number, measurement and geometry skills during early years. In addition, Mathematical Activities help learners develop core competencies, acquire values and, be aware of pertinent and contemporary issues. Learning of Mathematical concepts and skills at Pre-Primary is mainly play-based, activity-based, inquiry-based and theme-based. Learners are guided through varied, appropriate and meaningful group activities, to enhance acquisition of basic mathematical skills and concepts. Themes provide contexts for learning basic mathematical concepts at Pre-Primary. Mathematical concepts and skill learned at PP2 are prerequisite for learners' smooth transition to Grade 1.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) Use acquired classroom skills to solve problems in daily life.
- b) Demonstrate basic number concepts as a basis for future learning.
- c) Develop interest in measurement and dispositions in physical and social world.
- d) Utilise basic geometrical concepts acquired as a foundation for future learning.
- e) Develop values and competencies for harmonious co-existence in the society.
- f) Manage pertinent and contemporary issues for appropriate adjustment to the daily life demands.

### SUMMARY OF STRANDS AND SUB-STRANDS

S. No.	Strand	Sub-Strands	Suggested Number of Lessons
1	1.0 Pre-Number Activities	1.1 Sorting and Grouping	7
		1.2 Matching and Pairing	7
		1.3 Ordering	8
		1.4 Patterns	8
2	2.0 Numbers	2.1 Rote Counting	6
		2.2 Number Recognition	8
		2.3 Counting Concrete Objects	8
		2.4 Number Sequencing	8
		2.5 Number Value	8
		2.6 Number Writing	8
		2.7 Putting Together	10
		2.8 Taking Away	8
3	3.0 Measurement	3.1 Sides of Objects	8
		3.2 Mass (Heavy and Light)	8
		3.3 Capacity (how much a container can hold)	8
		3.4 Time (Daily Routines)	8
		3.5 Money (Kenyan currency – coins)	8
		3.6 Area (Surface of Objects)	8
4	4.0 Geometry	4.1 Lines	3
		4.2 Shapes	5
<b>Total Number of Lessons</b>			<b>150</b>

**NOTE:**

The suggested number of lessons per sub-strand may be less or more depending on the context.

**THEME: OUR NEIGHBOURHOOD**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<p><b>1.0</b> <b>Pre-Number Activities</b></p>	<p><b>1.1</b> <b>Sorting and Grouping</b>  (7 lessons)</p> <ul style="list-style-type: none"> <li>• <i>colour,</i></li> <li>• <i>size,</i></li> <li>• <i>shape,</i></li> <li>• <i>use,</i></li> <li>• <i>texture.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify play objects in the immediate neighbourhood,</p> <p>b) list similarities among play objects,</p> <p>c) state differences among play objects,</p> <p>d) group play objects according to a given attribute,</p> <p>e) appreciate play objects in the immediate neighbourhood.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect play objects from the school neighbourhood as they observe safety,</li> <li>• look at and talk about play objects from the school neighbourhood with different attributes (<i>toys, wood blocks, bottle tops, plastic bottles</i>),</li> <li>• work with others to identify similarities of play objects according to given attributes,</li> <li>• cooperate with others to identify the differences among play objects according to given attributes,</li> <li>• work with others to sort and group play objects according to a given attribute,</li> <li>• relate given attributes to other objects in the school environment,</li> <li>• sing songs related to sorting and grouping play objects,</li> <li>• sort and group pictures of objects according to a given attribute using digital devices or other resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which objects do you play with?</li> <li>2. How can you group objects you play with?</li> </ol>



**Core competencies to be developed:**

Critical thinking and Problem solving: The learner sorts and groups play objects according to colour, size, shape use or texture.

**Values:**

Love: Learner works harmoniously with others as they share play objects while sorting and grouping.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects play objects from the school neighbourhood.

**Link to other activity areas:**

The learner is able to relate colour and shapes to colouring activities in Creative Activities.

**THEME: OUR NEIGHBOURHOOD**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>1.0 Pre-Number Activities</b>	<b>1.2 Matching and Pairing</b>  (7 lessons) <ul style="list-style-type: none"> <li>• <i>likeness/ sameness,</i></li> <li>• <i>use.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify similarities among play objects,</li> <li>b) list differences among play objects,</li> <li>c) match play objects according to a given attribute,</li> <li>d) appreciate the use of play objects from the immediate neighbourhood.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect a variety of play objects from the school neighbourhood carefully,</li> <li>• talk about similarities and differences among play objects from the school neighbourhood,</li> <li>• demonstrate how to match and pair play objects from the school neighbourhood according to given attributes,</li> <li>• collaborate with others to match and pair play objects according a given attribute as they observe safety,</li> <li>• talk about the use of matched or paired play objects,</li> <li>• sing songs or recite poems on use of play objects from the school neighbourhood,</li> <li>• match and pair pictures of play objects according to a given attribute using digital devices or other resources.</li> </ul>	How can you match play objects?

**Core competencies to be developed:**

Communication and Collaboration: Learner speaks and works with others while matching and pairing play objects.

**Values:**

Unity: Learner works with others harmoniously as they match and pair play objects.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects, matches and pairs play objects.

**Link to other activity areas:**

The learner is able to relate reciting of poems on the use of play objects to reciting of poems in Language Activities.

**THEME: OUR NEIGHBOURHOOD**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>1.0 Pre-Number Activities</b>	<b>1.3 Ordering</b> (8 Lessons) <ul style="list-style-type: none"> <li>• <i>small,</i></li> <li>• <i>big,</i></li> <li>• <i>short,</i></li> <li>• <i>long,</i></li> <li>• <i>tall.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify play objects of different sizes in the immediate neighbourhood,</li> <li>b) arrange play objects according to size in ascending order,</li> <li>c) arrange play objects according to size in descending order,</li> <li>d) appreciate different play objects in the immediate neighbourhood.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect play objects in the school neighbourhood and observe safety,</li> <li>• talk about different play objects in the school neighbourhood in relation to size,</li> <li>• work with peers to arrange up to five play objects according to size in ascending order,</li> <li>• cooperate with others to arrange up to five play objects according to size in descending order,</li> <li>• arrange picture of objects according to size in ascending and descending order using digital devices or other resources.</li> </ul>	How can you arrange play objects?

**Core competencies to be developed:**

Citizenship: Learner works with others to order play objects according to size in ascending and descending manner.

**Values:**

Unity: Learner works amicably with others to accomplish the task on ordering play objects according to size in ascending and descending manner.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects play objects for ordering from the school neighbourhood.

**Link to other activity areas:**

The learner is able to relate new vocabulary in ordering different play objects to reading skills in Language Activities

<b>THEME: OUR NEIGHBOURHOOD</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<b>1.0 Pre-Number Activities</b>	<b>1.4 Patterns</b>  (8 lessons) • <i>shape, colour.</i>	By the end of the sub-strand, the learner should be able to: a) identify similarities among play objects in the immediate neighbourhood, b) list differences among play objects, c) make patterns using play objects according to a given attribute, enjoy making patterns with different play objects from the immediate neighbourhood.	The learner is guided to: • observe and talk about different play objects in the school neighbourhood, • team up with others to make patterns using play objects as they observe safety, • fill in the missing play objects in a pattern, • observe and talk about different patterns on clothes, foot prints, buildings, flower gardens, make patterns using digital devices or other resources.	How can you make patterns with play objects?
<b>Core competencies to be developed:</b> Creativity and Imagination: Learner makes patterns using different play objects creatively.				
<b>Values:</b> Respect: Learner exercises patience and takes turns as they team up to make patterns.				
<b>Pertinent and contemporary issues (PCIs):</b> Safety: Learner carefully arranges play objects to make patterns.				
<b>Link to other activity areas:</b> The learner is able to relate making patterns using different play objects to pattern making in Creative Activities.				

**Core competencies to be developed:**

Creativity and Imagination: Learner makes patterns using different play objects creatively.

**Values:**

Respect: Learner exercises patience and takes turns as they team up to make patterns.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully arranges play objects to make patterns.

**Link to other activity areas:**

The learner is able to relate making patterns using different play objects to pattern making in Creative Activities.

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify similarities and differences among play objects.	The learner identifies more than four similarities and differences among play objects correctly.	The learner identifies four similarities and differences among play objects correctly.	The learner identifies three similarities and differences among play objects correctly.	The learner identifies one similarity or difference among play objects correctly.
Ability to group play objects according to given attributes.	The learner groups play objects according to four attributes correctly and consistently.	The learner groups play objects according to four attributes correctly.	The learner groups play objects according to three attributes correctly.	The learner groups play objects according one attribute correctly.
Ability to match play objects according to given attributes.	The learner matches play objects according to two attributes correctly and systematically.	The learner matches play objects according to two attributes correctly.	The learner matches play objects according to one attribute correctly.	The learner matches play objects according to one attribute partially correctly.



Ability to arrange play objects according to size in ascending and descending order.	The learner arranges play objects according to size in ascending and descending order correctly and consistently.	The learner arranges play objects according to size in ascending and descending order correctly.	The learner arranges play objects according to size in ascending or descending order correctly.	The learner arranges play objects according to size in ascending or descending order partially correctly.
Ability to make patterns using play objects according to a given attribute.	The learner makes patterns using play objects according to two attributes correctly and creatively.	The learner makes patterns using play objects according to two attributes correctly.	The learner makes patterns using play objects according to one attribute correctly.	The learner makes patterns using play objects according to one attribute partially correctly.

**THEME: OUR SCHOOL**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<b>2.0 Numbers</b>	<b>2.1 Rote Counting</b>  (6 Lessons) <ul style="list-style-type: none"> <li>• rote count numbers 1-30 using actions.</li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) rote count numbers 1-30 for developing numeracy skills,</li> <li>b) rote count numbers 1-30 using actions,</li> <li>c) enjoy rote counting in everyday life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• rote count numbers 1-30,</li> <li>• collaborate with others to rote count numbers 1-30 using actions (<i>clapping, nodding, jumping, skipping, and hopping</i>) carefully,</li> <li>• work with others to perform singing games or rhymes related to rote counting,</li> <li>• listen to radio or television educational programmes on rote counting,</li> <li>• watch video clips on rote counting with actions.</li> </ul>	How can you count numbers 1 – 30?
<b>Core competencies to be developed:</b> Self-efficacy: Learner rote counts 1-30 using actions.				
<b>Values:</b> Respect: Learner takes turns to rote count numbers 1-30 collaboratively.				
<b>Pertinent and contemporary issues (PCIs):</b> Safety: Learner rote counts using actions carefully.				
<b>Link to other activity areas:</b> The learner is able to relate singing songs, reciting rhymes and use of actions to singing games in Creative Activities.				

**THEME: OUR SCHOOL**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<p><b>2.0</b> <b>Numbers</b></p>	<p><b>2.2</b> <b>Number Recognition</b></p> <p>(8 Lessons) <i>number symbols 1-20.</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify number symbols 1-20 for developing numeracy skills,</p> <p>b) arrange number flash cards 1-20 for developing symbolic representation of numbers,</p> <p>c) appreciate use of numbers in everyday life experience.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe and read number symbols on number flash cards or number charts,</li> <li>• work with others in identifying number symbols on flashcards or charts,</li> <li>• cooperate with peers to identify number symbols found on different objects in the school compound,</li> <li>• work with others to match number symbols that look alike,</li> <li>• team up with others to play number recognition games such as fishing game, domino games, skittle game, snake and ladder games, treasure hunt, among others,</li> <li>• arrange number flashcards for numbers 1-20,</li> <li>• identify and type number symbols 1-20 using digital devices or form number symbols using other resources.</li> </ul>	<p>Which number can you see on the flashcard?</p>

**Core competencies to be developed:**

Digital literacy: Learner uses digital devices to identify and type number symbols.

**Values:**

Unity: Learner works amicably with others to arrange numbers flash cards for numbers 1-20.

**Pertinent and contemporary issues (PCIs):**

Self-esteem: Learner feels good about themselves as they play number recognition games.

**Link to other activity areas:**

The learner is able to relate reading of numbers on flash cards with reading other symbols in Language Activities.

**THEME: OUR SCHOOL**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<p><b>2.0 Numbers</b></p>	<p><b>2.3 Counting Concrete Objects</b></p> <p>(8 lessons)</p> <ul style="list-style-type: none"> <li>• <i>count concrete objects 1-20.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify concrete objects found in school,</p> <p>b) count concrete objects found in school from 1-20 for developing numeracy skills,</p> <p>c) match number symbols 1-20 with concrete objects,</p> <p>d) appreciate the use of one-to-one correspondence in real life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect, observe and talk about concrete objects found in school,</li> <li>• count concrete objects found in school,</li> <li>• team up with others to count concrete objects in their class,</li> <li>• play counting games with peers involving counting objects found in school,</li> <li>• match number symbols with concrete objects found in school,</li> <li>• count concrete pictures of objects from 1-20 using digital devices or other resources,</li> <li>• play video games on counting concrete objects.</li> </ul>	<ol style="list-style-type: none"> <li>1. How many objects can you see?</li> <li>2. Which number matches the objects you have seen?</li> </ol>

**Core competencies to be developed:**

Critical thinking and Problem solving: Learner counts and matches concrete objects to their corresponding number.

**Values:**

Respect: Learner takes turns in counting concrete objects from 1-20.

**Pertinent and contemporary issues (PCIs):**

Hygiene: Learner uses concrete objects to count without licking them.

**Link to other activity areas:**

The learner is able to relate playing counting games to singing games in Creative Activities.

**THEME: OUR SCHOOL**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>2.0</b> <b>Numbers</b></p>	<p><b>2.4</b> <b>Number Sequencing</b></p> <p>(8 Lessons)</p> <ul style="list-style-type: none"> <li>• <i>sequence numbers 1-20.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify number symbols 1-20 for ordering numbers,</p> <p>b) arrange number cards in sequence 1-20 for appreciation of increase in value,</p> <p>c) enjoy arranging numbers in sequence in day-to-day life experiences.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• randomly pick number cut outs or number cards from a pile and identify the number 1-20,</li> <li>• collaborate with others to arrange numbers 1-20 in sequence by placing the appropriate number cards or cut outs,</li> <li>• share number cards/cut-outs and complete missing numbers in sequence by placing the appropriate number cards or cut-outs,</li> <li>• team up with others to sing songs on number sequence comprising numbers 1-20,</li> <li>• complete number puzzles using digital devices or other resources,</li> <li>• arrange numbers 1-20 in sequence using digital devices or other resources,</li> <li>• find the missing number in a given pattern of numbers using digital devices or other resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which number is written on the card or chart or board?</li> <li>2. Which number comes before this number?</li> </ol>

**Core competencies to be developed:**

Critical thinking and Problem solving: Learner identifies numbers symbols 1-20 and fill missing numbers in a sequence.

**Values:**

Love: Learner shares number cut-out and cards with others while sequencing numbers.

**Pertinent and contemporary issues (PCIs):**

Self-esteem: Learner sings songs on number sequence with others which make them feel good about themselves.

**Link to other activity areas:**

The learner is able to relate singing songs on number sequence to singing games in Creative Activities.



**THEME: OUR SCHOOL**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>2.0 Numbers</b>	<b>2.5 Number Value</b>  (8 Lessons) <i>number value up to 20.</i>	By the end of the sub-strand, the learner should be able to: a) identify play objects in the school environment, b) relate the number symbols with groups of play objects in the school environment, c) appreciate the value of numbers in their daily life experiences.	The learner to be guided to: <ul style="list-style-type: none"> <li>• collect play objects in the school environment carefully and talk about them,</li> <li>• relate number symbols and their values up to 20,</li> <li>• work with peers to count play objects and relate them to the number symbol up to 20,</li> <li>• team up with others to complete number value puzzles up to 20,</li> </ul> match and pair number symbols with corresponding quantity of objects using digital devices or other resources.	Which group has 3,4,5,...20 objects?

**Core competencies to be developed:**

Critical thinking and Problem solving: Learner matches groups of objects to their corresponding number symbols.

**Values:**

Responsibility: Learner collects play objects from the school environment for use in number value activities.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects play objects from the school environment.

**Link to other activity areas:**

The learner is able to relate collecting of play objects in the school environment to maintaining cleanliness of the environment in Environmental Activities.

**THEME: OUR SCHOOL**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>2.0</b> <b>Numbers</b></p>	<p><b>2.6</b> <b>Number Writing</b></p> <p>(8 Lessons)</p> <ul style="list-style-type: none"> <li>• <i>write number symbols 1-20.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify number symbols up to 20 for symbolic representation,</li> <li>b) form numbers symbols 1-20 on a surface for representing quantities of objects,</li> <li>c) write number symbols 1-20 on a surface for enjoyment,</li> <li>d) appreciate the use of numbers within their school environment.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• identify number symbols on flash cards, number cut-outs,</li> <li>• work with others to form number symbols carefully by modeling, joining dots, colouring, tracing, and threading,</li> <li>• write number symbols on a surface,</li> <li>• use digital or other resources to form number symbols,</li> <li>• type number symbols 1-20 using digital devices,</li> <li>• use number symbols found on materials in their school environment such as calendar to tell date, and clock to tell time.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which number symbol is this?</li> <li>2. How do we form these number symbols (1, 2, 3, 4, 5, 6, 7, 8, 9, 10....20)</li> </ol>

**Core competencies to be developed:**

Imagination and Creativity: Learner models, join dots, colours, traces and threads number symbols up to 20.

**Values:**

Respect: Learner exercises patience while working with others to form number symbols 1-20.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully forms number symbols 1-20 in different ways using different materials.

**Link to other activity areas:**

The learner is able to relate modelling, colouring and tracing of number up to 20 to picture making in Creative Activities.

**THEME: OUR SCHOOL**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Numbers</b></p>	<p><b>2.7 Putting Together</b></p> <p>(10 Lessons)</p> <ul style="list-style-type: none"> <li>• <i>putting together similar objects with a sum not exceeding 9.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify groups of similar play objects in the school environment for counting,</li> <li>b) put similar play objects with a sum not exceeding 9 together,</li> <li>c) enjoy the activities of putting together play objects in everyday life experiences.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect different groups of similar play objects in school for counting carefully,</li> <li>• observe and talk about similar play objects within the school environment,</li> <li>• collaborate with others to put similar play objects together with a sum not exceeding nine and count,</li> <li>• sing songs with peers related to putting together with sums not exceeding nine e.g. <i>I little brown bird sitting on a wall along came another one and that made two,</i></li> <li>• count and put together pictures of similar objects to get sums of not more than nine using digital devices or other resources,</li> <li>• listen to and watch video programmes on the concept of putting together.</li> </ul>	<ol style="list-style-type: none"> <li>1. How many play objects are in each of the two small baskets?</li> <li>2. How many play objects do you get after putting together play objects in two small baskets?</li> </ol>

**Core competencies to be developed:**

Collaboration and Communication: Learner works and talks with each other as they put together similar play objects with a sum not exceeding 9 and count.

**Values:**

Respect: Learner exercises patience while putting together play objects.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects similar play objects for counting from school environment.

**Link to other activity areas:**

The learner is able to relate collecting similar play objects from the school environment to environmental cleanliness in Environmental Activities.

**THEME: OUR SCHOOL**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>2.0 Numbers</b>	<b>2.8 Taking Away</b>  (8 Lessons) <ul style="list-style-type: none"> <li>• <i>take away some concrete objects from groups with not more than 9 objects.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: a) identify different groups of similar concrete objects in the school environment, b) take away some concrete objects from groups with 9 concrete objects, c) enjoy the activities of taking away fewer concrete objects from groups in the day-to-day life experiences.	The learner is guided to: <ul style="list-style-type: none"> <li>• collect different groups of similar concrete objects from the school environment as they observe safety,</li> <li>• count concrete objects in different groups,</li> <li>• take away some concrete objects from groups with not more than 9 concrete objects,</li> <li>• work with peers to take away not more than 9 concrete objects from groups and count the remainder,</li> <li>• take away all objects in each group and notice “nothing” remains (zero),</li> <li>• sing songs or recite poems related to taking away with peers,</li> <li>• use digital devices or other resources to take away pictures of objects from pictures of groups of objects not more than nine,</li> <li>• listen to, and watch video programmes on the concept of taking away.</li> </ul>	<ol style="list-style-type: none"> <li>1. How many objects are in each group?</li> <li>2. How many objects are left after taking away some objects?</li> </ol>

**Core competencies to be developed:**

Critical thinking and Problem solving: Learner takes away not more than 9 objects from groups of similar objects and count the remainder.

**Values:**

Respect: Learner exercises patience while taking turns as they carry out take away activities with peers.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects concrete objects to use in take away activities.

**Link to other activity areas:**

The learner is able to relate collecting of different groups of similar objects from the environment to keeping the environment clean in Environmental Activities.



### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to rote count numbers 1-30.	The learner rote counts numbers 1-30 and beyond correctly.	The learner rote counts numbers 1-30 correctly.	The learner rote counts numbers up to 20 correctly.	The learner rote counts numbers up to 10 correctly.
Ability to identify number symbols 1-20.	The learner identifies number symbols 1-20 and beyond correctly.	The learner identifies number symbols 1-20 correctly.	The learner identifies number symbols 1-10 correctly.	The learner identifies number symbols 1-5 correctly.
Ability to count concrete objects 1-20.	The learner counts concrete objects 1-20 and beyond correctly.	The learner counts concrete objects 1-20 correctly.	The learner counts concrete objects 1-10 correctly.	The learner counts concrete objects 1-5 correctly.
Ability to arrange number cards in sequence 1-20.	The learner arranges number cards in sequence 1-20 and beyond correctly.	The learner arranges number cards in sequence 1-20 correctly.	The learner arranges number cards in sequence 1-10 correctly.	The learner arranges number cards in sequence 1-5 correctly.
Ability to relate the number symbols with groups of play objects.	The learner relates up to 20 and beyond play objects to their corresponding number symbols correctly.	The learner relates up to 20 play objects to their corresponding number symbols correctly.	The learner relates up to 10 play objects to their corresponding number symbols correctly.	The learner relates up to 5 objects to their corresponding number symbols correctly.

Ability to write number symbols 1-20.	The learner writes number symbols 1-20 and beyond accurately.	The learner writes number symbols 1-20 accurately.	The learner writes number symbols 1-10 accurately.	The learner writes number symbols 1-5 accurately.
Ability to put similar objects with a sum not exceeding 9 together.	The learner puts similar objects with a sum exceeding 9 together correctly.	The learner puts similar objects with a sum up to 9 together correctly.	The learner puts similar objects with a sum up to 5 together correctly.	The learner puts similar objects with a sum up to 3 together correctly.
Ability to take away some concrete objects from groups with 9 objects.	The learner takes away some concrete objects from groups with more than 9 objects and tells the remaining objects correctly.	The learner takes away some concrete objects from groups with 9 objects and tells the remaining objects correctly.	The learner takes away some concrete objects from groups with 8 to 5 objects and tells the remaining objects correctly.	The learner takes away some concrete objects from group with less than 5 objects and tells the remaining objects correctly.

**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>3.0</b> <b>Measurement</b></p>	<p><b>3.1</b> <b>Sides of Objects</b></p> <p>(8 Lessons)</p> <ul style="list-style-type: none"> <li>• <i>longer,</i></li> <li>• <i>shorter.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify concrete objects found in the market,</li> <li>b) state sides of concrete objects found in the market,</li> <li>c) compare different sides of concrete objects found in the market,</li> <li>d) enjoy measuring sides of concrete objects using arbitrary units.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect, observe and talk about different concrete objects found in the market (<i>manila paper, books, calendar</i>),</li> <li>• identify sides of different concrete objects found in the market (<i>manila paper, books, calendar</i>)</li> <li>• compare the different sides of different concrete objects found in the market in relation to length,</li> <li>• work with others to measure sides of concrete objects found in the market using arbitrary units (<i>hand - span, foot, sticks</i>) as they observe safety – not exceeding 20 counts,</li> <li>• watch a video clip on measuring sides of objects using arbitrary units.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which of these sides is longer or shorter?</li> <li>2. How will you tell which side is longer or shorter?</li> </ol>

**Core competencies to be developed:**

Learning to learn: Learner appreciates that different sides of objects differ in size.

**Values:**

Love: Learner shares arbitrary units and takes turns to measure sides of objects.

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully measures sides of concrete objects using arbitrary units.

**Link to other activity areas:**

The learner is able to relate vocabulary such as long and short to new words learned in Language Activities.

**THEME: OUR MARKET**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>3.0 Measurement</b>	<b>3.2 Mass (Heavy and Light)</b> (8 lessons) <ul style="list-style-type: none"> <li>• <i>heavy,</i></li> <li>• <i>light.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify concrete objects found in the market,</li> <li>b) compare mass of concrete objects found in the market,</li> <li>c) appreciate different mass of concrete objects found in the market.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect carefully, observe and talk about concrete objects found in the market (<i>Sand, bottles of water, stones, woodblocks, chairs, tables, fruits</i>),</li> <li>• lift different heavy and light concrete objects carefully,</li> <li>• cooperate with others to compare heaviness of different concrete objects found in the market,</li> <li>• team up with others to play games involving lifting of heavy and light objects (<i>play on a see saw; back-to-back lifting</i>),</li> <li>• watch a video on comparison of heavy and light objects.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which object is heavier or lighter?</li> <li>2. How can you tell the object is heavier or lighter?</li> </ol>

**Core competencies to be developed:**

Learning to learn: Learner realises that different concrete objects have different mass (heavy and light).

**Values:**

Respect: Learner exercises patience while lifting concrete objects in turns to determine their mass (heavy and light).

**Pertinent and contemporary issues (PCIs):**

Safety: Learner carefully collects and lift concrete objects.

**Link to other activity areas:**

The learner is able to relate vocabularies of “heavy and light” as they lift different concrete objects to their daily use in Language Activities.

**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 Measurement</b>	<b>3.3 Capacity (how much a container can hold)</b>  (8 Lessons) <ul style="list-style-type: none"> <li>• <i>how much a container can hold</i></li> </ul>	By the end of the sub-strand, the learner should be able to: a) identify containers of different sizes, b) compare capacity of different containers, c) enjoy comparing containers of different sizes in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> <li>• collect carefully, observe and talk about containers of different sizes,</li> <li>• fill and empty small and large containers using sand or water,</li> <li>• compare big and small containers by telling how many small ones fill the big ones and vice versa as they observe hygiene – <i>up to 20 counts</i>,</li> <li>• work with peers to tell how much a container can hold compared to another one of a different size,</li> <li>• watch a video on filling and emptying containers of different sizes.</li> </ul>	<ol style="list-style-type: none"> <li>1. How many small containers can fill a big container?</li> <li>2. Which container holds more or less water or sand?</li> </ol>
<b>Core competencies to be developed:</b>				
Critical thinking and Problem solving: Learner tells how much a container can hold compared to another one of a different size.				
<b>Values:</b>				
Responsibility: Learner works with peers to carry out filling and emptying activities to determine capacity of different containers.				
<b>Pertinent and contemporary issues (PCIs):</b>				
Hygiene: Learner observes hygiene when collecting concrete objects and when carrying out emptying and filling activities (not to drink dirty water).				
<b>Link to other activity areas:</b>				
The learner is able to relate water and sand in filling and emptying activities to natural resources in Environmental Activities.				

**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<p><b>3.0 Measurement</b></p>	<p><b>3.4 Time (Daily routine)</b></p> <p>(8 lessons)</p> <ul style="list-style-type: none"> <li>• <i>tools that tell time</i></li> <li>• <i>morning,</i></li> <li>• <i>noon,</i></li> <li>• <i>evening,</i></li> <li>• <i>night</i></li> <li>• <i>days of the week,</i></li> <li>• <i>months of the year.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) name tools used for telling time,</li> <li>b) compare sizes of shadows at different times of the day,</li> <li>c) arrange flashcards of days of the week in a sequence,</li> <li>d) arrange flashcards of the months of the year in a sequence,</li> <li>e) appreciate the use of different tools for telling time.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• talk about tools used to tell time such as clock, calendar, watches,</li> <li>• talk about vocabulary related to time and daily activities done at different times of the day,</li> <li>• compare sizes of shadows at different times of the day,</li> <li>• name days of the week and months of the year,</li> <li>• work with others to arrange flashcards of days of the week and months of the year,</li> <li>• watch a video on activities done at different times.</li> </ul>	<p>How do we tell time every day?</p>



**Core competencies to be developed:**

Citizenship: Pupil learns to be responsible, ethical and socially connected individual when working with peers.

**Values:**

Love: Learner shares flashcards on days of the week and months of the year while arranging them in sequence.

**Pertinent and contemporary issues (PCIs):**

Social cohesion: Learner works harmoniously with others to arrange flashcards on days of the week and months of the year in a given sequence.

**Link to other activity areas:**

The learner is able to relate arranging flashcards on days of the week and months of the year in sequence to pre-reading skills of arranging pictures on daily routine in Language Activities.

**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>3.0 Measurement</b>	<b>3.5 Money (Kenyan currency)- coins.</b>  (8 Lessons) <ul style="list-style-type: none"> <li>• <i>Kenyan coins; Ksh.1, Ksh.5, Ksh.10, Ksh.20.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different Kenyan currency coins used in the market,</li> <li>b) count money in one Kenyan shilling coins up to 20,</li> </ol> appreciate the value of different coins of Kenyan currency in everyday life.	The learner is guided to: <ul style="list-style-type: none"> <li>• look at and talk about different coins in Kenyan currency; Ksh.1, Ksh.5, Ksh.10 and Ksh.20,</li> <li>• identify Kenyan coins; Ksh.1, Ksh.5, Ksh.10, Ksh.20,</li> <li>• count Ksh.1 coin up to 20,</li> <li>• work with peers to count Ksh.1 coin up to 20,</li> <li>• collaborate with others to identify the number symbols on the coins as 1,5,10 or 20,</li> </ul> watch a video of different Kenyan currency coins using digital devices or other resources.	What can you see on the coin?

**Core competencies to be developed:**

Citizenship: Learner identifies different Kenyan currency coins used in the market (Ksh.1, Ksh.5, Ksh.10, Ksh.20).

**Values:**

Responsibility: Learner takes turns when counting Kenyan currency coins Ksh.1 up to 20.

**Pertinent and contemporary issues (PCIs):**

Financial literacy: Learner identifies Kenyan currency coins for the purposes of distinguishing one coin from the other.

**Link to other activity areas:**

The learner is able to relate new vocabulary related to different coins in Kenyan currency (Ksh.1, Ksh.5, Ksh.10, Ksh.20) to their use in reading skill in Language Activities.

**THEME: OUR MARKET**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<p><b>3.0 Measurement</b></p>	<p><b>3.6 Area (Surfaces of Objects)</b> (8 Lessons)</p> <ul style="list-style-type: none"> <li>• <i>surfaces of concrete objects.</i></li> </ul>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify surfaces of concrete objects found in the market,</p> <p>b) count small similar objects that cover a given surface of a concrete object,</p> <p>c) appreciate different surfaces of concrete objects in everyday life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect concrete objects (<i>books, manila paper, calendar</i>) found in the market and observe their different surfaces,</li> <li>• identify surfaces of different objects found in the market as large or small,</li> <li>• work with others to cover different surfaces of concrete objects using small similar objects, and count the number of small similar objects used (objects not exceeding 20),</li> <li>• shade or colour surfaces of different drawn picture of objects using digital devices or other resources.</li> </ul>	<p>How many small similar objects can cover a given surface?</p>

**Core competencies to be developed:**

Critical thinking and Problem solving: Learner covers different surfaces using small similar objects and counts small similar objects that cover a given surface.

**Values:**

Love: Learner shares concrete objects with others when covering different surfaces of concrete objects.

**Pertinent and contemporary issues (PCIs):**

Social cohesion: Learner works with others amicably to cover different surfaces using small similar objects.

**Link to other activity areas:**

The learner is able to relate shading or colouring of surfaces of different drawn picture of objects to colouring in Creative Activities.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify long and short sides of concrete objects found at home and compare them.	The learner identifies long and short sides of concrete objects found at home and compare them correctly and accurately.	The learner identifies long and short sides of concrete objects found at home and compares them correctly.	The learner identifies long and short sides of concrete objects found at home and compares them partially correct.	The learner identifies long and short sides of concrete objects found at home partially correct.
Ability to compare mass of concrete objects.	The learner compares the mass of concrete objects and tells the heavier and lighter objects correctly and talk about them.	The learner compares the mass of concrete objects and tells the heavier and lighter objects correctly.	The learner compares the mass of concrete objects and tells the heavier and lighter objects partially correctly.	The learner compares the mass of concrete objects and tells the heavier or lighter objects partially correctly.
Ability to compare capacity of different containers.	The learner compares capacity of different containers and tells the bigger and smaller containers correctly and talk about them.	The learner compares capacity of different containers and tells the bigger and smaller containers correctly.	The learner compares capacity of different containers and tells the bigger and smaller containers partially correctly.	The learner compares capacity of different containers and tells the bigger or smaller containers partially correctly.

Ability to arrange flashcards of days of the week and the months of the year correctly.	The learner arranges flash cards of days of the week and months of the year correctly and talk about them.	The learner arranges flashcards of days of the week and months of the year correctly.	The learner arranges flash cards of days of the week or months of the year correctly.	The learner arranges flashcards of days of the week or months of the year partially correctly.
Ability to identify Kenyan currency coins for distinguishing one coin from the other.	The learner identifies Kenyan currency coins: ksh.1, ksh.5, ksh.10, ksh.20 and beyond correctly.	The learner identifies four Kenyan currency coins: ksh.1, ksh.5, ksh.10, ksh.20 correctly.	The learner identifies any three of Kenyan currency coins ksh.1, ksh.5, ksh.10, ksh.20 correctly.	The learner identifies any two of Kenyan currency coins: ksh.1, ksh.5, ksh.10, ksh.20 correctly.
Ability to count small similar objects used to cover given surfaces of concrete objects.	The learner counts up to twenty small similar objects used to cover given surfaces of concrete objects correctly and talk about them.	The learner counts up to twenty small similar objects used to cover given surfaces of concrete objects correctly.	The learner counts up to ten small similar objects used to cover given surfaces of concrete objects correctly.	The learner counts up to five small similar objects used to cover given surfaces of concrete objects correctly.

**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>4.0 Geometry</b>	<b>4.1 Lines</b>  (3 lessons) <ul style="list-style-type: none"> <li>• <i>straight,</i></li> <li>• <i>wavy,</i></li> <li>• <i>zig zag.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify lines on concrete objects found in the market,</li> <li>b) form lines using concrete objects,</li> <li>c) enjoy forming lines using concrete objects found in the market.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe concrete objects (<i>books, charts, woodblocks, string/ropes</i>) /models of objects found in the market and talk about lines found in them,</li> <li>• cooperate with others to form lines by arranging concrete objects one after the other, modelling or joining dots as they observe safety,</li> <li>• watch videos of children singing while moving in lines.</li> </ul>	What can you see on the objects?
<p><b>Core competencies to be developed:</b>                      Citizenship: Learner bonds socially with others when working together to identify and form lines.</p>				
<p><b>Values:</b>                      Unity: Learner works amicably with others to identify and form lines.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>                      Safety: Learner carefully arranges concrete objects to form lines.</p>				
<p><b>Link to other activity areas:</b>                      The learner is able to relate joining dots to form lines, to joining dots to form pictures in Creative Activities.</p>				



**THEME: OUR MARKET**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Geometry</b>	<b>4.2 Shapes</b>  (5 Lessons) <ul style="list-style-type: none"> <li>• <i>rectangle,</i></li> <li>• <i>circle,</i></li> <li>• <i>triangle.</i></li> </ul>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify shapes on concrete objects found in the market,</li> <li>b) form shapes using concrete objects,</li> <li>c) appreciate shapes of concrete objects found in the market.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe concrete objects or pictures of concrete objects found in the market (<i>fruits, utensils, chairs, tables, eggs</i>) and talk about shapes on the objects,</li> <li>• work with others to form shapes by arranging concrete objects one after the other, modelling or joining dots as they observe hygiene,</li> <li>• collaborate with others to colour and paint pictures of drawn shapes,</li> <li>• colour drawn triangles red and relate them with road safety signs in the immediate environment,</li> <li>• watch videos clips of different shapes on digital devices or use other resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which objects can you see?</li> <li>2. How do these objects look like?</li> </ol>

**Core competencies to be developed:**

Imagination and Creativity: Learner forms different shapes by modelling and joining dots.

**Values:**

Responsibility: Learner works harmoniously with others to form shapes.

**Pertinent and contemporary issues (PCIs):**

Hygiene: Learner observes hygiene when forming different shapes using different materials.

**Link to other activity areas:**

The learner is able to relate colouring of drawn pictures of shapes, joining dots to form shapes and modelling shapes to colouring, joining dots and modelling in Creative Activities.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify and form lines using concrete objects.	The learner identifies and forms the three lines using concrete objects correctly and accurately.	The learner identifies and forms the three lines using concrete objects correctly.	The learner identifies and forms any two lines using concrete objects correctly.	The learner identifies and forms any two lines using concrete objects partially correct.
Ability to identify and form shapes using concrete objects.	The learner identifies and forms the three shapes using concrete objects accurately and neatly.	The learner identifies and forms the three shapes using concrete objects accurately.	The learner identifies and forms any two shapes using concrete objects accurately.	The learner identifies and forms any two shapes using concrete objects partially accurately.

## **Suggested Assessment Methods and Tools**

1. Written tests
2. Projects
3. Observation schedules
4. Observation checklist
5. Portfolio
6. Assessment rubrics

## Suggested Resources

<b>Theme: Our Neighbourhood</b>		
<b>Strands</b>	<b>Sub-Strand</b>	<b>Suggested Resources</b>
Pre-Number Activities	1.1 Sorting and grouping	Locally available materials of different colours, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, Computers.
	1.2 Matching and pairing	Locally available materials (pens, books, sticks, shapes, cut-outs, wood or plastic blocks, clothing, utensils, pebbles, balls, flash cards).
	1.3 Ordering	Flash cards, blocks, bottle tops, bottles, sticks, beads, straws, cut outs, pebbles.
	1.4 Patterns	Pencils, books, crayons, paint, paper cut-outs, leaves.
<b>Theme: Our School</b>		
2.0 Numbers	2.1 Rote counting (1-30)	
	2.2 Number recognition (1-20)	Number flash cards or charts or calendar, clay, plasticine, number lines, number bags, number cut outs, fishing basket and rod, flannel boards, bottles.
	2.3 Counting concrete objects (1-20)	Bottle tops, pencils, books, sticks, pebbles, tables, rubbers, wood/block blocks.
	2.4 Number sequencing (1-20)	Flash cards, charts, number cut outs, calendars, number line.
	2.5 Number Value	Counters, realia classroom objects, flash cards, models, number charts, objects in the environment, toys.
	2.6 Number writing- (1-20)	Calendar, plasticine, pebbles, clock face, number charts, number flashcards.
	2.7 Putting together	Number cut outs, number charts, puzzle pieces, counters, sticks and wood or plastic blocks.

	2.8 Taking away	Counters (sticks; blocks, pebbles, bottle tops).
<b>Theme: Our Market</b>		
3.0 Measurement	3.1 Sides of objects (Long/short)	Objects of different lengths such as sticks, calendar, manila paper, books, pencils, pieces of paper, strings, objects in the class.
	3.2 Mass (heavy and light)	Sand, bottles of water, stones, woodblocks, chairs, tables, fruits.
	3.3 Capacity (how much a container can hold)	Containers of various sizes, water, sand, seeds, and bottles.
	3.4 Time (Daily routines)	Clock face, pictures, picture cut outs, watch, radio, mobile phones, calendars, shadow positions at different times of the day.
	3.5 Money (Kenyan currency) Coins	Coins (Ksh.1, Ksh.5, Ksh.10, Ksh.20), tins, boxes, papers pencils, shop corner.
	3.6 Area (surfaces of objects)	Pieces of paper, bottle tops, hands, feet, wood or plastic blocks, manila paper, calendar and books.
<b>Theme: Our Market</b>		
4.0. Geometry	4.1 Lines (straight or wavy or zig zag)	Books, charts, chalk boards, ropes, strings.
	4.2 Shapes (rectangle, circle, triangle, oval, square)	Books, black board, roof, eggs, fruits, window frames or window panes, clock, pictures or models or pictures of objects found on the market.

**Note:**

The following digital devices may be used in the teaching and learning of mathematics at this level:

Learner Digital Devices (LDD), Teacher Digital Devices (TDD), Mobile phones, Digital clocks, Television sets, Videos, Cameras, Projectors, Radios, and Internet among others.

## Non-Formal Activities

<b>Theme: Our Neighbourhood</b>		
<b>Strands</b>	<b>Sub-Strand</b>	<b>Suggested Non-Formal Activities</b>
Pre-Number Activities	1.1 Sorting and grouping	<ul style="list-style-type: none"> <li>• Singing songs related to sorting and grouping play objects.</li> </ul>
	1.2 Matching and pairing	<ul style="list-style-type: none"> <li>• Singing songs or reciting poems on use of play objects from the school neighbourhood.</li> </ul>
	1.3 Ordering	<ul style="list-style-type: none"> <li>• Playing games involving arranging picture of objects or play objects according to size in ascending and descending.</li> </ul>
	1.4 Patterns	<ul style="list-style-type: none"> <li>• playing pattern making puzzles; filling in missing object in a pattern.</li> </ul>
<b>Theme: Our School</b>		
2.0 Numbers	2.1 Rote counting (1-30)	<ul style="list-style-type: none"> <li>• Performing singing games or rhymes related to rote counting.</li> </ul>
	2.2 Number recognition (1-20)	<ul style="list-style-type: none"> <li>• Playing number recognition games such as fishing game, domino games, skittle game, snake and ladder games, treasure hunt among others.</li> </ul>
	2.3 Counting concrete objects (1-20)	<ul style="list-style-type: none"> <li>• Playing counting games with peers involving counting objects found in school.</li> </ul>
	2.4 Number sequencing (1-20)	<ul style="list-style-type: none"> <li>• Singing songs on number sequence comprising numbers 1-20.</li> </ul>
	2.5 Number Value	<ul style="list-style-type: none"> <li>• Complete number value puzzles up to 20.</li> </ul>
	2.6 Number writing- (1-20)	<ul style="list-style-type: none"> <li>• Modeling, joining dots, colouring, tracing, and threading to form number symbols 1-20.</li> </ul>
	2.7 Putting together	<ul style="list-style-type: none"> <li>• Singing songs with peers related to putting together with sums not exceeding nine e.g. <i>1 little brown bird sitting on a wall along came another one and that made two</i></li> </ul>

	2.8 Taking away	<ul style="list-style-type: none"> <li>• Singing songs or recite poems related to taking away with peers.</li> </ul>
<b>Theme: Our Market</b>		
3.0 Measurement	3.1 Sides of objects (Long/short)	<ul style="list-style-type: none"> <li>• Playing games involving measuring different sides of different concrete objects using arbitrary units.</li> </ul>
	3.2 Mass (heavy and light)	<ul style="list-style-type: none"> <li>• Playing games involving lifting of heavy and light objects (<i>play on a see saw; back-to-back lifting</i>).</li> </ul>
	3.3 Capacity (how much a container can hold)	<ul style="list-style-type: none"> <li>• Playing games involving filling and emptying small and large containers using sand or water.</li> </ul>
	3.4 Time (Daily routines)	<ul style="list-style-type: none"> <li>• Reciting poems or rhymes on time and daily activities, days of the week, and months of the year.</li> </ul>
	3.5 Money (Kenyan currency) Coins	<ul style="list-style-type: none"> <li>• Singing songs or reciting poems about money.</li> </ul>
	3.6 Area (surfaces of objects)	<ul style="list-style-type: none"> <li>• Shading or colouring surfaces of different drawn picture of objects.</li> </ul>
<b>Theme: Our Market</b>		
4.0. Geometry	4.1 Lines (straight or wavy or zig zag)	<ul style="list-style-type: none"> <li>• Modelling or joining dots to form lines.</li> <li>• Singing songs or making movements related to lines.</li> </ul>
	4.2 Shapes (rectangle, circle, triangle, oval, square)	<ul style="list-style-type: none"> <li>• Colouring and painting pictures of drawn shapes.</li> <li>• Singing songs related to shapes.</li> </ul>



# **CREATIVE ACTIVITIES**

## **ESSENCE STATEMENT**

Creative Activities at Pre-Primary Education integrates concepts of psychomotor, music, Art and Craft Activities. Creative Activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. It also fosters development of fine motor, gross motor, sensory, visual, auditory, logical and eye-hand coordination skills. Pre-Primary learners at this formative stage, learn effectively through play-based approaches. Integration and adaptation of related learning experiences have been incorporated since every learner is unique and develops at their own pace. An integrated and thematic approach will be used to integrate the various concepts and experiences that will be provided to the learners. The competencies acquired will be up-scaled in subsequent grades.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

1. Develop basic knowledge, skills and values in Creative Activities for sustainable learning.
2. Explore creativity, imagination, and self-expression to foster curiosity and problem-solving skills through Creative Activities.
3. Communicate thoughts, experiences or ideas, and practice social skills in Creative Activities.
4. Exhibit positive intrapersonal and interpersonal skills in Creative Activities for cohesion.
5. Demonstrate competence in the motor skills needed to perform a variety of Creative Activities.
6. Apply technological skills for learning and enjoyment within their local environment.

## **THEMES AT PRE-PRIMARY TWO**

### **1. OUR NEIGHBOURHOOD**

- Our neighbours
- Families in the neighbourhood
- Work done by our neighbours
- Shops/kiosks in our neighbourhood
- Physical features in our neighbourhood
- Plants in our neighbourhood

### **2. OUR SCHOOL**

- My teachers
- People in our school
- Our school compound
- Road to our school
- Buildings in our schools

### **3. ANIMALS**

- Domestic animals
- Wild animals
- Pests

**4. WEATHER CONDITIONS**

- Sunny
- Cloudy
- Rainy
- Windy

**5. WATER**

- Sources of water
- Uses of water
- Storage of water

**6. OUR MARKET**

- Things found in the market

## SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 OUR NEIGHBOURHOOD	1.1 Doodling	15
	1.2 Painting	20
2.0 OUR SCHOOL	2.1 Mosaic	15
	2.2 Swinging and Stretching	15
	2.3 Body Percussions	20
3.0 OUR MARKET	3.1 Colouring	10
	3.2 Musical Rhymes	15
4.0 ANIMALS	4.1 Modelling	20
	4.2 Walking and Hopping	15
5.0 WEATHER	5.1 Paper Pleating	15
6.0 WATER	6.1 Water play	20
<b>TOTAL</b>		<b>180</b>

### NOTE:

The suggested number of lessons per sub-strand may be less or more depending on the context

## OUR NEIGHBOURHOOD

### THEME: OUR NEIGHBOURHOOD

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>1.0 Our Neighbourhood</b>	<b>1.1 Doodling</b> (15 Lessons) <ul style="list-style-type: none"> <li>• <i>Doodle pictures of plants in the neighbourhood</i></li> <li>• <i>Action songs-things found in the neighbourhood</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials used in doodling,</li> <li>b) make simple pictures of plants in the neighbourhood using doodling technique,</li> <li>c) perform action songs about things found in the neighbourhood for fun,</li> <li>d) appreciate own and others' doodles.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect materials used in doodling,</li> <li>• pick and name materials used in doodling in turns,</li> <li>• pick and share materials equitably for use in doodling,</li> <li>• make simple pictures of plants in the neighbourhood,</li> <li>• sing action songs about things found in the neighbourhood,</li> <li>• Collaboratively, perform body movement as they sing about things found in the neighbourhood,</li> <li>• display their works and talk about their pictures.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does one make a doodle?</li> <li>2. Why is doodling a necessary skill?</li> </ol>

**Core competencies to be developed:**

- Creativity and Imagination: Learner undertakes group activities to explore new ideas in doodling.
- Learning to learn: Learner carries out new activities with peers when performing body movements as they sing.

**Values:**

- Respect: Learner appreciates others' opinions when developing simple pictures of things found in their neighbourhood in pairs.
- Love: Learner puts the interest of others first when sharing materials used in doodling.

**Pertinent and Contemporary Issues:**

Social awareness: Learner develops life skills of social awareness as they relate well with others when performing body movements in groups.

**Link to other learning areas:**

Environmental conservation: Learner is able to relate collection of materials from the environment in art to the importance of conserving environment in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Our Neighbourhood</b>	<b>1.2 Painting</b> (20 lessons) <ul style="list-style-type: none"> <li>• <i>Paint items found in the neighbourhood</i></li> <li>• <i>Action song</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials used for painting in the neighbourhood,</li> <li>b) paint picture cut-outs of items found in the neighbourhood,</li> <li>c) make patterns using painted picture cut-outs of items found in the neighbourhood,</li> <li>d) sing an action song about things found in the neighbourhood for enjoyment,</li> <li>e) appreciate own and others' painted work for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect and name materials used for painting,</li> <li>• watch a demonstration or video clips showing how painting is done,</li> <li>• pick and share painting materials,</li> <li>• use materials to paint picture cut outs of items found in the neighbourhood (observe safety by avoiding licking paints, and use paints responsibly),</li> <li>• take turns to make random patterns using the painted cut-out pictures,</li> <li>• collaboratively, sing action song on things found in the neighbourhood,</li> <li>• wash brushes and other painting materials after use for storage without damaging the bristle,</li> <li>• display their painted pictures to peers,</li> <li>• keep the painted pictures in their portfolio or files.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does one paint on a surface?</li> <li>2. Why do we paint objects?</li> </ol>



**Core competencies to be developed:**

- Self-efficacy: Learner identifies general features of their school when painting picture cut-outs of items found in the classroom.
- Digital literacy: Learner connects to and uses the digital devices when watching video clips showing how painting is done.

**Values:**

- Unity: Learner takes turns while using sharing the paints.
- Responsibility: Learner engages in assigned activities when washing brushes and other painting materials.

**Pertinent and Contemporary Issues:**

Social cohesion: Learner develops social cohesion as he or she acknowledges diversity when painting picture cut-outs in groups.

**Link to other learning areas:**

Learner connects washing brushes and other painting materials to hygiene in Environmental Activities.

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in doodling and painting.	Learner identifies variety of materials used in doodling and painting.	Learner identifies materials used in doodling and painting.	Learner identifies a few materials used in doodling and painting.	Learner identifies very few materials used in doodling and painting.
Ability to make pictures using doodling technique.	Learner makes clear and contrast pictures using doodling technique.	Learner makes clear pictures using doodling technique.	Learner makes pictures using doodling technique with little clarity and contrast.	Learner makes pictures using doodling technique which are not clear.
Ability to paint picture cut-outs of items found in the neighbourhood.	Learner paints all the picture cut-outs of items found in the neighbourhood within the outlines.	Learner paints most of the picture cut-outs of items found in the neighbourhood.	Learner paints a few picture cut-outs of items found in the neighbourhood.	Learner paints very few picture cut-outs of items found in the neighbourhood.
Ability to sing action songs while doodling and painting.	Sings action songs while skilfully coordinating with scribbling and printing.	Sings action songs while coordinating scribbling and printing.	Sings action songs with some challenges coordinating with scribbling and printing.	Sings action songs with a lot of difficulty coordinating with scribbling and printing.

## 1.0 OUR SCHOOL

### THEME: OUR SCHOOL

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Our School</b>	<b>2.1 Mosaic</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Pictures of school compound</i></li> <li>• <i>Singing game – buildings found in school</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials for making mosaic pictures,</li> <li>b) make mosaic pictures based on buildings found in the school compound,</li> <li>c) perform singing game for fun about buildings found in our school,</li> <li>d) appreciate making mosaics from locally available materials.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• collect materials for making mosaic pictures in school,</li> <li>• pick and name the collected materials for making mosaic,</li> <li>• work collaboratively to make mosaic pictures using one of the collected materials while observing safety,</li> <li>• sing action songs about things found in school while displaying their mosaic work,</li> <li>• march and engage in a fun game with peers as they showcase their mosaic artwork.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we make a mosaic picture?</li> <li>2. When can we say a picture is made of a mosaic?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Learners work in groups when making mosaic pictures of buildings found in school.
- Citizenship: Learner appreciates interaction with others when making a mosaic of buildings found in school.

**Values:**

- Patriotism: Learners show love for their school as they appreciate mosaic work of objects found in the school.
- Unity: Learner collaborates with others when making mosaic work in groups.

**Pertinent and Contemporary Issues:**

Safety: Learner observes safety of self and materials used when collecting materials found in school and making mosaic pictures.

**Link to other learning areas:**

Language Activities: Learner relates new terms in mosaic technique to vocabulary acquisition in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Our School	<b>2.2 Swinging and Stretching</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Swinging activities</i></li> <li>• <i>Stretching activities</i></li> <li>• <i>Singing game</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) differentiate swinging and stretching activities,</li> <li>b) perform swinging activities in school for gross motor development,</li> <li>c) perform stretching activities in school for gross motor development,</li> <li>d) perform a singing game while swinging and stretching for fun,</li> <li>e) appreciate own and others' pictures.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a demonstration or video clips on swinging and stretching activities,</li> <li>• demonstrate swinging,</li> <li>• practise swinging the arms, waist, shoulders, and head while observing safety,</li> <li>• demonstrate stretching,</li> <li>• practise stretching hands and legs in different directions,</li> <li>• collaboratively engage in a fun singing game while swinging and stretching,</li> <li>• display and talk about own and others performance in swinging and stretching.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you stretch and swing?</li> <li>2. Why do you stretch or swing?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Learner listens and talks clearly when talking about safety during swinging and stretching.
- Digital literacy: Learner manipulates digital devices to watch videos of learners performing swinging and stretching activities.

**Values:**

- Responsibility: Learner takes care of materials used when colouring.
- Unity: Learners work in groups when colouring drawn pictures of learners swinging or stretching.

**Pertinent and Contemporary Issues:**

Safety: Learner takes care of own and others safety during the outdoor swinging and stretching activities.

**Link to other learning areas:**

Environmental Activities: Learner appreciates safety within the environment when performing swinging and stretching which is equally enhanced in Environmental Activities.

Strand	Sub-Strand	Specific learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Our School</b>	<b>2.3 Body Percussions</b> (20 lessons) <ul style="list-style-type: none"> <li>• <i>Body parts for - clapping, stumping, snapping.</i></li> <li>• <i>Rhythm patterns</i></li> <li>• <i>Body movements</i></li> <li>• <i>colouring</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify parts of the body that can be used as percussion in performance of music in school,</li> <li>b) perform rhythm patterns using body percussion when singing in school,</li> <li>c) perform movements using rhythm patterns of body percussions,</li> <li>d) colour drawn pictures of parts of the body used as body percussions,</li> <li>e) appreciate own and other's efforts in body percussion.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a demonstration or video clips of performance of music using body percussion,</li> <li>• name parts of the body that can be used to perform music,</li> <li>• practise rhythmic patterns while clapping, stumping and snapping,</li> <li>• practise singing while clapping, stumping and snapping in groups,</li> <li>• colour drawn pictures of hands, feet, fingers and display,</li> <li>• talk about own and others performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we use parts of our body to create musical rhythms?</li> <li>2. How can your clapping make a rhythm?</li> </ol>

**Core competencies to be developed:**

- Learning to learn: Learner works collaboratively with others when identifying parts of the body used as percussions.
- Digital literacy: Learner operates digital devices when recording performances of musical rhythms using body percussions.

**Values:**

- Social justice: Learners fosters inclusivity when performing musical rhythms in turns.
- Respect: Learner appreciates diverse opinions of others when colouring parts of the body used as percussions.

**Pertinent and Contemporary Issues:**

Self-awareness: Learner appreciate body parts used as body percussion while producing musical rhythm.

**Link to other learning areas:**

Mathematical Activities: Learner applies the concept of body percussion in number counting and recognition in Mathematical Activities.



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials for making pictures.	Learner identifies a variety of materials for making pictures.	Learner identifies most materials for making pictures.	Learner identifies a few materials for making pictures.	Learner identifies very few materials for making pictures.
Ability to make mosaic pictures based on buildings found in the school environment.	Learner makes mosaic pictures based on buildings found in the school environment with a lot of creativity.	Learner makes mosaic pictures based on buildings found in the school environment.	Learner makes mosaic pictures based on buildings found in the school environment with little creativity.	Learner makes mosaic pictures based on buildings found in the school environment with no creativity.
Ability to perform swinging and stretching activities for gross motor development.	Learner performs swinging and stretching activities for gross motor development with consistency in coordination.	Learner performs swinging and stretching activities for gross motor development.	Learner performs swinging and stretching activities for gross motor development with little consistencies in coordination.	Learner performs swinging and stretching activities for gross motor development with inconsistencies in coordination.

Ability to perform rhythm patterns and movements using body percussion when singing in school.	Learner performs rhythm patterns and movements using body percussion when singing in school with high coordination.	Learner performs rhythm patterns and movements using body percussion when singing in school.	Learner performs rhythm patterns and movements using body percussion when singing in school with some challenges in coordination.	Learner performs rhythm patterns and movements using body percussion when singing in school with a lot of challenges in coordination.
Ability to colour drawn pictures.	Colours drawn pictures boldly in all the provided spaces.	Colours drawn pictures on the provided spaces.	Colours drawn pictures leaving some provided spaces.	Colours drawn pictures leaving most of the provided spaces.

### 3.0 OUR MARKET

THEME: OUR MARKET				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Our Market</b>	<b>3.1 Colouring</b> (10 lessons) <ul style="list-style-type: none"> <li>• <i>Colouring of things found in the market (fruits, clothes, vehicles),</i></li> <li>• <i>Singing game</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify colours of items or objects found in the market,</li> <li>b) colour the drawn pictures of items or objects found in the market,</li> <li>c) perform a singing game about things found in the market,</li> <li>d) appreciate own and others coloured pictures of objects found in the market.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch video clips showing colours of common items or objects found in the market,</li> <li>• collect and name materials used for colouring,</li> <li>• pick and share equitably the colouring materials,</li> <li>• mention items or objects found in the market,</li> <li>• collaboratively, colour pictures of items or objects found in the market,</li> <li>• practise a singing game about things found in the market,</li> <li>• display and talk about their coloured pictures and store them safely,</li> <li>• engage in role play activities that involves objects found in the market,</li> <li>• display and talk about their coloured pictures,</li> <li>• clean their working areas and dispose waste appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do people go to the market?</li> <li>2. Why do we apply colour on drawn pictures?</li> </ol>

**Core competencies to be developed:**

- Creativity and Imagination: Learner undertakes group activities and exchange new ideas when colouring pictures of items found in the market.
- Digital literacy: Learner manipulates digital devices when watching video clips showing different colours of common items found in the market.

**Values:**

- Patriotism: Learner respects peers when colouring pictures in groups.
- Responsibility: Learner cares for colours and their coloured work when colouring.

**Pertinent and Contemporary Issues:**

Environmental conservation: Learner demonstrates proper waste disposal when cleaning their working areas.

**Link to other learning areas:**

Environmental Activities: Learner cleans working spaces and disposes waste appropriately for safety which relates well with Environmental Activities.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify colours of items or objects found in the market.	Learner identifies a variety of colours of items or objects found in the market.	Learner identifies the colours of items or objects found in the market.	Learner identifies few colours of items or objects found in the market.	Learner identifies very few colours of items or objects found in the market.
Ability to colour the drawn pictures of items or objects found in the market.	Learner colours boldly drawn pictures of items or objects found in the market within the margins.	Learner colours drawn pictures of items or objects found in the market within the margin.	Learner colours drawn pictures of items or objects found in the market leaving some spaces within the margins.	Learner colours drawn pictures of items or objects in the market outside the margins.
Ability to perform a singing game about items or objects found in the market.	Learner performs a singing game about items or objects found in the market with well-coordinated actions and movement.	Performs a singing game about items or objects found in the market.	Performs a singing game about items or objects found in the market with some difficulty in coordinating actions and movements.	Perform a singing game about items or objects found in the market with a lot of difficulty in coordinating actions and movements.

## 4.0 ANIMALS

THEME: ANIMALS				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Animals	<p><b>4.1 Modelling</b></p> <p>(20 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Model domestic animals</i></li> <li>• <i>Fun games</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify materials for modelling,</p> <p>b) model domestic animals using rolling technique for skill acquisition,</p> <p>c) perform fun game activities while reciting rhymes about domestic animals for fun,</p> <p>d) appreciate modelling domestic animals using rolling technique.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collect materials used in modelling,</li> <li>• name materials used in modelling,</li> <li>• share materials used in modelling,</li> <li>• observe modelled items of domestic animals,</li> <li>• collaboratively model domestic animals using rolling technique,</li> <li>• play fun games while reciting rhymes about domestic animals,</li> <li>• collect used and unused materials and put them in appropriate places,</li> <li>• display and talk about their modelled work.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we model?</li> <li>2. How do we model domestic animals?</li> </ol>

**Core competencies to be developed:**

- Citizenship: Learner appreciates the use of locally available materials when collecting modelling materials.
- Critical thinking and Problem solving: Learner keenly observes the modelled items and applies the rolling technique when modelling.

**Values;**

- Love: Learner shares equitably modelling materials among themselves before modelling.
- Responsibility: Learner becomes keen to appropriately keep used and unused materials, and their modelled work.

**Pertinent and Contemporary Issues:**

Animal welfare: Learner appreciates animals as they play fun games and recite rhymes on domestic animals during modelling.

**Link to other learning areas:**

Language Activities: Learner is able to identify domestic animals in Environmental Activities and can recite rhymes in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>4.0 Animals</b>	<b>4.2 Walking and Hopping</b>  (15 lessons)  <ul style="list-style-type: none"> <li>• <i>Domestic animals-walking and hopping</i></li> </ul>	By the end of the sub-strand the learner should be able to: a) differentiate walking and hopping activities, b) imitate walking and hopping animals for enjoyment, c) colour pictures of animals that can walk or hop for fun, d) appreciate walking and hopping animals for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a demonstration or videos of animals that walk and those that hop,</li> <li>• demonstrate walking animals,</li> <li>• demonstrate hopping animals,</li> <li>• imitate walking animals,</li> <li>• imitate hopping animals,</li> <li>• recite rhymes about animals while imitating how they walk and hop,</li> <li>• colour the provide picture outline of animals that hops or walk,</li> <li>• display and talk about their coloured pictures of animals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do animals walk or hop?</li> <li>2. When can one hop?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy: Learner shows interest in watching videos of animals walking and hopping.</li> <li>• Digital literacy: Learner connects to, and uses the internet when watching videos of animals walking and hopping.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Peace: Learner respects diversity of how animals walk or hop.</li> <li>• Respect: Learner appreciates animals when they imitate how they walk or hop.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Animal welfare: Learner demonstrates safety of domestic animals.				
<b>Link to other learning areas:</b> Language activities: Learner demonstrates interest in reciting rhymes in Language Activities.				



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials for modelling.	Identifies a variety of materials for modelling.	Identifies materials for modelling.	Identifies some materials for modelling.	Identifies very few materials for modelling.
Ability to model domestic animals using rolling technique.	Models a variety of domestic animals using rolling technique for skill acquisition.	Models domestic animals using rolling technique.	Models few domestic animals using rolling technique.	Models very few domestic animals using rolling technique.
Ability to perform fun game activities while reciting rhymes about domestic animals.	Performs fun game activities while reciting rhymes with expression and creativity.	Performs fun game activities while reciting rhymes.	Performs fun game activities while reciting rhymes with limited expression and creativity.	Performs fun game activities while reciting rhymes with no creativity.
Ability to differentiate walking and hopping activities.	Differentiates walking and hopping activities with effective demonstration.	Differentiates walking and hopping activities.	Differentiates walking and hopping activities with some challenges in coordination.	Differentiates between walking and hopping with lots of challenges in coordination.

Ability to imitate walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with consistency.	Imitates walking and hopping like animals for enjoyment.	Imitates walking and hopping like animals for enjoyment with some inconsistencies.	Imitates walking and hopping like animals for enjoyment with a lot of inconsistencies.
Ability to colour pictures of animals that can walk or hop for fun.	Colours boldly drawn pictures of animals that can walk or hop, within the margins.	Colours drawn pictures of animals that can walk or hop within the margin.	Colours drawn pictures of animals that can walk or hop, leaving some spaces within the margins.	Colours drawn pictures of animals that can walk or hop outside the margins.

## 5.0 WEATHER

<b>THEME: WEATHER</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Weather</b>	<b>5.1 Paper Pleating</b>  (15 lessons) <ul style="list-style-type: none"> <li>• <i>Sunny-making a paper fan</i></li> <li>• <i>Action song about sunny days</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials used in paper pleating,</li> <li>b) make a paper fan using pleating technique for skill acquisition,</li> <li>c) perform action songs about sunny days using the paper fan,</li> <li>d) appreciate making of paper fans for use during sunny days.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe from actual samples of pleats or watch video clips of paper pleated images,</li> <li>• mention materials used in paper pleating,</li> <li>• share materials used in making paper pleats equitably with peers,</li> <li>• collaboratively, make paper fans using paper pleating technique,</li> <li>• sing action songs about sunny days,</li> <li>• role-play using paper fans with peers as they march,</li> <li>• collect waste paper from the working area and dispose them appropriately,</li> <li>• display and talk about their paper craft work.</li> </ul>	<ol style="list-style-type: none"> <li>1. What materials do we use in paper pleating?</li> <li>2. Why is a paper fan needed during sunny days?</li> </ol>

**Core competencies to be developed:**

- Learning to learn: Learner carries out activities with others when paper pleating hence learning from each other.
- Digital literacy: Learner manipulates the digital devices when observing paper pleating images and watching paper pleating videos.

**Values**

- Responsibility: Learner engages in assigned roles and duties when creating paper pleats in groups.
- Unity: Learner embraces others when creating paper pleats with peers.

**Pertinent and Contemporary Issues:**

Disaster risk reduction. Learner demonstrates proper waste disposal when collecting waste paper in the working area.

**Link to other learning areas:**

Mathematical Activities: Learner pleats papers in different shapes to make fans which relates to paper fan numbers in Mathematical Activities.

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify materials used in paper pleating.	Identifies a variety of materials used in paper pleating.	Identifies materials used in paper pleating.	Identifies some materials used in paper pleating.	Identifies very few materials used in paper pleating.
Ability to make a paper fan using pleating technique.	Makes a variety of paper fans in a creative way using pleating technique.	Makes a paper fan using pleating technique.	Makes a paper fan using pleating technique with limited creativity.	Makes a paper fan using pleating technique with no creativity.
Ability to perform action songs about sunny days using the paper fan.	Performs action songs about sunny days using the paper fan with well-coordinated movements.	Performs action songs about sunny days using the paper fan.	Performs action songs about sunny days using the paper fan with little coordinated movements.	Performs action songs about sunny days without coordination in movements.

## 6.0 WATER

THEME: WATER				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Water</b>	<b>6.1 Water Play</b> (20 lessons) <ul style="list-style-type: none"> <li>• <i>Water play activities</i></li> <li>• <i>Colour drawings</i></li> <li>• <i>Water safety</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify safety measures when squeezing water and bubbling activities,</li> <li>b) perform squeezing water and bubbling activities for fun,</li> <li>c) colour drawings of materials used in squeezing water and bubbling activities,</li> <li>d) appreciate playing with water while observing safety.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a demonstration or videos of learners playing with water,</li> <li>• observe safety measures while playing with water as a basic survival skill,</li> <li>• collect and name materials for carrying out squeezing water and bubbling activities,</li> <li>• use the sponges to squeeze water to other containers,</li> <li>• make bubbles using water,</li> <li>• use straws to make bubbles,</li> <li>• make bubbles using hands,</li> <li>• colour drawings of materials used in squeezing and bubbling as they sing songs,</li> <li>• talk about their experiences when playing with water.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you make bubbles?</li> <li>2. Why is safety necessary when playing with water?</li> </ol>

**Core competencies to be developed:**

- Citizenship: Learner observes safety while using water and appreciates using water responsibly.
- Self-efficacy: Learner ability to bubble and squeeze water during play build own confidence in handling water.

**Values:**

- Responsibility: Learners uses water in appropriate manner while water playing.
- Social Justice: Learner shares resources for use in water play equitably.

**Pertinent and Contemporary Issues:**

Water safety: Learner plays with water to appreciate and learn about safety while water playing.

**Link to other learning areas:**

Environmental Activities: Learner learns about uses of water.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify safety measures when squeezing water and bubbling activities.	Identifies a variety of safety measures when squeezing water and bubbling activities.	Identifies safety measures when squeezing water and bubbling activities.	Identifies some safety measures when squeezing water and bubbling activities.	Identifies very few safety measures when squeezing water and bubbling activities.
Ability to perform squeezing water and bubbling activities.	Performs several squeezing water and bubbling activities.	Performs squeezing water and bubbling activities.	Performs some squeezing water and bubbling activities.	Performs a few squeezing water and bubbling activities.
Ability to colour drawings of materials used in squeezing water and bubbling for fine motor development.	Colours drawings of materials used in squeezing water and bubbling for fine motor development, displaying high creativity.	Colours drawings of materials used in squeezing water and bubbling.	Colours drawings of materials used in squeezing water and bubbling with some challenges in coordination.	Colours drawings of materials used in squeezing water and bubbling with a lot of challenges in coordination.



**SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES THAT SUPPORT LEARNING**

<b>Strands</b>	<b>Sub-Strands</b>	<b>Suggested Learning Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Non-Formal Programmes</b>
<b>1.0 Our Neighbourhood</b>	1.1 Doodling  1.2 Painting	<ul style="list-style-type: none"> <li>• Coloured pencils, crayons, charcoal sticks, sticks.</li> <li>• Chalk powder, brushes, containers, charcoal dust, brick powder, ash, digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation schedule,</li> <li>• Oral questions,</li> <li>• Portfolio,</li> <li>• Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise doodling with peers at home.</li> <li>• Showcasing their painted work during cultural days or parents' day.</li> </ul>
<b>2.0 Our School</b>	2.1 Mosaic 2.2 Swinging and Stretching 2.3 Body Percussion	Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings, crayons, coloured pencils, manila papers, plain drawing books.	<ul style="list-style-type: none"> <li>• Observation schedule,</li> <li>• Oral questions,</li> <li>• Portfolio,</li> <li>• Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit their work during academic/parent's/guardian's day.</li> <li>• Inter-school and inter-class competitions in sporting activities.</li> <li>• Music festivals at school level, County level and National level.</li> </ul>
<b>3.0 Our Market</b>	3.1 Colouring	Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.	<ul style="list-style-type: none"> <li>• Observation schedule,</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to a market place to see items found in the market.</li> </ul>

<b>4.0 Animals</b>	4.1 Modelling 4.2 Walking and Hopping	Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manila paper.	<ul style="list-style-type: none"> <li>• Observation schedule,</li> <li>• Oral questions,</li> <li>• Portfolio,</li> <li>• Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Grazing of animals in company of elder siblings.</li> <li>• Visiting farms rearing animals.</li> <li>• Visiting museums and artefacts.</li> <li>• Watch videos or animations of animals.</li> </ul>
<b>5.0 Weather</b>	5.1 Paper Pleating	Paper, ruler, scissors, pencil, digital devices.	<ul style="list-style-type: none"> <li>• Observation schedule,</li> <li>• Oral questions,</li> <li>• Portfolio,</li> <li>• Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature walk.</li> <li>• Make decorations at home using paper pleats.</li> </ul>
<b>6.0 Water</b>	6.1 Water Play	Water, straws, detergents, containers, sponge (improvised from old mattresses, blankets, clothes).	<ul style="list-style-type: none"> <li>• Observation schedule,</li> <li>• Oral questions,</li> <li>• Portfolio,</li> <li>• Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with balloons at home.</li> <li>• Play with blowing bubbles at home.</li> </ul>

# **ENVIRONMENTAL ACTIVITIES**

**Essence Statement**

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices, and safety. This provides opportunities for the learner to explore, experiment, and interact with the immediate environment. This resonates with Vygotsky's social cultural development theory, which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for the learner to acquire skills and knowledge to; enjoy learning, promote good health, safety, environmental conservation, and appreciate rich cultural diversity. The pedagogies for pre-primary environmental activities are play-based and nature walk, where children naturally learn through play by engaging in and making sense of the environment.

**Subject General Learning Outcomes**

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

- a) observe proper hygiene and sanitation to promote good health.
- b) explore the immediate environment for learning, conservation, and enjoyment
- c) apply technological skills for learning and enjoyment within their local environment.
- d) demonstrate acquisition of social skills for interpersonal relationship.
- e) make appropriate choices for safe interaction with the immediate environment.
- f) appreciate the rich and diverse cultural heritage in the local environment.

## Summary of Strands and Sub-Strands

<b>Strands</b>	<b>Sub-Strands</b>	<b>Suggested Number of Lessons</b>
1.0 Myself	1.1 Self-awareness	10
	1.2 External Body Parts	12
	1.3 Handwashing	10
	1.4 Brushing Teeth	10
2.0 My Family	2.1 Family Members	12
	2.2 Feeding	12
3.0 My Home	3.1 Utensils Used at Home	12
	3.2 Furniture Used at Home	10
4.0 My Neighbourhood	4.1 Classmates	10
	4.2 Friends	10
	4.3 Parts of a Plant	10
5.0 My School	5.1 My Class	10
	5.2 Care for My Class	12
	5.3 Cleanliness	14
	<b>Total Number of Lessons</b>	<b>154</b>

**THEME 1: MYSELF**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Myself</b>	<b>1.1 Self-awareness</b> (10 lessons)	By the end of the sub-strand, the learner should be able to: a) tell own name to identity self by name, b) classify pictures of boys and girls for self-awareness, c) appreciate oneself for self-esteem.	The learner is guided to: <ul style="list-style-type: none"> <li>● mention own name to peers,</li> <li>● work with peers to group themselves according to boys and girls,</li> <li>● sing songs with peers about themselves,</li> <li>● identify and distinguish self as either a boy or a girl,</li> <li>● watch video clips on boys and girls,</li> <li>● read pictures that categorise boys and girls,</li> <li>● colour drawn pictures of boys and girls.</li> </ul>	Why do people have names?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication: The learner develops speaking skills when telling stories with peers about themselves.</li> <li>● Self-efficacy: is developed as learner tell stories with peers about themselves.</li> </ul>				
<p><b>Values:</b> Respect: is enhanced as learner take turns to read pictures that categorise boys and girls.</p>				
<p><b>Pertinent and contemporary issues:</b> Gender issues: Gender awareness is developed as a learner reads pictures that categorise boys and girls.</p>				
<p><b>Link to other learning area:</b> Self-awareness as learners talk about their name in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p><b>1.2 External Body Parts.</b></p> <ul style="list-style-type: none"> <li>● <i>head,</i></li> <li>● <i>hands,</i></li> <li>● <i>legs.</i></li> </ul> <p>(12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name external body parts for self-awareness,</p> <p>b) identify external body parts for self-awareness,</p> <p>c) appreciate oneself for self-esteem.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● mention the external body parts,</li> <li>● observe some external body parts of self,</li> <li>● touch external body parts of self,</li> <li>● read pictures on external body parts from charts,</li> <li>● recite poems about the external body parts,</li> <li>● sing songs on external body parts,</li> <li>● take turns in playing games on body parts.</li> </ul>	<p>Which body parts do you have?</p>
<p><b>Core competencies to be developed:</b>  Communication: The learner develops speaking skills as they sing songs on external body parts.</p>				
<p><b>Values:</b>  Unity: The learner enhances fairness when taking turns in playing games on external body parts.</p>				
<p><b>Pertinent and contemporary issues:</b>  Developmental perspectives: The learner develops self-awareness when naming external body parts of self.</p>				
<p><b>Link to other learning area:</b> The learner is able to relate the concept of hand when creating images using finger painting technique in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.3 Handwashing</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: a) name items used for handwashing, b) wash hands for personal hygiene, c) appreciate the need to wash hands.	The learner is guided to: <ul style="list-style-type: none"> <li>● name items used to wash hands,</li> <li>● picture read items for handwashing,</li> <li>● sort and group pictures of handwashing items,</li> <li>● watch video clips on hand washing,</li> <li>● practise washing hands,</li> <li>● wash hands appropriately before eating and after visiting the toilet,</li> <li>● sing songs and recite poems related to hand washing,</li> <li>● role-play washing hands,</li> <li>● colour drawn pictures of hand washing items.</li> </ul>	1. How do we wash hands? 2. Why do we wash hands?
<b>Core competencies to be developed:</b> Problem solving: The learner enhances personal hygiene when practising washing hands appropriately before eating and after visiting the toilet.				
<b>Values:</b> Unity: The learner enhances cooperation when sharing available items used in handwashing.				
<b>Pertinent and contemporary issues:</b> Personal hygiene: The learners wash hands appropriately before eating and after visiting the toilet.				
<b>Link to other learning area:</b> Handwashing activity relates with cleaning after carrying out leaf painting in Creative Activities				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.4 Brushing Teeth</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: a) name the items used to brush their teeth, b) brush teeth appropriately for personal hygiene, c) appreciate the need to brush their teeth.	The learner is guided to: <ul style="list-style-type: none"> <li>● talk about items used to brush teeth,</li> <li>● listen to a resource person talk about items that are used to clean teeth,</li> <li>● identify the items used in brushing teeth and picture read items used to brush teeth,</li> <li>● sort and group pictures of items used to brush teeth,</li> <li>● manipulate digital device to watch video clips on brushing of teeth,</li> <li>● observe pictures of people brushing teeth,</li> <li>● role-play brushing of teeth,</li> <li>● sing songs related to care for teeth.</li> </ul>	Why do we brush our teeth?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Self-efficacy: The learner gains confidence when demonstrating procedures of brushing teeth.</li> <li>● Digital literacy: The learner manipulates digital device to watch video clips on brushing of teeth.</li> </ul>				
<b>Values:</b> Integrity: The learner enhances discipline when demonstrating procedures of brushing teeth.				
<b>Pertinent and contemporary issues:</b> Personal hygiene: The learner practises brushing own teeth.				
<b>Link to other learning area:</b> routine brushing of teeth can be linked with concepts of time (routine activities) in Mathematical Activities.				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify self.	Identifies self by telling own full name, identifies self as a boy or a girl and gives in depth details for self-identity.	Identifies self by telling own full name and identifies as boy or girl.	Identifies self by telling own full name but confuses a boy with a girl.	Identifies self by telling own name.
Ability to identify external body parts.	Identifies more than 3 external body parts (head, hands, and legs)	Identifies the 3 external body parts (head, hands, and legs)	Identifies 2 external body parts. (head, hands or legs)	Identifies one of the external body parts. (head/hands/legs)
Ability to practise proper hygiene using cleaning materials.	Practices proper hygiene using available cleaning materials most frequently.	Practices proper hygiene using available cleaning materials.	Practices proper hygiene using available cleaning materials occasionally.	Rarely practices hygiene using available cleaning materials.

**THEME 2: MY FAMILY**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 My Family</b>	<p><b>2.1 Family Members</b></p> <ul style="list-style-type: none"> <li>● <i>Father,</i></li> <li>● <i>Mother,</i></li> <li>● <i>Brothers,</i></li> <li>● <i>Sisters,</i></li> <li>● <i>Grandmothers,</i></li> <li>● <i>Grandfathers.</i></li> </ul> <p>(12 lessons)</p>	<p>By the end of sub-strand, the learner should be able to:</p> <p>a) name family members living at home,</p> <p>b) identify the relationship of family members for harmonious living,</p> <p>c) appreciate family members for harmonious living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● mention family members at home,</li> <li>● collaboratively picture read family members,</li> <li>● news tell about family members,</li> <li>● watch videos clips of family members found at home,</li> <li>● colour pictures of people at home,</li> <li>● recite poems about family members found at home,</li> <li>● sing songs of family members found at home.</li> </ul>	<p>Why do we have family members at home?</p>

**Core competencies to be developed:**

- Self-efficacy: The learner develops confidence when identifying family members.
- Collaboration: The learner develops teamwork skills when roleplaying family members.

**Values:**

- Patriotism: The learner enhances citizenship when news telling about family members.
- Peace: The learner enhances harmonious relationship when role-playing family members.

**Pertinent and contemporary issues:**

- Social cohesion: The learner recites poems and sings songs about family members found at home.
- Gender issues: The learner enhances gender awareness when role-playing t family members.

**Link to other learning area:**

Family members relates well with Language Activities when learners news tell about their family members.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 My Family</b>	<b>2.2 Feeding</b>  (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify foods eaten at home, b) observe feeding habits while eating, c) appreciate different foods eaten by family members at home.	The learner is guided to: <ul style="list-style-type: none"> <li>• name varieties of food eaten at home,</li> <li>• picture-read foods in a print material,</li> <li>• wash hands before eating,</li> <li>• feed self appropriately using clean hands,</li> <li>• role-play appropriate feeding habits observe table manners,</li> <li>• talk about feeding,</li> <li>• recite poems on feeding,</li> <li>• watch videos on feeding habits,</li> <li>• sing songs about feeding,</li> <li>• colour drawn pictures of foods eaten at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have food?</li> <li>2. How do we feed?</li> </ol>

**Core competencies to be developed:**

- Self-efficacy: The learner develops confidence when they are able to feed self-using clean hands appropriately.
- Communication: The learner speaks clearly and effectively when naming different foods.

**Values:**

Integrity: The learners enhances self-discipline when feeding self.

**Pertinent and contemporary issues:**

- Preventive health: The learner enhances nutrition when feeding self appropriately.
- Developmental perspective: The learner enhances honesty and integrity when washing hands before eating.
- Financial literacy: The learner finishes food as an appropriate feeding habit.

**Link to other learning area:**

Feeding items can be used when doing matching and pairing of objects in Mathematical Activities.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify family members.	Identifies the 6 family members correctly showing in-depth relationship details.	Identifies 4-5 family members correctly with details.	Identifies 3 family members correctly with minimal details.	Identifies less than 2 family members with no details.
Ability to observe feeding habits.	Very often observes appropriate feeding habits.	Often observes appropriate feeding habits.	Rarely observes appropriate feeding habits.	Does not observe appropriate feeding habits.

**THEME 3: MY HOME**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 My Home</b>	<b>3.1 Utensils Used at Home</b> (12 lessons)	By the end of sub-strand, the learner should be able to: a) name utensils used at home, b) identify utensils used at home, c) observe safety measures when handling utensils at home-Lacks a learning experience d) appreciate the use of utensils at home.	The learner is guided to: <ul style="list-style-type: none"> <li>● observe pictures of utensils used at home,</li> <li>● sort and group utensils used at home in groups,</li> <li>● read pictures of utensils at home,</li> <li>● handle utensils used at home properly,</li> <li>● match pictures of utensils found at home,</li> <li>● colour pictures of utensils used at home,</li> <li>● model the utensils used at home,</li> <li>● trace pictures of utensils used at home,</li> <li>● watch video clips of utensils used at home.</li> </ul>	Why do we have utensils at home?
<b>Core competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Creativity: The learner models utensils used at home.</li> <li>● Communication: The learner uses appropriate expression and gestures when singing songs about utensils used at home.</li> </ul>				
<b>Values:</b> Responsibility: The learner properly handles utensils used at home.				
<b>Pertinent and contemporary issues:</b>				
Safety: The learner develops responsibility for self when handling utensils found at home.				
<b>Link to other learning area:</b>				
Utensils used at home relates to concepts of sorting and grouping objects according to size in Mathematical Activities.				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>3.2 Furniture at Home</b>  (10 lessons)	By the end of sub strand, the learner should be able to: a) identify furniture used at home, b) observe safety measures when using furniture at home, c) appreciate the furniture used at home.	The learner is guided to: <ul style="list-style-type: none"> <li>● talk about furniture used at home,</li> <li>● observe drawn pictures of furniture used at home,</li> <li>● picture read furniture used at home,</li> <li>● colour furniture used at home,</li> <li>● join dots of furniture used at home,</li> <li>● model furniture used at home,</li> <li>● handle furnitures used at home properly,</li> <li>● watch video clips on furniture used at home,</li> <li>● sing songs about furniture used at home,</li> <li>● play singing games on furniture used at home.</li> </ul>	Why do we have furniture at home?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication: The learner speaks clearly and effectively when naming the furniture used at home.</li> <li>● Learning to learn: The learner learns independently when reading pictures of furniture used at home.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Responsibility: The learner cares and handles furniture used at home appropriately.</li> <li>● Integrity: The learner enhances self-discipline when using furniture used at home.</li> </ul>				
<b>Pertinent and contemporary issues:</b> Disaster risk reduction: The learner observes safety precautions when handling and taking care of furniture used at home.				
<b>Link to other learning area:</b> Furniture at home relates well when learning siting and reading posture in Language Activities.				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify utensils and furniture used at home.	Identifies utensils and furniture used at home with in-depth details.	Identifies utensils and furniture used at home.	Identifies utensils and furniture used at home with minimal details.	Identifies utensils and furniture used at home without details.
Ability to observe safety measures when handling utensils and furniture.	Very often observes safety measures when handling utensils and furniture.	Observes safety measures when handling utensils and furniture.	Rarely observes safety measures when handling utensils and furniture.	Does not observe safety measures when handling utensils and furniture.

**THEME 4: MY NEIGHBOURHOOD**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 My Neighbourhood</b>	<b>4.1 My Classmates</b> (10 lessons)	By the end of the sub-strand, the learner should be to: a) name the classmates as neighbours for interpersonal relationship, b) identify the classmates by names for harmonious living, c) appreciate their classmates as their neighbours.	The learner is guided to: <ul style="list-style-type: none"> <li>● mention classmates as immediate neighbours,</li> <li>● talk about classmates as neighbours,</li> <li>● talk about classmates -on what they can do,</li> <li>● sing songs about classmates as neighbours,</li> <li>● play games with classmates.</li> </ul>	Why do we have neighbours?
<b>Core competencies to be developed:</b> Citizenship: The learner develops relationships when playing games harmoniously with classmates.				
<b>Values:</b> Love: The learner portrays a caring attitude when sharing play materials with classmates.				
<b>Pertinent and contemporary issues:</b> Social cohesion: The learner enhances kindness and friendliness when playing games with classmates.				
<b>Link to other learning area:</b> Identifying classmates as neighbours relates with a concept of greetings in Language Activities. Identifying friends as our neighbours relates when learning about loving neighbours in Religious Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 My Neighbourhood</b>	<b>4.2 My Friends</b>  (10 lessons)	By the end of sub-trand, the learner should be able to: a) identify friends as neighbours, b) use courteous word when interacting with their friends, c) appreciate their friends as neighbours.	The learner is guided to: <ul style="list-style-type: none"> <li>● name friends as neighbours,</li> <li>● news tell about friends as neighbours,</li> <li>● name situations where courteous words are used,</li> <li>● team up to practice use of courteous words,</li> <li>● play games with friends to show use of courteous words,</li> <li>● sing songs with courteous words.</li> </ul>	How do we use courteous words?
<p><b>Core competencies to be developed:</b>  Citizenship: The learner develops peer learning when talking about their friends.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: The learner develops caring habit when using courteous words.</li> <li>● Peace: The learner enhances empathy when practising the use of courteous words.</li> </ul>				
<p><b>Pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Social cohesion: The learners develop values in life when singing songs together.</li> <li>● Developmental perspectives: The learners learn to cope with emotions when playing together with friends.</li> </ul>				
<p><b>Link to other learning area:</b>  Courteous words can be used by learners when learning about polite words in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 My Neighbourhood</b>	<b>4.3 Parts of a Plant</b> <ul style="list-style-type: none"> <li>● <i>Flower,</i></li> <li>● <i>Leaf.</i></li> </ul> (10 lessons)	By the end of substrand, the learner should be able to: a) name parts of a plant in the immediate environment, b) identify parts of the plant in the immediate environment, c) take care of the plant in the immediate environment, d) appreciate the importance of plants in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> <li>● talk about parts of a plant in the immediate environment,</li> <li>● recite poems about parts of a plant,</li> <li>● picture read parts of plant from charts,</li> <li>● colour drawn pictures of flowers,</li> <li>● mount flowers on charts in groups,</li> <li>● sort and group flowers of different colours,</li> <li>● talk about how to take care of plants in the environmental corner,</li> <li>● water plants in the immediate environment,</li> <li>● watch videos on parts of a plant.</li> </ul>	Why do we have Plants?
<b>Core competencies to be developed:</b> Learning to learn: The learner develops exploration when manipulating parts of a plant.				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Love: The learner enhances sharing when using pasting materials.</li> <li>● Responsibility: The learner enhances accountability when displaying mounted pictures of flowers on the wall.</li> </ul>				
<b>Pertinent and contemporary issues:</b> Environmental education: The learner enhances environmental awareness when identifying parts of plants.				
<b>Link to other learning area:</b> Plants can be used as a concrete object during counting in Mathematical Activities.				

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify classmates and friends.	Identifies classmates and friends with in-depth details.	Identifies classmates and friends.	Identifies classmates and friends with minimal details.	Identifies classmates and friends without details.
Ability to use courteous words in appropriate contexts.	Uses a variety of courteous words in appropriate contexts.	Uses courteous words in appropriate contexts.	Uses a few courteous words in appropriate contexts.	Uses a few courteous words and is guided on the contexts in which they are used.
Ability to identify parts of the plant.	Identifies parts of the plant with in-depth details.	Identifies parts of the plant.	Identifies parts of the plant with less details.	Identifies parts of the plant without details.
Ability to plant seeds and water plants in the environmental corner.	Plants seeds and regularly waters plants in the environmental corner and those outside the class.	Plants seeds and regularly waters plants in the environmental corner.	Plants seeds and occasionally waters plants in the environmental corner.	Plants seeds and occasionally waters plants in the environmental corner with prompts.

**THEME 5: MY SCHOOL**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 My School</b>	<b>5.1 My Class</b>  (10 lessons)	By the end of sub-strand, the learner should be able to: a) name class teacher for identification, b) identify items found in class, c) care for items found in class, d) make classroom rules for harmonious living, e) take pleasure in handling the items in class.	The learner is guided to: <ul style="list-style-type: none"> <li>● tell the name of the class teacher,</li> <li>● collaboratively sing songs with peers about their class teacher,</li> <li>● recite poem about own class teacher,</li> <li>● name items found in class,</li> <li>● participate in making rules,</li> <li>● picture-read items in class,</li> <li>● talk about the items found in class,</li> <li>● talk about how to take care of different items in class,</li> <li>● take care of items found in class,</li> <li>● watch videos of various items found in class.</li> </ul>	How do we care for items in the class?
<b>Core competencies to be developed:</b> Citizenship: The learner develops good governance when talking about classroom rules.				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Patriotism: Loyalty is enhanced when the learners obey class rules.</li> <li>● Unity: The learner teams up with peers to take care of items found in class.</li> </ul>				
<b>Pertinent and contemporary issues:</b> Financial literacy: The learner takes care of things in their own class.				
<b>Link to other learning area:</b> Items found in class such as pencils can be used for scribbling in Creative Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 My School</b>	<b>5.2 Care for My Class</b>  (12 lessons)	By the end of the Sub strand, the learner should be able to: a) name items used for cleaning a class, b) identify items used for cleaning a class, c) dispose off litter appropriately, d) appreciate learning in a clean environment.	The learner is guided to: <ul style="list-style-type: none"> <li>● picture read items used for cleaning a class,</li> <li>● observe items used for cleaning a class,</li> <li>● view video clips showing items used for cleaning a class,</li> <li>● colour drawn items used for cleaning class,</li> <li>● sing songs on items used for cleaning the class,</li> <li>● recite poems on items used for cleaning the class,</li> <li>● role-play on various ways of cleaning the class,</li> <li>● put litters properly in the dustbin or in a dumping sites,</li> <li>● work with peers to collect litter and dispose it of appropriately.</li> </ul>	How do we care for our class?
<p><b>Core competencies to be developed:</b> Collaboration: The learner works with peers to collect litter and dispose it off appropriately.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: The learner develops teamwork as they collect litter and put them in dustbin or dumping sites.</li> <li>● Responsibility: The learner develops hard work when collecting litter and disposing it off appropriately</li> </ul>				
<p><b>Pertinent and contemporary issues:</b> Preventive health: as learners collect litter in class.</p>				
<p><b>Link to other learning area:</b> Care for class relates to care for painting materials and products in Creative Activities.</p>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.3 Cleanliness and Toileting (14 lessons)	By the end of sub-strand, the learner should be able to: a) identify toilet facilities in the school, b) use toilet facilities for personal hygiene, c) appreciate the need to use a clean toilet for personal hygiene.	The learner is guided to: <ul style="list-style-type: none"> <li>● talk about sanitation facilities in the school,</li> <li>● name the toilets facilities in the school compound,</li> <li>● talk about how to express the urge for toileting,</li> <li>● practice seeking permission to go to toilets,</li> <li>● demonstrate on how to clean themselves after toileting,</li> <li>● clean themselves using toilet paper or water,</li> <li>● observe safety precautions when using toilet facilities,</li> <li>● role-play the use of sanitary facilities,</li> <li>● watch a video clip on appropriate use of toilet facilities.</li> </ul>	How do we use toilet facilities?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication: The learner speaks clearly and effectively while talking about sanitation facilities.</li> <li>● Self-efficacy: The learner develops confidence when able to identify the correct toilet facilities.</li> </ul>				
<p><b>Values:</b>  Responsibility: The learner enhances self-drive when observing safety precaution while using toilets.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Personal hygiene: when using a clean toilet appropriately.</p>				
<p><b>Link to other learning area:</b>  Toileting procedures for personal hygiene can relates well when learning ordering and sequencing in Mathematical Activities.</p>				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify their class teacher.	Identifies their class teacher using many attributes.	Identify their class teacher.	Identifies their class teacher using minimal attributes.	Identifies their class teacher with prompts.
Ability to practise proper sanitation in and outside class.	Very often practises proper sanitation in and outside class.	Often practises proper sanitation in and outside class.	Rarely practises proper sanitation in and outside class.	Does not practises proper sanitation in and outside class.

### Suggested Resources, Assessment Methods and Non-Formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> <li>● Approved curriculum support materials</li> <li>● Resources from local Environment (home and school)</li> <li>● Stationery</li> <li>● Digital devices</li> <li>● Manilla Papers</li> <li>● Drawing materials</li> <li>● Clay soil/plasticine</li> <li>● Water</li> <li>● Plastic bottles</li> <li>● Pictures or picture cut-outs /Newspaper cuttings/Photographs</li> <li>● Flash Cards</li> <li>● Charts</li> <li>● Crayons</li> <li>● Realia</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Aural questions</li> <li>● Oral question</li> <li>● Written tests</li> <li>● Self-assessment</li> <li>● Peer assessment</li> <li>● Projects</li> </ul>
<p><b>Assessment Tools</b></p> <ul style="list-style-type: none"> <li>● Observation schedule</li> <li>● Checklists</li> <li>● Rating scales</li> <li>● Rubrics</li> <li>● Questionnaires</li> <li>● Project</li> <li>● Journals</li> <li>● Portfolio</li> </ul>	

- Oral or Aural Questions
- Learner's profile
- Anecdotal Records
- Written Assessment

**Non-formal Activities that Support Learning**

- Games and sports
- Clubs and societies
- Other school events

# **CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES**

### LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Christian Religious Education Activities	3
	Programme of Pastoral Instruction	1
<b>Total</b>		<b>25</b>

## **ESSENCE STATEMENT**

Christian Religious Education (CRE) activity area at pre-primary level aims to teach children about God. This is based on Proverbs 22:6 which states, ‘Teach children how they should live, and they will remember it all their life’. The key resource to be used is the Holy Bible. This activity area therefore, emphasises on the acquisition of living values such as love, sharing, honesty, respect, and responsibility. This aligns with the National Goal of Education No. 4, which postulates propagation of sound moral and religious values.

Life approach is the primary methodology used in facilitating CRE Activity Area. Other methodologies such as play-based and experiential learning are also appropriate for this age. The competencies acquired at pre-primary 2 will lay a strong foundation for learning CRE in Grade 1.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of pre-primary education, the learner should be able to:

- a) demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) acquire christian moral values and principles to foster responsible living.
- c) practise the teachings of the Jesus Christ at home, school and in the community.
- d) portray good manners while in church and respect it as the house of God.

### Summary of Strands and Sub-strands

<b>Strand</b>	<b>Sub strands</b>	<b>Suggested Number of Lessons</b>
1.0 Creation	1.1 God the Creator	9
	1.2 Caring for God's Creation	9
2.0 The Holy Bible	2.1 Handling the Holy Bible	8
	2.2 Noah and the Boat	9
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	9
	3.2 Celebrating the Birth of Jesus	9
4.0 Christian Values	4.1 Respect for Parents	9
	4.2 Responsibility	9
5.0 The Church	5.1 A house of God	9
	5.2 Church Activities	10
Total Number of lessons		90

**NOTE:** The suggested number of lessons per sub-strand may be less or more depending on the context.



**STRAND: 1.0 CREATION**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<p><b>1.0 Creation</b></p>	<p><b>1.1 God the Creator</b>  (9 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) name five things created by God,</li> <li>b) draw two things created by God in their environment,</li> <li>c) value God’s creation by keeping the environment clean.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• take turns to talk about things found in the school environment,</li> <li>• take a nature walk in the school environment and identify things created by God,</li> <li>• observe road safety rules as they take the nature walk,</li> <li>• collect some flowers or seeds found in the school environment and display them in the CRE learning corner,</li> <li>• picture read the story of creation from the children’s Bible,</li> <li>• draw the sun, moon and stars to appreciate God’s creation,</li> <li>• colour the sun moon and stars,</li> <li>• recite a memory verse from Genesis 1:25,</li> <li>• in groups, sing simple songs related to creation story,</li> <li>• say simple prayers to thank God for His creation,</li> </ul>	<p>How do we appreciate God’s creation?</p>

			<ul style="list-style-type: none"> <li>• use appropriate protection equipment, such as gloves as they clean or collect litter from the school or home environment.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p><b>Creativity and Imagination:</b> Learners develop Communication and self-expression skills as they undertake tasks that encourage the artistic expression of ideas by drawing the sun, moon and stars.</p>				
<p><b>Values:</b></p> <p><b>Unity:</b> Cooperation is enhanced as learners in groups identify things created by God in the school environment.</p>				
<p><b>Link to pertinent and contemporary issues (PCIs):</b></p> <p><b>Environmental awareness:</b> Learners identify things created by God in the environment.</p>				
<p><b>Link to other activity areas:</b></p> <p><b>Environmental Activities:</b> The concept of God as the creator of plants and animals relates to the concept of plants and animals in Environmental Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creation	<b>1.2 Caring for God's Creation</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) take care of self and others at home and school,</li> <li>b) list three plants found at home and school,</li> <li>c) mention three animals found at home or school,</li> <li>d) tell three ways of caring for God's creation,</li> <li>e) desire to care for God's creation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• take turns to talk about ways they care for self,</li> <li>• care for self by carrying out basic hygiene practices,</li> <li>• care for others by informing the teacher about learners who are not feeling well or absent from school,</li> <li>• ensure that their classmates/desk mates are safe and well,</li> <li>• mention three plants found at home or school,</li> <li>• draw and colour plants in the school environment,</li> <li>• list three animals found at home or in the school environment,</li> <li>• model animals in the school environment,</li> <li>• observe drawn pictures based on Genesis 2:15,</li> <li>• say what they have observed from the pictures,</li> </ul>	How do you take care of God's creation?

			<ul style="list-style-type: none"> <li>• watch video clips of animals and plants created by God,</li> <li>• sing songs about God’s creation,</li> <li>• in pairs recite, simple poems about caring for God’s creation.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p><b>Learning to learn:</b> Learners develop the skill of learning independently as they demonstrate how to care for self by carrying out basic hygiene practices.</p>				
<p><b>Values:</b></p> <p><b>Integrity:</b> Learners demonstrate accountability as they care for self and others.</p>				
<p><b>Link to pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• <b>Environmental issues and Environmental conservation:</b> Learners acquire skills of responsibility as they recite simple poems about caring for God’s creation.</li> <li>• <b>Disaster risk reduction and Safety:</b> Learners develop awareness on safe ways to handle plants and animals in their environment.</li> </ul>				
<p><b>Link to other activity areas:</b></p> <p><b>Environmental Activities:</b> The concept of plants and animals relates to the concept of plants and animals in Environmental Activities.</p>				

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name five things created by God in the environment.	Names five things created by God in the environment and can draw them.	Names five things created by God in the environment.	Names three to four things created by God in the environment.	Names three to one thing created by God in the environment.
Ability to list three plants found in the school environment.	Lists three plants found in the school environment illustratively.	Lists three plants found in the school environment.	Lists two plants found in the school environment.	Lists one plant found in the school environment.
Ability to tell three ways of caring for God's creation.	Tells three ways of caring for God's creation in details.	Tells three ways of caring for God's creation.	Tells two ways of caring for God's creation.	Tells one way of caring for God's creation.

## STRAND: 2.0 THE HOLY BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>2.0</b> <b>The Holy Bible</b>	<b>2.1</b> <b>Handling the Holy Bible</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) mention five ways of handling the Holy Bible, b) handle the Holy Bible with care and respect, c) appreciate the Bible as a Holy book.	The learner is guided to: <ul style="list-style-type: none"> <li>• tell how they handle the Holy Bible,</li> <li>• ensure their hands are clean as they open the Holy Bible,</li> <li>• ensure they do not scribble inside the Holy Bible,</li> <li>• ensure they do not tear pages from the Holy Bible,</li> <li>• watch a video clip on proper ways of handling the Holy Bible,</li> <li>• draw and colour the holy Bible,</li> <li>• identify how and where to keep the holy Bible,</li> <li>• sing songs about the Holy Bible.</li> </ul>	How should you handle the Holy Bible?

**Core competencies to be developed:**

- **Communication and Collaboration:** The skill of speaking engagingly is developed as learners share experiences of how they handle the Holy Bible.
- **Creativity and Imagination:** The skill of communication and self-expression is enhanced as learners undertake tasks that encourage the artistic expression of ideas by drawing and colouring the Holy Bible.

**Values:**

- **Responsibility:** Accountability is developed as learners identify how and where to keep the Holy Bible.
- **Respect** is developed as learners accept and appreciate diverse opinions.

**Link to pertinent and contemporary issues (PCIs):**

**Citizenship:** Integrity is portrayed as learners handle the Holy Bible with respect, even when no one is watching.

**Link to other activity areas:**

**Language Activities:** The concept of handling the Holy Bible relates to the concept of book handling in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>2.0</b> <b>The Holy Bible</b>	<b>2.2</b> <b>Bible Story;</b> <i>Noah and the boat</i>  (9 lessons)	By the end of the sub-strand, the learner should be able to: a) state three actions that show obedience to parents, b) tell three ways he or she obeys God, c) retell the story of Noah and the boat, d) desire to obey the teachings of God.	The learner is guided to: <ul style="list-style-type: none"> <li>• tell how they obey their parents at home,</li> <li>• mention three actions that show obedience to teachers,</li> <li>• mention three ways that show obedience to God,</li> <li>• picture-read the story of Noah from the Children’s Bible,</li> <li>• watch a video clip on the story of Noah in Genesis 6:14, 17,18,19,20,</li> <li>• colour drawn pictures of a boat,</li> <li>• name some of the animals that went into the boat,</li> <li>• match drawn pictures of animals that went into the boat,</li> <li>• trace pictures of birds that went into the boat from picture cut-outs,</li> <li>• sing songs related to Noah and the boat.</li> </ul>	How did Noah obey God?



**Core competencies to be developed:**

- **Self-efficacy:** Self-confidence- the learners demonstrate confidence as they talk about obedience.
- **Critical thinking and Problem solving:** Learners develop active listening and communication skills as they follow simple instructions such as, picture-reading the story of Noah and the boat from the Children’s Bible.

**Value:**

**Peace:** Learners portray respect for self and others as they take turns to talk about obeying parents.

**Link to PCIs:**

**Environmental issues:** Learners are familiarised with some of the animals that went into the boat.

**Link to other activity areas:**

**Language Activities:** The concept of listening to Bible stories relates to the concept of storytelling in Language Activities.

### Suggested Assessment Rubric

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention five ways of handling the Holy Bible with respect.	Creatively mentions five ways of handling the Holy Bible with respect.	Mentions five ways of handling the Holy Bible with respect.	Mentions three to four ways of handling the Holy Bible with respect.	Mentions two to one way of handling the Holy Bible with respect.
Ability to state three actions that show obedience to parents.	States three actions that show obedience to parents illustratively.	States three actions that show obedience to parents.	States two actions that show obedience to parents.	States only one action that show obedience to parents.
Ability to narrate the story of Noah and the Ark.	Narrates the story of Noah and the boat in details.	Narrates the story of Noah and the boat.	Narrates the story of Noah and the boat but omits minor details.	Narrates the story of Noah and the boat but omits major details

## STRAND: 3.0 THE LIFE OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 The Life of Jesus Christ</b>	<b>3.1 The Birth of Jesus Christ</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: a) dramatise the birth of Jesus Christ, b) tell one importance of the birth of Jesus Christ, c) recognise that Jesus Christ is the son of God.	The learner is guided to: <ul style="list-style-type: none"> <li>• picture- read the story of the birth of Jesu Christ: Luke 2: 7-13,</li> <li>• role-play the events that took place during the birth of Jesus Christ,</li> <li>• in turns talk about one importance of the birth of Jesus Christ,</li> <li>• watch a video clip about the birth of Jesus Christ,</li> <li>• colour drawn pictures about events that took place during the birth of Jesus Christ.</li> <li>• sing songs about the birth of Jesus Christ.</li> </ul>	Why is the birth of Jesus Christ important?
<b>Core competencies to be developed:</b>				
<b>Creativity and Imagination:</b> Self-expression is developed as learners undertake tasks that encourage artistic expression of ideas by drawing and colouring pictures about the birth of Jesus Christ.				
<b>Value:</b>				
<b>Unity:</b> Cooperation is enhanced as learners share drawing and colouring materials with each other.				
<b>Link to pertinent contemporary issues (PCIs):</b>				
<b>Social cohesion:</b> Learners demonstrates cohesion as they share items willingly.				
<b>Link to other Activity Areas:</b>				
<b>Environmental Activities:</b> The concept of the birth of Jesus Christ relates to the concept of family in Environmental Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0</b> <b>The Life of Jesus Christ</b>	<b>3.2</b> <b>Celebrating the Birth of Jesus Christ</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) tell how they celebrate the birth of Jesus Christ,</li> <li>b) observe pictures of the wise men,</li> <li>c) sing songs related to the birth of Jesus Christ.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• share experiences of how they celebrate their birthdays,</li> <li>• tell how they celebrate Christmas,</li> <li>• sing and dance to pre-recorded Christmas carols,</li> <li>• picture-read the visit of the wise men: Matthew 2:9- 11,</li> <li>• colour drawn pictures of the wise men,</li> <li>• colour drawn pictures of gifts presented to baby Jesus,</li> <li>• in groups, sing songs about the birth of baby Jesus,</li> <li>• recite a poem about baby Jesus,</li> <li>• record each other as they recite the poem,</li> <li>• improvise cards with a Bible message on the birth of Jesus Christ,</li> <li>• display the cards in the CRE learning corner.</li> </ul>	Why do Christians celebrate the birth of Jesus Christ?

**Core competence to be developed:**

**Communication and Collaboration:** Teamwork is enhanced as learners recognise and value ideas of others and contribute to group tasks.

**Value:**

**Responsibility:** Self-drive is portrayed as learners work together to improvise cards with a Bible message.

**Link to pertinent and contemporary issues (PCIs):**

**Information technology-** digital literacy: learners acquire digital literacy skills as they record each other using digital devices.

**Link to other Activity Areas:**

**Environmental Activities:** the concept of celebrating the birth of Jesus Christ relates to the concept of family in Environmental Activities.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to dramatise the birth of Jesus Christ.	Dramatises the birth of Jesus Christ in details.	Dramatises the birth of Jesus Christ.	Dramatises the birth of Jesus Christ but omits minor details.	Dramatises the birth of Jesus Christ but omits major details.
Ability to tell one importance of the birth of Jesus Christ.	Tells the importance of the birth of Jesus Christ in details.	Tells the importance of the birth of Jesus Christ.	Tells the importance of the birth of Jesus Christ but omits minor details.	Tells the importance of the birth of Jesus Christ but omits major details.

## STRAND: 4.0 CHRISTIAN VALUES

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Christian Values</b>	<b>4.1 Respecting Parents</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: a) mention four ways they show respect to parents, b) recite a Bible verse about respecting parents, c) show respect to the elderly at home, and in school.	The learner is guided to: <ul style="list-style-type: none"> <li>• tell how they show respect to the elderly,</li> <li>• role-play ways of showing respect to their parents and elderly people for example, use of polite words, greeting elders with respect,</li> <li>• in turns, recite Ephesians 6:1,</li> <li>• take turns to tell why he or she should respect parents: Ephesians 6:2-3,</li> <li>• role-play ways of showing respect to parents,</li> <li>• sing songs about respecting parents.</li> </ul>	Why should you respect your parents?
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship:</b> Learners tell how they show respect to their parents and the elderly by using polite words.</li> <li>• <b>Collaboration:</b> Learners actively participate in group activities.</li> </ul>				
<p><b>Value:</b> <b>Respect:</b> Learners display positive regard for self and others as they take turns to tell why they should respect parents and the elderly.</p>				
<p><b>Link to pertinent contemporary issues (PCIs):</b> <b>Social Cohesion:</b> Learners show positive behaviour by respecting each other as they perform various tasks.</p>				
<p><b>Link to other activity areas:</b> <b>Environmental Activities:</b> The concept of respect for parents relates to the concept of proper behaviour at home and school in Environmental Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Christian Values</b>	<b>4.2 Responsibility</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: a) mention items they carry to school, b) take care of the items they use in school, c) list three chores they do at home and school, d) show responsibility by taking care of their school items.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to Colossians 3:23,</li> <li>• mention items they use in school,</li> <li>• display and count the items they carry to school,</li> <li>• in pairs, list the use of each item,</li> <li>• draw and colour items they carry to school</li> <li>• say how they take care of items they use at school,</li> <li>• sing a song about items they carry to school,</li> <li>• say why they should not forget school items at home,</li> <li>• talk about the simple chores they do at home,</li> <li>• in turns, talk about the activities they do in school,</li> <li>• take part in collecting litter, sweeping or watering plants,</li> <li>• use protective gear as they collect litter in the school compound,</li> <li>• recite a simple poem on responsibility.</li> </ul>	How do you care for your school items?



**Core competencies to be developed:**

**Citizenship:** Learners develop active community and family life skills as they help with chores at home and in school.

**Value:**

**Patriotism:** Learners demonstrate responsibility at home and school as they engage in guided activities.

**Link to pertinent and contemporary issues (PCIs):**

**Responsibility:** Social cohesion is enhanced as learners perform assigned responsibilities at home and school.

**Link to other activity areas:**

**Environmental Activities:** The concept of responsibility relates to the concept of responsibility at home and school in Environmental Activities.

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention four ways they show respect to parents.	Mentions four ways they show respect to parents illustratively.	Mentions four ways they show respect to parents.	Mentions four to three ways they show respect to parents.	Mentions two to one way they show respect to parents.
Ability to recite a Bible verse about respecting parents.	Confidently and fluently recites a Bible verse about respecting parents.	Recites a Bible verse about respecting parents.	Recites a Bible verse about respecting parents but lacks confidence.	Recites a Bible verse about respecting parents but misses out some words.
Ability to take care of the items they use in school.	Takes care of the items they use in school and encourages others to do so.	Takes care of the items they use in school.	Takes care of some of the items they use in school.	Takes care of some of the items they use in school but require consistent support.
Ability to list three chores they do at home and school.	Lists more than three chores they do at home and school.	Lists three chores they do at home and school.	Lists two chores they do at home and school.	Lists one chore they do at home and school.

## STRAND: 5.0 THE CHURCH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.0 The Church</b>	<b>5.1 A House of God</b>  (9 lessons)	By the end of the sub-strand, the learner should be able to: a) tell how children should behave in church, b) dramatise how they behave in church, c) recite a simple Bible verse about the church, d) behave appropriately when in church.	The learner is guided to: <ul style="list-style-type: none"> <li>• draw and colour a Church,</li> <li>• model a church building,</li> <li>• in turns talk about how they behave in church,</li> <li>• watch a video clip of children behaving well in church,</li> <li>• role-play how to behave while in church,</li> <li>• recite poems about the church,</li> <li>• sing songs about the church,</li> <li>• recite Matthew 21:13A. <i>“My house shall be called a house of prayer.”</i></li> </ul>	Why is the church a Holy place?

**Core competencies to be developed:**

- **Digital literacy:** Learner adopts new digital technology skills as they watch video clips on appropriate behaviour while in church.
- **Creativity and Imagination:** Learners showcase exploration skills and originality through drawing, colouring, and modelling the church.

**Values:**

**Social justice:** The learners demonstrate cooperation as they share drawing and colouring materials.

**Link to pertinent and contemporary issues (PCIs):**

**Self-esteem:** Learners demonstrate confidence as they role-play how to behave in church.

**Link to other activity areas:**

**Environmental Activities:** The concept of appropriate behaviour relates to the concept of good behaviour in Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.2 Church Activities (10 lessons)	By the end of the sub-strand, the learner should be able to: a) list four activities they do in church, b) dramatise activities they do in church, c) enjoy participating in church activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• talk about activities they do in church,</li> <li>• observe a picture gallery of children doing different activities in church,</li> <li>• dramatise the activities they do in church,</li> <li>• visit a church in the neighbourhood and sing and dance to different songs,</li> <li>• use different musical instruments such as tambourine, shakers, drums, kayambas to perform songs familiar to them,</li> <li>• recite a poem on activities they do in church,</li> <li>• observe road safety precautions as they visit a church in the school neighbourhood,</li> <li>• take turns to tell why they enjoy participating in church activities.</li> </ul>	Why should you take part in church activities?

**Core competencies to be developed:**

- **Communication and Collaboration:** Learners embrace teamwork as they listen to each other's ideas and patiently wait for their turn to air views.
- **Self-efficacy:** Learners display confidence as they role-play activities they do in Church.

**Value:**

**Unity:** Learners work towards achieving a common goal as they take on different roles to perform various tasks.

**Link to pertinent and contemporary issues (PCIs):**

**Environmental education:** Learners are provided with opportunities to visit a church in the neighbourhood and sing and dance to different songs in the company of a teacher.

**Link to other activity areas:**

**Creative Activities:** Activities such as singing and dancing relates to the concept of performing in Creative Activities.

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to dramatise how they behave in church.	Dramatises how they behave in church with confidence.	Dramatises how they behave in church.	Dramatises how they behave in church but lacks confidence.	Attempts to dramatise how they behave in church with support.
Ability to list four activities they do in church.	Lists more than four activities they do in church.	Lists four activities they do in church.	Lists two to three activities they do in church.	Lists two to one activity they do in church.

**SUGGESTED RESOURCES, ASSESSMENT METHODS, ASSESSMENT TOOLS AND NON-FORMAL PROGRAMMES**

<b>Suggested Resources</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Assessment Tools</b>	<b>Non-Formal Programmes to Support Learning</b>
<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• The Children’s Bible</li> <li>• ICT devices</li> <li>• Flashcards</li> <li>• Picture cut-outs</li> <li>• Picture books</li> <li>• Modelling materials (clay, dough, plasticine)</li> <li>• Colouring materials (Coloured pencils/chalk/crayons)</li> <li>• Wallcharts</li> <li>• Musical instruments (e.g. shakers, drums etc)</li> <li>• Improvised costumes and materials for role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Observations</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observation schedules</li> <li>• Anecdotal records</li> <li>• Portfolio</li> <li>• Written tests</li> <li>• Questions and answers</li> </ul>	<p>Programmes of Pastoral Instruction (PPI).</p>



# **HINDU RELIGIOUS EDUCATION**

## **ESSENCE STATEMENT**

Hindu Religious Education offers an opportunity to learn Hinduism/Sanatan, Jain, Buddhist and Sikh faiths. Religious knowledge is acquired early in life from family and community. The formal teaching of HRE aims at nurturing faith in Paramatma, self-awareness, guiding one's personal obligations and duty to the immediate environment. HRE at Pre-Primary will be delivered through formal, non-formal and informal approaches which will enable the learner to enjoy learning.

HRE provides opportunities to instill moral values and good social habits in learners for effective living as individuals, members of the community and the nation at large. It will provide ways for physical, mental, emotional and spiritual growth for learners, and enables them develop personal beliefs while appreciating the beliefs of others.

Pertinent and contemporary issues in society have been well mainstreamed in the HRE curriculum. The learners acquire requisite competencies as enshrined in the Basic Education Curriculum Framework. Hindu Religious education emphasises morals that teach learners to be optimistic, respect each other, and anticipate the best for themselves and others.

## **GENERAL LEARNING OUTCOMES**

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

1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally.
2. Exhibit reverence and adoration for enlightened beings as guides for living a healthy and harmonious life.
3. Acknowledge the divinity of the scriptures for respect and appropriate handling.
4. Demonstrate basic rituals as taught for grounding them in faith to enhance self-efficacy and self-esteem.
5. Practice Sadachaar ethically and morally to care for self and others for sustainable living.
6. Perform simple age-appropriate yoga exercises for holistic wellbeing and enjoyment.
7. Appreciate Paramatma's creation by showing care for themselves, others and the environment.

## SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub-Strand	No. of Lesson
1.0 Creation	1.1 Our family	4
	1.2 Our Environment	4
	1.3 Panchmahabhoot	6
2.0 Manifestations of Paramatma	2.1 Enlightened Beings	5
	2.2 Attributes of Paramatma	6
	2.3 Paramatma's Names from other religions	4
3.0 Scriptures	3.1 Names of other Scriptures	4
	3.2 Role of Scriptures	4
4.0 Worship	4.1 Protocols of Worship	8
	4.2 Basic Chants/Dhuns	6
	4.3 Musical Instruments in Worship	6
5.0 Sadachaar	5.1 General Etiquettes	6
	5.2 Practice Gratitude	5
	5.3 Obedience	4
	5.4 <i>Sewa</i> (Selfless service)	6
6.0 Yoga	6.1 Basic concepts of Yoga	6
	6.2 Simple Postures	6
	Total number of lessons	90

## STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 CREATION</b>	<b>1.1 Our family</b> (4 lessons) <ul style="list-style-type: none"> <li>• <i>paternal and maternal family</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) name all members of their family for self-awareness,</li> <li>b) associate themselves with the extended families for understanding,</li> <li>c) appreciate the importance of family members as a gift from Paramatma.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• share a moment of self-introduction by mentioning their family members' names and gender,</li> <li>• use a digital device to sort out pictures of boys and girls in their extended family,</li> <li>• colour sketches of boys and girls in their paternal and maternal families,</li> <li>• recite poems on the occasion that are attended by their extended family members,</li> <li>• sing songs that appreciate the importance of family members as a gift from Paramatma.</li> </ul>	How special are your paternal and maternal family members to you?
	<b>1.2 Our Environment</b>	By the end of the sub-strand the learner should	The learner is guided to: <ul style="list-style-type: none"> <li>• mention the names of birds and</li> </ul>	How do we care for our

	<p>(4 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Birds and domestic animals</i></li> <li>● <i>Road environment (footpaths, vehicles, pedestrians)</i></li> </ul>	<p>be able to:</p> <ol style="list-style-type: none"> <li>a) identify common birds and domestic animals found in their immediate environment,</li> <li>b) classify the common birds and domestic animals found in their environment using colours as Paramatma's creation,</li> <li>c) outline three features in a road environment within their area,</li> <li>d) appreciate the importance of birds and domestic animals as a gift from Paramatma.</li> </ol>	<p>domestic animals found in their immediate environment,</p> <ul style="list-style-type: none"> <li>● draw and colour models of birds and domestic animals in their environment in groups,</li> <li>● colour sketches of birds and domestic animals in their environment,</li> <li>● compose/sing a short poem that appreciate birds and domestic animals in their environment as Paramatma's creation,</li> <li>● keep clean water and food for birds and domestic animals in their environment,</li> <li>● observe and talk about the road environment within their area.</li> </ul>	<p>environment?</p>
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	<p><b>1.3 Panch mahabhoot</b></p> <p>(6 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Vayu</i> (Air)</li> <li>● <i>Jal</i> (water)</li> </ul>	<p>By the end of sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) state the importance of Panchmahabhoot as a gift from Paramatma,</li> <li>b) differentiate plants and animals that live in water and fly in the air within their environment,</li> <li>c) appreciate Paramatma's creation through watering of plants for sustainability.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● watch videos/ask parents the importance of Panchmahabhoot <i>Vayu</i> (Air) and <i>Jal</i> (water),</li> <li>● collect/draw pictures of objects having air in them such as ball, balloon, bouncing castle, car tire that represent <i>Vayu</i>,</li> <li>● discuss the different sources of water, draw and color clouds, swimming pool, river, ocean,</li> <li>● demonstrate the use of water in a responsible manner at school/home,</li> <li>● classify different animals, plants and flowers from the school environment to relate them to what they are familiar with,</li> <li>● observe different Paramatma's creations in the school environment and appreciate them.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you take care of plants?</li> <li>2. How can we prevent air pollution?</li> </ol>
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**Core competencies to be developed:**

- Communication and Collaboration: Learner develops teamwork when drawing and colouring model of birds and domestic animals in their environment with peers.
- Digital literacy: Learner adopts the new digital technology when using a digital device to sort out pictures of boys and girls in their paternal and maternal family.

**Values:**

- Unity: Learner develops cooperation while drawing and colouring models of birds and domestic animals in their environment in groups.
- Responsibility: Learner develops hard work while colouring sketches of boys and girls in their paternal and maternal families.

**Pertinent and Contemporary issues (PCIs):**

- Road Safety: Learner promotes road safety rules when observing and talking about the road environment within their area.
- Citizenship: Learner enhances social cohesion while singing songs that appreciate the importance of family members as a gift from Paramatma.

**Links to other activity areas:**

- The learner is able to relate colouring of sketches, singing songs, drawing and coloring models in creative arts to the learning experience of colour sketches, singing songs, drawing and colour models.
- The learner is able to relate identification of animals, plants and flowers in the school environment to the learning experiences of identifying different animals, plants and flowers from the school environment.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name all members of their extended family.	The learner names all members of their extended family systematically.	The learner names all members of their extended family.	The learner names some members of their extended family.	The learner names some members of their extended family with prompts.
Ability to classify common birds and domestic animals in their environment.	The learner classifies common birds and domestic animals with illustrations.	The learner classifies common birds and domestic animals correctly.	The learner classifies some of the common birds and domestic animals.	The learner classifies some of the common birds and domestic animals with help.
Ability to differentiate plants and animals that live in water and fly in the air within their environment.	The learner differentiates plants and animals that live in water and fly in the air with ease.	The learner differentiates plants and animals that live in water and fly in the air.	The learner differentiates plants and animals that live in water and fly in the air with omissions.	The learner differentiates plants and animals that live in water and fly in the air with a lot of mix-ups.
Ability to outline three features in road environment within their area.	The learner outlines three features in road environment with ease.	The learner outlines 2 to 3 features in the road environment.	The learner outlines 1 to 2 features in the road environment.	The learner is able to tell only one feature in the road environments.



**STRAND 2.0: MANIFESTATION OF PARAMATMA**

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>2.0</b> <b>Manifestation of Paramatma</b></p>	<p><b>2.1</b> <b>Enlightened Beings</b>  (5 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Shri Ram</i></li> <li>● <i>Shri Krishna</i></li> <li>● <i>Lord Mahavir</i></li> <li>● <i>Lord Buddha</i></li> <li>● <i>Sri Guru Nanak Dev ji</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the five selected Enlightened Beings according to the four faiths,</li> <li>b) demonstrate values learnt from the teachings of the five selected Enlightened Beings in daily life,</li> <li>c) acknowledge teachings of the five selected Enlightened Beings to enhance faith in Paramatma.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- use digital devices to learn about the five selected Enlightened Beings according to the four faiths,</li> <li>● discuss short stories about the five selected Enlightened Beings and share knowledge learnt,</li> <li>● role-play values learnt from the teachings of the five selected Enlightened Beings,</li> <li>● visit places of worship to learn more about the</li> </ul>	<p>Why is it important to learn about the Enlightened beings?</p>

			<p>Enlightened Beings accompanied by parents/guardians,</p> <ul style="list-style-type: none"> <li>● recognise values from the teachings of Enlightened Beings.</li> </ul>	
	<p><b>2.2 Attributes of Paramatma</b></p> <p>(6 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Creating</i></li> <li>● <i>Loving</i></li> <li>● <i>Caring</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify the three attributes of Paramatma to enhance development of faith,</li> <li>demonstrate the three attributes of Paramatma to enhance their faith,</li> <li>appreciate Paramatma's attributes for reverence.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● listen to a resource person/watch animated stories representing the attributes of Paramatma,</li> <li>● share their knowledge with peers on the attributes of Paramatma,</li> <li>● discuss the attributes of Paramatma with the guidance of the teacher,</li> <li>● sing songs/<i>bhajan/stavan/sh</i></li> </ul>	<p>How can we express our gratitude to Paramatma?</p>

			<i>abad</i> about attributes of Paramatma as creator, loving and caring.	
	<p><b>2.3 Paramatma's Names from other religions</b></p> <p>(4 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Allah</i></li> <li>● <i>Yahweh</i> (God),</li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) Mention the names of Paramatma from other religions for understanding,</p> <p>b) match the names of Paramatma with their respective religions,</p> <p>c) appreciate the attributes of Paramatma in other religions for harmonious living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● mention names of Paramatma from other religions,</li> <li>● match the names of Paramatma in relation to their respective religions,</li> <li>● sing/recite songs/carols/surahs that appreciate attributes of Paramatma.</li> </ul>	<p>Why is it important to respect other religions?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication:</b> Learner enhances teamwork while singing songs/<i>bhajan/stavan/shabad</i> about attributes of Paramatma as creator, loving and caring in groups.</li> <li>● <b>Learning to learn:</b> Learner develops independent learning collaboratively while matching the name of Paramatma with their respective religion.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect:</b> Learner develops acceptance of other faiths when identifying the Enlightened Beings according to the four faiths.</li> </ul>				

**Pertinent and contemporary issues (PCIs):**

- Citizenship: Learner develops social cohesion while singing songs/*bhajan/stavan/shabad* about Attributes of Paramatma as Creator, loving and caring.

**Links to other activity areas:**

- The learner is able to relate singing songs about the attributes of Paramatma as creator, loving and caring in Creative Arts to the learning experience of singing songs about the attributes of Paramatma as creator, loving and caring.
- The learner is able to relate matching names of Paramatma to their religion in Mathematical Activities to the learning experience of match name of Paramatma in relation to their religion.

### Suggested Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify all the five selected Enlightened Beings according to the four faiths.	The learner identifies all the five Enlightened Beings pointing out the correct images.	The learner identifies all the five selected Enlightened Beings.	The learner identifies three to four of the selected Enlightened Beings.	The learner identifies less than three of the selected Enlightened Beings.
Ability to illustrate the three attributes of Paramatma to enhance their faith.	The learner illustrates all the three attributes of Paramatma correctly with examples.	The learner illustrates all the three attributes of Paramatma.	The learner illustrates two of the three attributes of Paramatma.	The learner illustrates less than two of the three attributes of Paramatma.
Ability to match the names of Paramatma with their respective religions.	The learner matches the names of Paramatma precisely.	The learner matches the names of Paramatma.	The learner matches with omissions the names of Paramatma.	The learner matches the names of Paramatma with mix ups.

### STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Scriptures</b>	<b>3.1 Names of other Scriptures:</b>  (4 lessons)  <ul style="list-style-type: none"> <li>● <i>Bible</i></li> <li>● <i>Quran</i></li> </ul>	By the end of the sub-strand the learner should be able to: a) mention scriptures from other faiths for familiarisation, b) match the scripture with their respective religion for enhancing knowledge, c) acknowledge the importance of Scriptures to promote religious tolerance.	The learner is guided to: <ul style="list-style-type: none"> <li>● name scriptures from other faiths,</li> <li>● use digital devices to access another scriptures,</li> <li>● sing songs/carols/surahs that express love and unity as enshrined in scriptures,</li> <li>● listen to stories selected from holy scriptures,</li> <li>● match the names and pictures of respective scriptures.</li> </ul>	Why is it important to learn about scriptures from other faiths?

	<p><b>3.2 Role of Scriptures</b></p> <ul style="list-style-type: none"> <li>● <i>Ramayan</i></li> <li>● <i>Kalpasutra</i></li> <li>● <i>Dhammapada</i></li> <li>● <i>Sri Guru Granth Sahib ji</i> (4 lessons)</li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) state the importance of scriptures in their day to day lives,</li> <li>b) mention at least three values learnt from scriptures,</li> <li>c) appreciate the scriptures as a guide to promote spiritual growth.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss benefits of scriptures in their lives,</li> <li>● listen to audio-visual devices that give role of scriptures,</li> <li>● share with peers ways of acquiring values from another scriptures,</li> <li>● assist those living with special needs,</li> <li>● recite poems on the role of scriptures at their own time.</li> </ul>	<p>Why are scriptures important in our lives?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> Learner develops relationships when sharing with peers on ways of acquiring values from another scriptures.</li> <li>● <b>Digital literacy:</b> Learner interacts with technology when watching animated stories selected from Scriptures.</li> </ul>				

**Values:**

- Respect: Learner portrays etiquette while assisting those living with special needs.

Unity: Learner demonstrates cooperation while singing songs expressing love and unity among themselves.

**Pertinent and contemporary issues (PCIs):**

- Citizenship: Learner promotes social cohesion when interacting with scriptures from other religions.

**Links to other activity areas:**

- The learner is able to relate singing songs expressing love and unity as enshrined in scriptures in Creative Activities to the learning experience of singing songs expressing love and unity as enshrined in scriptures.
- The learner is able to relate matching names of Paramatma to their religion in Mathematical Activities to the learning experience of match name of Paramatma in relation to their religion.
- The learner is able to relate developing speaking skills by reciting poems on the role of Scriptures in language activities to the learning experience of developing speaking skills by reciting poems on the role of Scriptures.



### Suggested Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to match the scripture with their respective religions.	The learner matches the scriptures with their respective religions citing relevant examples.	The learner matches the scriptures with their respective religions correctly.	The learner matches the scriptures with their respective religions with minor omissions.	The learner matches some of the scriptures with their respective religions with major omissions.
Ability to mention three values learnt from the scriptures.	The learner mentions three values learnt from the scriptures correctly and confidently.	The learner mentions three values learnt from the scriptures.	The learner mentions two values learnt from the scriptures.	The learner mentions one value learnt from the scriptures.

## STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.0 WORSHIP</b>	<b>4.1 Protocols of Worship</b> (8 lessons) <ul style="list-style-type: none"> <li>● <i>Personal cleanliness</i></li> <li>● <i>Wearing the right attire</i></li> <li>● <i>Covering heads</i></li> <li>● <i>Bowing down</i></li> <li>● <i>Removing shoes</i></li> <li>● <i>Washing hands</i></li> <li>● <i>Cleaning feet with water</i></li> <li>● <i>Joining hands</i></li> <li>● <i>Presenting offerings</i></li> <li>● <i>offering of light</i></li> <li>● <i>offering of flowers</i></li> <li>● <i>bowing / prostration</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the protocols of worship for each faith,</li> <li>b) demonstrate the protocols of worship for respect to Paramatma,</li> <li>c) appreciate protocols of worship outside /inside a place of worship.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● practice protocols of worship in their places of worship,</li> <li>● demonstrate protocols of worship in turn with the guidance of the teacher,</li> <li>● watch videos that show protocols of worship,</li> <li>● assist children with special needs in their school on observing protocols,</li> <li>● visit different places of worship to observe protocols of worship.</li> </ul>	Why is it important to follow the protocols observed during worship?
	<b>4.2 Basic Chants/Dhuns:</b>	By the end of the sub-strand the learner should	The learner is guided to: <ul style="list-style-type: none"> <li>● use audio-visual aids to recite</li> </ul>	Why is it important to

	<p>(6 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Hare Ram Hare Ram Krishna Krishna Hare Ram</i></li> <li>● <i>Shri Krishna</i></li> <li>● <i>Sharnam Mamah</i></li> <li>● <i>Buddham Saranam Gacchami</i></li> <li>● <i>Aagya Bhai Akaal ki</i></li> <li>● <i>Satnam Waheguru</i></li> </ul>	<p>be able to:</p> <p>a) recite the seven selected basic chants/Dhuns of each faith,</p> <p>b) demonstrate the appropriate order for the recitation of basic chants/Dhuns to show respect to Paramatma,</p> <p>c) appreciate recitation of Chants/Dhuns as an act of worship.</p>	<p>the basic Chants/Dhuns,</p> <ul style="list-style-type: none"> <li>● recite chants/Dhuns,</li> <li>● visit places of worship accompanied by teachers/parents to observe and participate in the chanting,</li> <li>● perform basic chants/Dhun with the guidance of their teacher and parent.</li> </ul>	<p>recite Chants/Dhuns?</p>
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	<p><b>4.3 Musical Instruments in Worship</b></p> <p>(6 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Tabla</i></li> <li>● <i>Harmonium</i></li> <li>● <i>Manjira</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify different types of musical instruments used in worship in the four faiths,</p> <p>b) play musical instruments used in their place of worship,</p> <p>c) appreciate the use of musical instruments in worship for spiritual growth.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● use pictures and digital resources to identify different musical instruments used in worship,</li> <li>● visit places of worship accompanied by the teacher/ parents to see different musical instruments,</li> <li>● learn to play musical instruments like <i>Tabla, cymbals, dholak and Harmonium,</i></li> <li>● play musical instruments of their interest on special occasions during worship.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we make our worship interesting?</li> <li>2. Why is music important in worship?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: Learner develops independence when learning to play musical instruments like <i>Tabla, cymbals, dholak and Harmonium.</i></li> <li>● Collaboration: Learner enhances the skill of teamwork while assisting children with special needs in their school on observing protocols.</li> <li>● Digital literacy: as the learner interacts with digital technology when watching videos showing protocols of worship.</li> </ul>				

**Values:**

- Respect: Learner demonstrates etiquette when visiting places of worship with the guidance of the teacher / parent.
- Responsibility: Learner promotes diligence when playing musical instruments like *Tabla, cymbals, dholak and Harmonium*.

**Pertinent and contemporary issues (PCIs):**

- Citizenship: Learner demonstrates social cohesion, nationalism when assisting children with special needs in their school on observing protocols.

**Links to other activity areas:**

- The learner is able to relate to playing musical instruments of their interest on special occasions during worship in Creative Activities to the learning experience of playing musical instruments of their interest on special occasions during worship.
- The learner is able to relate developing speaking skills by reciting the Chants/Dhuns in Language Activities to the learning experience of reciting the Chants/Dhuns.

### Suggested Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to demonstrate the protocols of worship.	The learner demonstrates protocols of worship appropriately while guiding others.	The learner demonstrates protocols of worship appropriately.	The learner demonstrates the protocols of worship with omissions.	The learner demonstrates the protocols of worship only when motivated.
Ability to recite the basic chants/Dhuns of each faith.	The learner recites the basic chants/Dhuns of each faith with correct intonations.	The learner recites the basic chants/Dhuns of each faith correctly.	The learner recites the basic chants/Dhuns of each faith with mixed intonations.	The learner recites the basic chants/Dhuns of each faith with incorrect intonations.
Ability to identify different types of musical instruments used in worship.	The learner identifies different types of musical instruments used in worship with precision.	The learner identifies different types of instruments used in worship.	The learner identifies some instruments used in worship.	The learner identifies instruments used in worship only when prompted.

## STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>5.0 SADACHAAR</b>	<b>5.1 General Etiquettes Common greetings</b>  (6 lessons) <ul style="list-style-type: none"> <li>● <i>Namaste</i></li> <li>● <i>Namaskaar</i></li> <li>● <i>Ram Ram</i></li> <li>● <i>Jay Shri Krishna</i></li> <li>● <i>Hari-Om</i></li> <li>● <i>Jay Ambe Maa</i></li> <li>● <i>Jay Swami Narayan</i></li> <li>● <i>Jay Jinendra</i></li> <li>● <i>Namaste Banteji</i></li> <li>● <i>Sat Sri Akal</i></li> <li>● <i>Waheguru ji ka Khalsa</i> <i>Waheguru ji ki Fateh</i></li> </ul>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) mention words that express general etiquette for a healthy relationship,</li> <li>b) demonstrate forms of greetings for different age of people,</li> <li>c) appreciate different forms of greetings in our daily life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● practice greeting at school and at home,</li> <li>● make charts, collect pictures that show different forms of greetings for different age groups,</li> <li>● demonstrate appropriate greetings,</li> <li>● recite short poem on greetings from different faiths,</li> <li>● listen to audio with different forms of greetings,</li> <li>● role-play greetings for different ages.</li> </ul>	<ol style="list-style-type: none"> <li>1. How would you respond to the greetings of the elders?</li> <li>2. Why are greetings important?</li> </ol>

	<p><b>5.2 Practice Gratitude</b> (5 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Aabhaar</i></li> <li>● <i>Dhanyavaad</i></li> <li>● <i>Shukriya</i></li> <li>● <i>Asaante sana</i></li> <li>● <i>Bahut meharbaani</i></li> <li>● <i>Thank you</i></li> <li>● <i>Dhanvaad</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify different practices of gratitude in their neighbourhood,</li> <li>b) demonstrate practice of gratitude at places of worship,</li> <li>c) practice gratitude while observing measures of safety and security,</li> <li>d) appreciate the practice of gratitude in daily life.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● demonstrate gratitude by saying appropriate words, practice using words of gratitude in their neighbourhood,</li> <li>● watch videos on different practices of gratitude in their neighbourhoods,</li> <li>● be courteous while interacting with neighbours, <ul style="list-style-type: none"> <li>- avoid accepting gifts from neighbours in the absence of parents,</li> <li>- report to the parents or guardian if they observe funny behavior/ inappropriate touch,</li> </ul> </li> <li>● practice expressing gratitude to peers/elders/youngsters at a place of home/school/worship.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you show gratitude to your neighbour?</li> <li>2. Why should we practice gratitude at the place of worship?</li> </ol>
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	<p><b>5.3 Obedience:</b></p> <ul style="list-style-type: none"> <li>• <i>Parents</i></li> <li>• <i>Guardian</i></li> <li>• <i>Teacher</i></li> </ul> <p>(4 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>1. identify acts of obedience that foster harmony,</li> <li>2. practice obedience to foster unity,</li> <li>3. appreciate the importance of obedience to enhance family values.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• practice obedience at home, school and in the neighborhoods,</li> <li>• use digital devices to watch the animated stories on obedience,</li> <li>• recite poem on the importance of obedience,</li> <li>• role-play stories on obedience.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is obedience very important?</li> <li>2. How does obedience help you at home?</li> </ol>
	<p><b>5.4 Sewa (Selfless service)</b></p> <p>(6 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Cleaning home</i></li> <li>• <i>School compound</i></li> <li>• <i>Serving Elders</i></li> <li>• <i>Looking after domestic animals</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) give examples of selfless service to be carried out at home, school and at place of worship,</li> <li>b) practice sharing</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• practice selfless service at school, home and at places of worship, listen to stories that relate to selfless service,</li> <li>• observe pictures and photos of people sharing</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we help those in need?</li> <li>2. How can we best serve at the place of worship?</li> </ol>

	<ul style="list-style-type: none"> <li>• <i>Looking after plants</i></li> <li>• <i>Selfless service at places of worship.</i></li> </ul>	<p>things at school and home to enhance good relationship,</p> <p>c) appreciate sewa as a form of selfless service.</p>	<p>and helping the needy members in the society,</p> <ul style="list-style-type: none"> <li>• recite short poems on sharing and recite in the class,</li> <li>• visit the centers for disabled children accompanied by parents/teachers to carry out age-appropriate selfless service activities.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: Learner develops teamwork when role-playing greetings for different age groups.</li> <li>• Learning to learn: Learner promotes self-discipline when role-playing practice of gratitude with peers.</li> <li>• Digital literacy: Learner interacts with technology when watching animated stories on the acts of obedience and different forms of greetings.</li> </ul>				

**Values:**

- Respect: Etiquette is instilled as learner is introduced to greetings at school and their home.
- Unity: Learner becomes non-discriminative when visiting centers for children and persons with disability for selfless service activities.

**Pertinent and contemporary issues (PCIs):**

- Life skills: Learner enhances developmental perspective while interacting with neighbours such as:  
-being courteous with neighbours, avoid accepting gifts from neighbours in the absence of the parents, report to the parents or guardian if they observe funny behavior/ inappropriate touch, demonstrate practice of gratitude at a place of worship.

**Links to other activity areas:**

- Learner is able to relate to the skill of reciting short poems on sharing to the creative skills learnt in Creative Activities.
- Learner is able to relate to the skill of speaking and listening while reciting short poems on greetings to listening and speaking in Language Activities.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to show forms of greetings for different ages of people.	The learner shows forms of greetings for different ages of people confidently using appropriate gestures.	The learner shows forms of greetings for different ages of people correctly.	The learner shows some forms of greetings for different ages of people.	The learner shows some forms of greetings for different ages of people when prompted.
Ability to identify acts of obedience.	The learner identifies acts of obedience with ease.	The learner identifies acts of obedience.	The learner identifies some acts of obedience.	The learner identifies some acts of obedience with motivation.
Ability to list examples of selfless service.	The learner lists and demonstrates examples of selfless service precisely.	The learner lists examples of selfless service.	The learner lists some examples of selfless service.	The learner lists some examples of selfless service only when prompted

## STRAND 6.0: YOGA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.0 YOGA</b>	<b>6.1 Basic concepts of Yoga</b> <ul style="list-style-type: none"> <li>• <i>Proper Exercises (Asanas)</i></li> <li>• <i>Proper Breathing (Pranayama)</i></li> <li>• <i>Proper Relaxation</i></li> <li>• <i>Proper Diet and Nutrition</i></li> <li>• <i>Meditation and Positive thinking.</i></li> </ul> <p>(6 lessons)</p>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) state the basic concepts of Yoga for enhancing knowledge,</li> <li>b) display artworks depicting concepts of Yoga taught at their level,</li> <li>c) acknowledge Yoga practice as a way of life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● mention basics concepts of Yoga,</li> <li>● listen to audio/video on basics concept of Yoga,</li> <li>● watch display of the concepts of Yoga through digital devices,</li> <li>● collect information on the benefits of Yoga from their parents, guardians and religious leaders,</li> <li>● draw artwork depicting the concept of Yoga as guided.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is Yoga important?</li> <li>2. How can we learn about Yoga at home?</li> </ol>

	<p><b>6.2 Simple postures</b></p> <p>(6 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Sitting</i></li> <li>● <i>Standing</i></li> <li>● <i>Squatting</i></li> <li>● <i>Bending</i></li> <li>● <i>Lying Down</i></li> <li>● <i>Relaxation</i></li> </ul>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify simple Yoga postures for understanding,</li> <li>b) relate simple yoga postures for good health,</li> <li>c) develop a positive attitude towards Yoga.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● identify simple Yoga postures,</li> <li>● color sketches of simple Yoga postures,</li> <li>● observe demonstrations of simple Yoga postures as resource persons performed,</li> <li>● demonstrate simple Yoga postures with the guidance of their teacher and parents,</li> <li>● practice simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attires.</li> </ul>	<p>How can we practice Yoga postures?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: Learner portrays teamwork when practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire in groups.</li> <li>● Digital literacy: Learner interacts with technology when listening to audio/video on the basics concept of Yoga.</li> </ul>				

**Values:**

- Respect: Learner demonstrates patience when listening to audio/video on the basics concept of Yoga.
- Responsibility: Learner portrays determination when encouraged to get information on the benefits of Yoga from their parents, guardians and religious leaders.

**Pertinent and contemporary issues (PCIs):**

Life skills: Learner observes developmental perspective when practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire in groups.

**Links to other activity areas:**

Learner is able to relate the creative skills of practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire to the creative skills learnt in Creative Activities.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name basic concepts of Yoga.	The learner names basic concepts of Yoga giving relevant examples.	The learner names basic concepts of Yoga correctly.	The learner names basic concepts of Yoga with minor omissions.	The learner names basic concepts of Yoga with major omissions.
Ability to identify simple Yoga postures.	The learner identifies simple Yoga postures using appropriate illustrations.	The learner identifies simple Yoga postures.	The learner identifies some simple Yoga postures.	The learner identifies some simple Yoga postures with prompts.



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

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non-Formal Activities</b>
<b>Creation</b>	<b>Myself as Parmatma's Creation</b>	<ul style="list-style-type: none"> <li>● Oral questioning</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Digital resources (Authenticated online)</li> <li>● Library</li> <li>● Magazines</li> <li>● Artwork</li> <li>● Resource persons</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to places of worship and community centres.</li> <li>● Interact with community service activities.</li> <li>● Role play.</li> </ul>
<b>Manifestations of Supreme Beings (Paramatma)</b>	<b>Enlightened Beings</b>	<ul style="list-style-type: none"> <li>● Oral questioning</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Digital resources (Authenticated online)</li> <li>● Library</li> <li>● Magazines</li> <li>● Artwork</li> <li>● Resource persons</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to places of worship and community centres.</li> <li>● Interact with community service activities.</li> <li>● Role play.</li> </ul>
<b>Scriptures</b>	<b>Names of Scriptures</b>	<ul style="list-style-type: none"> <li>● Oral questioning</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Digital media</li> <li>● Library</li> <li>● Scriptures</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to places of worship.</li> <li>● Discussing with parents.</li> <li>● Skit performances.</li> </ul>

<b>Worship</b>	<b>Basic Chants/Mantras</b>	<ul style="list-style-type: none"> <li>● Oral questioning</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Digital media</li> <li>● Library</li> <li>● Scriptures</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to places of worship.</li> <li>● Discussing with parents.</li> <li>● Skit performances.</li> </ul>
<b>Sadachaar</b>	<b>General etiquettes</b>	<ul style="list-style-type: none"> <li>● Self and peer review</li> <li>● Oral questioning</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Parents as resource persons</li> <li>● Library</li> <li>● Scriptural stories</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visiting to places of worship.</li> <li>● Visiting elderly homes.</li> <li>● Dramatisation.</li> </ul>
<b>Yoga</b>	<b>Basic Concepts of Yoga</b>	<ul style="list-style-type: none"> <li>● Oral questioning</li> <li>● Portfolio</li> <li>● Observations</li> <li>● Self and peer review</li> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Digital devices</li> <li>● Library</li> <li>● Tactile illustrations</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to charity organisations and sites.</li> </ul>

# **ISLAMIC RELIGIOUS EDUCATION**

## **ESSENCE STATEMENT**

Islamic Religious Education activities at the pre-primary level is aimed at imparting knowledge, skills and values to the learners to enable them develop awareness of Allah (S.W.T.), His creation and how to worship Him. Among the values Islamic religious education activities aims to inculcate include: sharing, caring, respect, love, empathy, obedience, kindness, helping those in need and the ability to differentiate between right and wrong. These competencies will be developed through the following strands: Qur'an, Pillars of *Iman* (Articles of Faith), Devotional Acts, *Akhlaq* (Moral Teachings), *Siirah* (Life of the Prophet) and Islamic Festivals. These activities are geared towards holistic development of young learners through learner-centred approaches. This lays foundation for primary level of education and for the learners to grow up as upright and responsible members of the society.

## **GENERAL LEARNING OUTCOMES**

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

- a) Demonstrate pre-literacy skills in Arabic texts.
- b) Demonstrate love, appreciation and awareness of Allah (S.W.T.) and His creation.
- c) Emulate the exemplary character of Prophet Muhammad (S.A.W.) in their lives.
- d) Practise Islamic etiquettes and values for personal and interpersonal relations.
- e) Celebrate Islamic festivals to appreciate the Islamic culture.

## SUMMARY OF STRANDS AND SUB-STRANDS

<b>Strand</b>	<b>Sub-Strands</b>	<b>No. of Lessons</b>
1.0 Qur'an	1.1 Handling of the Holy Qur'an	06
	1.2 The Arabic alphabet with vowels	18
	1.3 Arabic alphabet	04
	1.4 Isti'adha	04
2.0 Pillars of Iman	2.1 Belief in Allah: (Allah 's Creation)	08
3.0 Devotional Acts	3.1 Pillars of Islam (five daily prayers)	05
4.0 Akhlaq (Moral Teachings)	4.1.1 Farewell phrases	06
	4.2.1 Islamic etiquette (toileting)	06
	4.2.2 manners of eating	07
	4.2.3 Islamic phrases (jaza-kallah kair)	04
	4.2.4 In sha Allah	03
	4.3.1 Relationship (places of worship)	05
5.0 Siirah	5.1 Prophet Muhammad (S.A.W.)	07
6.0 Islamic Festivals	6.1 Eid Activities	07
Total number of lessons		90

**THEME: OUR NEIGHBOURHOOD, OUR SCHOOL, ANIMALS**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Qur'an</b>	<b>1.1 Handling of the Holy Qur'an</b>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) mention etiquette of handling the Holy Qur'an with respect, b) demonstrate ways of handling the Holy Qur'an with respect as a holy book, c) acknowledge the Qur'an as the holy book.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to and sing songs or recite poems on etiquette of handling Qur'an,</li> <li>● discuss ways of handling the Qur'an (placing it on a raised position, keeping it in a clean place, listen when Qur'an is being recited, do not place anything on top of the Qur'an) in pairs or groups,</li> <li>● mention ways of handling Qur'an in turns,</li> <li>● role-play how to handle the Qur'an with respect,</li> <li>● share copies of Qur'an to practice proper handling,</li> <li>● Stick pictures on Manila paper on the proper ways of handling Qur'an in pairs or groups.</li> </ul>	How do you handle the Qur'an at home?

**Core competencies to be developed:**

Learning to learn: Sharing learnt knowledge is enhanced as learners in turns mention ways and handle copies of Qur'an appropriately.

**Values:**

- Respect: Etiquette of Qur'an as learners handle the Qur'an respectfully.
- Responsibility: Role of responsibility is enhanced as learners practise proper handling of the Holy Qur'an.

**PCIs:**

Life skills: Skills of effective communication enhanced as learners discuss ways of proper handling the Holy Qur'an.

**Link to other activity areas:** The learner is able to relate handling the Qur'an with skills of book handling in Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	<b>1.2 The Arabic alphabet with vowels</b> <i>fat'ha, kasra, dhumma</i>  (18 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>recognise Arabic alphabet with vowels in Arabic text,</li> <li>articulate the sounds of Arabic alphabet with vowels,</li> <li>write the Arabic alphabet with vowels from right to left,</li> <li>enjoy listening to and pronouncing Arabic alphabets</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen and sing songs in the Arabic alphabet with vowels,</li> <li>identify Arabic vowels (<i>fat'ha, kasra, dhumma</i>) individually, in pairs or groups through use of:               <ul style="list-style-type: none"> <li>flash cards</li> <li>cut-outs</li> <li>models or</li> <li>video clip in a digital device,</li> </ul> </li> <li>listen to the pronunciation of Arabic alphabet with vowels from digital devices for example <i>Qaidah Al-Nourania</i> website, or resource person,</li> <li>practise the pronunciation of Arabic alphabet with vowels,</li> <li>identify Arabic alphabet with vowels through digital devices or games,</li> </ul>	<ol style="list-style-type: none"> <li>Where do we find the Arabic vowels?</li> <li>Why should one learn Arabic alphabet?</li> </ol>



		with vowels.	<ul style="list-style-type: none"> <li>● read Arabic alphabet with vowels individually, in pairs or groups,</li> <li>● sort and group/match and pair letters according to the <i>harakaat</i> (vowel) in pairs or groups,</li> <li>● write Arabic alphabet with vowels,</li> <li>● practise the correct orientation of reading and writing the Arabic alphabet with vowels (right to left).</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: Skills to learn independently is acquired when the learner reads the chart on Arabic alphabet with vowels in class.</li> <li>● Digital literacy: Skill of interacting with digital technology as learner listens, reads and writes Arabic alphabet with vowels using digital devices.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: as learners cooperate in pairs or small groups practise pronouncing the alphabets with vowels.</li> <li>● Responsibility: Accountability promoted as learners engage in sorting and grouping/matching and pairing letters according to the <i>harakaat</i> (vowel), in pairs or groups.</li> </ul>				
<p><b>PCIs:</b></p> <p>Life skills: Effective communication skills as learners listen and respond to simple instructions such as singing <i>anashid</i> on Arabic alphabets with vowels.</p>				
<p><b>Link to other activity areas:</b></p> <p>The learner is able to relate pronunciation of Arabic alphabets with syllables as in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	<b>1.3 Arabic Alphabet</b>  (4 lessons)	By the end of the sub-strand the learner should be able to: a) identify Arabic alphabet in two letter words in readiness for reading the Qur'an, b) read two letter words with vowels in readiness for reading the Qur'an, c) appreciate the role of Arabic alphabet and vowels in the reading	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to two letter words with vowels from a digital device /teacher/peer and repeat after them,</li> <li>● identify Arabic alphabet in two letter words from flashcards/charts/digital devices and read the words in pairs or groups,</li> <li>● join letters with vowels to form two-letter words using flashcards or digital devices then read in pairs or groups,</li> <li>● take turns to read two letter words with <i>harakaat</i> or vowel (<i>fat-ha</i>, <i>kasra</i> and <i>dhumma</i>) from flash cards and correct one another,</li> </ul>	Why should one learn Arabic alphabet?

		of the Qur'an.	<ul style="list-style-type: none"> <li>engage in a fishing game of two letter words and read them.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to learn: The skill of working collaboratively as learners engage in fishing game as well read the two letter words in turns.</li> <li>Critical thinking and Problem solving: Decision making skill is enhanced as learners join two letters with vowels to form a two-letter word.</li> <li>Digital literacy: Skills of interacting with digital technology enhanced as learners join letters to form two-letter words using digital devices.</li> </ul>				
<p><b>Values:</b> Unity: as learners join and read two-letter words in pairs and groups.</p>				
<p><b>PCIs:</b> Life skills: Effective communication as learners listen, read and pronounces two-letter words with vowels correctly.</p>				
<p><b>Link to other activity areas:</b> As the learner engages in listening, reading and writing Arabic alphabets, they relate the skills to those in Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
1.0 Qur'an	1.4 Isti'adha (4 lessons)	By the end of the sub-strand the learner should be able to: a) recite the <i>isti'adha</i> in readiness for reciting the Holy Qur'an, b) apply <i>isti'adha</i> as an etiquette before reciting Qur'an, c) appreciate the recitation of <i>isti'adha</i> for protection against evil/ <i>shaytan</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and sing simple songs/<i>anashid/qasida</i> or recite poems related to <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>),</li> <li>● listen and repeat the phrase (<i>audhu billahi mina shaytani rajim</i>) from digital devices or resource persons,</li> <li>● practise the pronunciation of <i>isti'adha</i> (<i>audhu billahi mina shaytani rajim</i>) in turns,</li> <li>● engage in colouring/sticking activities of the phrase (<i>audhu billahi mina shaytan rajim</i>).</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we do before reciting the Qur'an?</li> <li>2. When do we say <i>audhu billahi mina shaytani rajim</i>?</li> </ol>

**Core competencies to be developed:**

Creativity and Imagination: Experimenting through testing ideas as learners colour the phrase ((*audhu billahi mina shaytani rajim*)).

**Values:**

Unity: Cooperation enhanced as learners share resources during colouring/painting activities.

**PCIs:**

Life skills: Effective communication skills enhanced as learners listen and pronounce the *isti'adha* ((*audhu billahi mina shaytani rajim*)).

**Link to other activity areas:**

As learners listen and recite/memorise the *isti'adha* they relate to listening and speaking skills in Language Activities.

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention and observe etiquette of handling the Qur'an.	Mentions and observes etiquette of handling the Qur'an correctly and demonstrates it to others.	Mentions and observes etiquette of handling the Qur'an.	Mentions and observes the etiquette of handling the Qur'an with minor errors.	Mentions and observes the etiquette of handling the Qur'an with major errors.
Ability to read two letter words with the three vowels.	Reads two letter words with the three vowels correctly and with consistency.	Reads two letter words with the three vowels.	Reads two letter words with two vowels correctly.	Reads two letter words with one vowel.
Reciting the <i>isti'adha</i> .	Recites the <i>isti'adha</i> correctly and confidently.	Recites the <i>isti'adha</i> correctly.	Recites the <i>isti'adha</i> with a few mix-ups.	Recites the <i>isti'adha</i> with major mix-ups.

**THEME: OUR NEIGHBOURHOOD, ANIMALS**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Pillars of Iman</b></p>	<p><b>2.1 Belief in Allah:</b></p> <ul style="list-style-type: none"> <li>● Allah’s Creation in the immediate environment</li> <li>● Attribute of Allah (S.W.T.)-<i>Al Wadud</i>; The Most Loving)</li> </ul> <p>(8 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify Allah (S.W.T.)’s creation in the immediate environment,</p> <p>b) care for Allah (S.W.T.)’s creation in the immediate environment as an act of <i>ibadaah</i>,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● sing simple Islamic songs /<i>anashid</i> / <i>qasida</i> or recite poems on Allah’s creation in the immediate environment (neighbours, animals, plants),</li> <li>● talk about Allah’s creation and others in the immediate environment (neighbours, animals, roads, foot paths, vehicles, plants) through digital materials, pictures, realia,</li> <li>● engage in games/hands-on activities related to Allah (S.W.T.)’s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups into Allah’s creation,</li> <li>● colour, paint, print or draw things in the immediate environment such as vehicles, pedestrians, school bus/van,</li> </ul>	<ol style="list-style-type: none"> <li>1. What has Allah created?</li> <li>2. How are we different from animals?</li> </ol>

		<p>c) appreciate the beauty of Allah (S.W.T.)’s creation in the environment.</p>	<ul style="list-style-type: none"> <li>● Match families such as an animal and a young one,</li> <li>● care for the environment such as picking litter, watering plants,</li> <li>● develop a scrap or picture book on Allah’s creation for example plants, animals,</li> <li>● take a nature walk within the school environment to identify Allah’s creation,</li> <li>● Draw and colour Allah (S.W.T.)’s creation in the immediate environment,</li> <li>● Talk about Allah (S.W.T.) <i>as Al- Wadud</i> (the Most Loving),</li> <li>● Decorate a worksheet on the phrase <i>Al Wadud</i> (The Most Loving).</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: The skill of communication and self-expression is enhanced as learners develop a scrapbook, draw and colour Allah’s creation.</li> <li>● Communication and Collaboration: The skill of listening, speaking and writing is enhanced as learners talk about Allah’s creation in the immediate environment (neighbours, animals, plants).</li> <li>● Learning to learn: The skill of sharing learnt knowledge is developed as learners engage in games/hands-on activities related to Allah (S.W.T.)’s creations in the immediate environment such as sorting and grouping/matching and pairing in pairs or groups.</li> </ul>				



**Values:**

- Responsibility: through accountability is enhanced as learners care for the immediate environment.
- Unity: as learners cooperate when talking and developing scrap books on Allah (S.W.T.)'s creation.

**PCIs:**

- Life skills: Skill of effective communication enhanced as learners discuss on Allah (S.W.T.)'s creation in the immediate environment.
- Citizenship: Peace education, the skill of knowing the environment is enhanced as learners engage in caring for the environment.

**Link to other activity areas:**

- As learners observe and care for Allah (S.W.T.)'s creation, they relate to care for the natural environment in Environmental Activities.
- As learners sing songs, draw or colour Allah (S.W.T.)'s creation, they apply skills acquired in Creative Activities.

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify and care for Allah’s creation in the immediate environment.	Identifies and cares for Allah’s creation in the immediate environment comprehensively.	Identifies and cares for Allah’s creation in the immediate environment.	Identifies and cares for some of Allah’s creation in the immediate environment.	Identifies and cares for Allah’s creation in the immediate environment when prompted.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
<b>3.0 Devotional Acts</b>	<b>3.1 Pillars of Islam</b> (5 lessons) <ul style="list-style-type: none"> <li>• Five Daily Prayers</li> </ul>	By the end of the sub-strand, the learner should be able to: a) name the five daily prayers performed by Muslims, b) memorising the five daily prayers in sequence c) appreciate <i>Swalah</i> as a pillar of Islam.	The learner is guided to: <ul style="list-style-type: none"> <li>• sing simple short <i>anashid/qasida</i>/songs or recite poems on five daily prayers,</li> <li>• news tell on daily prayers,</li> <li>• mention the five daily prayers individually, in pairs or groups,</li> <li>• talk about five daily prayers in relation to daily activities (waking up in the morning, lunch time, going to bed)</li> </ul>	<ol style="list-style-type: none"> <li>1. What is <i>Swalah</i>?</li> <li>2. How do we perform <i>Swalah</i>?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: Skill of reflection on self is enhanced as learner news tells about five daily prayers.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The skill of accountability is enhanced as the learner accomplishes the given tasks.</li> </ul>				
<p><b>PCIs:</b>  Life skills: Skills of knowing and living with self-esteem is promoted as learner talk about five daily prayers in relation daily activities.</p>				
<p><b>Link to other activity areas:</b>  As learners talk about five daily prayers in relation daily activities in Mathematical Activities.</p>				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to name the five daily prayers.	Names the five daily prayers in sequence.	Names the five daily prayers.	Names two to three daily prayers.	Names one to two daily prayers.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.1.1 Islamic Etiquette</b>  <i>Farewell phrases</i> (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>pronounce the Islamic farewell phrases as a form of dua,</li> <li>practise Islamic farewell phrase while interacting with others,</li> <li>appreciate the importance of using Islamic farewell phrase in daily life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen and sing songs related to Islamic farewell,</li> <li>view pictures/videos depicting Islamic farewell and discuss about it in pairs or groups,</li> <li>pronounce the Islamic greeting (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>role-play the exchange of Islamic farewell (<i>Ma'a Salaam/Fi amanillah</i>),</li> <li>colour worksheets on Islamic farewell phrase.</li> </ul>	How do we bid farewell?
<p><b>Core competencies to be developed:</b>            Creativity and Imagination: Communication and self-expression skills enhanced as learner role-play Islamic farewell and colouring worksheets on Islamic farewell phrase.</p>				

**Values:**

- Respect: Islamic etiquette is displayed as they bid farewell to each other
- Love: for self and others is promoted as learners exchange farewell with each other.

**PCIs:**

- Life Skills: Skills of effective communication is enhanced as learners exchange Islamic greeting during role-play.
- Social cohesion: living together in harmony as learners bid farewell to each other.

**Link to other activity areas:**

- As learners use Islamic phrases to bid farewell, they relate to farewell Language Activities.

**THEME: WATER-USES**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>4.0 Akhlaq (Moral Teachings)</b></p>	<p><b>4.1.2 Islamic Etiquette</b></p> <p>Toileting</p> <p>(6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify activities not allowed while in the toilet as per the Islamic teachings,</p> <p>b) demonstrate Islamic etiquette of toileting,</p> <p>c) practise use of water during ((<i>istinja</i>) and after toileting,</p> <p>d) appreciate the Islamic toilet etiquette in maintaining body cleanliness and hygiene.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● sing simple songs /<i>anashid/qasida</i> on toilet manners,</li> <li>● watch a video on the dos and don'ts while in the toilet,</li> <li>● talk about activities that are not allowed while in the toilet,</li> <li>● use water properly during and after toileting,</li> <li>● use left hand during toileting (<i>istinja</i>),</li> <li>● stick pictures to create posters on acts not allowed in the toilet (eating, drinking, talking, singing, reading Quran) in pairs or groups,</li> <li>● mount pictures showing Islamic toileting etiquette in pairs or groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. What should you not do while in the toilet?</li> <li>2. What do you do after toileting?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Listening, speaking and team work skills are enhanced as learners discuss and participate actively in sticking pictures to create posters.
- Self-efficacy: skill of demonstrating proper etiquette of toileting is developed as learners use left hand during toileting (*istinja*).

**Values:**

- Responsibility: enhanced as learners consistently practise toilet etiquette.
- Unity: Cooperation is enhanced as learners stick pictures to create a poster on the don'ts during toileting in pairs or groups.

**PCIs:**

- Life skills: Skills of knowing and loving self are enhanced as the learner uses left hand to perform *istinja*.
- Health issues: personal hygiene as learners practise proper manners of toileting such as *istinja* and hand washing after toileting.

**Link to other activity areas:**

As learners observe etiquette of toileting, they practise proper sanitation and toileting as in Environmental Activities.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.1.3 Islamic Etiquette</b>  <i>Manners of Eating</i>  (7 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) state five manners of eating as per the teachings of the Prophet (S.A.W.),</li> <li>b) recite the <i>dua</i> before and after eating as an act of <i>ibadah</i></li> <li>c) practise five Islamic manners</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to and sing simple songs <i>/anashid/qasida</i> on etiquette of eating,</li> <li>● watch video clips on Islamic manners of eating and discuss what they observed in pairs or groups,</li> <li>● turn take to recite <i>dua</i> before (<i>Bismillah</i>) and after eating (<i>Alhamdulillahilahi ladhi at'amana wasaqana waja'alana minal Muslimin</i>) in pairs,</li> <li>● role-play Islamic manners of eating (washing hands, Saying <i>Bismillah</i>, using of right hand, eating what is before them and saying <i>Alhamdulillah</i> after eating),</li> </ul>	<ol style="list-style-type: none"> <li>1. What manners do you observe while eating?</li> <li>2. Why should we observe manners of eating?</li> </ol>

		<p>of eating for healthy living,</p> <p>d) appreciate the use of Islamic manners of eating as an act of <i>ibadah</i>.</p>	<ul style="list-style-type: none"> <li>● colour the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>,</li> <li>● sort out good and bad habits of eating in pairs or groups,</li> <li>● make a flowchart on the manners of eating using manilla, digital devices or any other available resources in pairs or groups.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: Working collaboratively as learners role-play on manners of eating.</li> <li>● Digital literacy: Skill of interacting with digital literacy as learners make/draw a flow chart on the manners of eating.</li> <li>● Learn to learn: Reflection on own work as learners colour the phrases <i>Bismillah</i> and <i>Alhamdulillah</i>.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: enhanced as learners role-play manners of eating.</li> <li>● Love: enhanced as learners take turns to practise the phrases <i>Bismillah</i> and <i>Alhamdullillahi</i>.</li> </ul>				
<p><b>PCIs:</b></p> <p>Health issues: personal hygiene as learners practise hand washing before and after eating.</p>				
<p><b>Link to other Learning activity areas:</b></p> <p>As learners practise Islamic eating etiquette, they observe healthy practices as in Environmental Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.2.1 Islamic phrases</b> <i>Jazakallah khayr</i> (4 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) pronounce the Islamic phrase <i>Jazakallah khayr</i> as a way of appreciation,</li> <li>b) apply the phrase <i>Jazakallah khayr</i> in their daily lives,</li> <li>c) appreciate the importance of using the selected Islamic phrases as a form of <i>du'a</i>.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● sing qasida with the Islamic phrases (<i>Jazakallah khayr</i>),</li> <li>● watch video clips/pictures on situations where the Islamic phrases (<i>Jazakallah khayr</i>) is used,</li> <li>● pronounce the phrase <i>Jazakallah khayr</i> in turns,</li> <li>● talk about situations when the selected Islamic phrase is used in pairs or groups,</li> <li>● role-play situations when the Islamic phrase (<i>Jazakallah khayr</i>) is used,</li> <li>● colour a worksheet on the phrase <i>Jazakallah khayr</i>.</li> </ul>	What do you say when someone assist you?

**Core competencies to be developed:**

- Learning to learn: Self-discipline enhanced as learners take turns in pronouncing the phrase *Jazakallah khayr*.
- Creativity and Imagination: working collaboratively as learners role-play situations when the Islamic phrase (*Jazakallah khayr*).

**Values:**

- Unity: Cooperation is promoted as learners collaborate while role-playing and talk about situations when the phrases are used.
- Respect: etiquette of appreciation as learners use the Islamic phrases during role-play and in daily life.

**PCIs:**

- Life Skills: Effective communication skills enhanced as learners listen, pronounce, discuss and role-play situations where the Islamic phrase (*Jazakallah khayr*) is used.

**Link to other activity areas:**

As learners thank each other with *Jazakallah khayr*, they relate to use of courteous words for interpersonal relationships in Language and Environmental Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.2.2 Islamic phrases</b> <i>In shaa Allah</i> (3 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) pronounce the phrase <i>in shaa Allah</i> for use in their daily lives,</li> <li>b) apply the Islamic phrase <i>in shaa Allah</i> to enhance reliance on Allah,</li> <li>c) appreciate the importance of using the selected Islamic phrase in their daily lives.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● sing qasida with the Islamic phrase (<i>in shaa Allah</i>),</li> <li>● watch video clips/pictures on situations where the Islamic phrase (<i>in shaa Allah</i>) is used,</li> <li>● pronounce the phrase <i>in shaa Allah</i> in turns,</li> <li>● talk about situations when the Islamic phrase <i>in shaa Allah</i> is used in pairs or groups,</li> <li>● role-play situations when the Islamic phrase (<i>in shaa Allah</i>) is used,</li> <li>● colour a worksheet on the phrase <i>in shaa Allah</i>.</li> </ul>	What do you say when talking about tomorrow?

**Core competencies to be developed:**

Learning to learn: Sharing learnt knowledge is enhanced as learners talk about situations when the Islamic phrase *in shaa Allah* is used.

**Values:**

Unity: Cooperation is promoted as learners collaborate while role-playing and discussing situations where the phrase is used.

**PCIs:**

Life skills: Effective communication skills enhanced as learners listen, pronounce and role-play situations where the Islamic phrase (*In shaa Allah*) is used.

**Link to other activity areas:**

As learners listen and sing, they relate to Creative Activities.

**THEME: OUR NEIGHBOURHOOD**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 Akhlaq (Moral Teachings)</b>	<b>4.3 Relationship</b>  Places of worship  (4 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify places of worship used by people of different faiths,</li> <li>b) mention activities performed in the masjid as a place of worship,</li> <li>c) show respect to places of worship for peaceful coexistence.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● sing songs/<i>anashid/qasida</i> or recite poems on <i>Masjid</i>,</li> <li>● view pictures of different places of worship (masjid, church and temple) through digital devices and other resources,</li> <li>● talk about different places of worship (masjid, church and temple) in pairs or groups,</li> <li>● talk about activities carried out in the <i>Masjid</i> (praying, reading the Quran, <i>dhikr</i>) in pairs or groups,</li> <li>● role-play about activities carried out in the <i>Masjid</i>,</li> <li>● draw or colour picture of the <i>Masjid</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which are the places of worship?</li> <li>2. What activities take place in a <i>Masjid</i>?</li> </ol>

**Core competencies to be developed:**

- Communication and Collaboration: Skills of listening, speaking, writing and teamwork enhanced as learners role-play and draw different places of worship.
- Learning to learn: sharing learnt knowledge as the learner talk about places of worship used by people of different faiths.

**Values:**

Respect: Acceptance enhanced as the learner identifies other places of worship.

**PCIs:**

- Citizenship: Social cohesion in our diversity promoted as learners identify the different places of worship.
- Life Skills: knowing and loving self (self-awareness) as the learner identifies his/her place of worship.

**Link to other activity areas:**

Learners identify places of worship, they relate to features in their neighbourhood such as places of worship in Environmental Activities.



### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to pronounce and apply the Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ).	Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ) correctly and consistently.	Pronounces and applies the four Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ) correctly.	Pronounces and applies two to three Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in sha Allah</i> ).	Pronounces and applies less than two Islamic phrases ( <i>ma'a Salam, Fi amanillah, Jazakallah khayr, in shaa Allah</i> ).
Ability to state five Islamic manners of eating.	States five Islamic manners of eating and demonstrates for others.	States five Islamic manners of eating correctly.	States three to four Islamic manners of eating correctly.	States less than three Islamic manners of eating with guidance.
Ability to mention activities performed in the masjid.	Mentions activities performed in the masjid with relevant examples.	Mentions activities performed in the masjid.	Mentions some activities performed in the masjid.	Mentions activities performed in the masjid when prompted.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Siirah	<b>5.1 Prophet Muhammad (S.A.W.)</b>  (7 Lessons)	By the end of the sub-strand the learner should be able to: a) mention the name of the parents and foster mother of prophet Muhammad (S.A.W.), b) draw a family tree of prophet Muhammad (S.A.W.) to understand his parents, c) appreciate the role played by parents/guardians in up-bringing their children.	The learner is guided to: <ul style="list-style-type: none"> <li>● sings songs/ <i>anashid/qasida</i> or recite poems on prophet Muhammad (S.A.W.)’s parents and foster mother,</li> <li>● mentions prophet Muhammad (S.A.W.)’s parents and foster mother (Abdullahi ibn Abdul Mutalib, Amina bint Wahhab, Halimatu Saadiya),</li> <li>● listens to simple short story about the prophet’s early years as an orphan from digital devices or a resource person,</li> <li>● develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital devices or charts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is prophet Muhammad (S.A.W.)?</li> <li>2. Who takes care of you when your parent/ guardian is not there?</li> </ol>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: Skills of listening, speaking and writing enhanced as the learner listens to short stories of prophet Muhammad (S.A.W.) and draw his family tree.</li> <li>● Digital literacy: skill of interacting with digital technology as the learner draws a family tree using digital devices.</li> <li>● Creativity and Imagination: as learners develop a simple family tree of prophet Muhammad (S.A.W.) and his parents using digital devices or charts.</li> </ul>				

**Values:**

- Respect: Acceptance is promoted as learners develop positive regard for self and others as well as appreciating others as they listen to a story about prophet Muhammad (S.A.W.) being raised as an orphan.
- Love: Compassion for orphans is enhanced as learners listen to the story from the teacher on the prophet (S.A.W.) as an orphan.

**PCIs:**

- Life Skills: Skills of effective communication are enhanced as learners name the parents and foster mother of the prophet (S.A.W.) as instructed.
- Citizenship: Social cohesion; our diversity is promoted as learners listen to short stories about orphans thus understanding that we come from different family set ups.

**Link to other activity areas:**

As learners listen to short stories on prophet Muhammad (S.A.W.), they relate to listening skills in Language Activities.

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention the name of the parents and foster mother of prophet Muhammad (S.A.W.).	Mentions the names of the three (father, mother and foster mother) and other guardians of prophet Muhammad (S.A.W.).	Mentions the names of the three (father, mother and foster mother) of prophet Muhammad (S.A.W.).	Mentions the names of two out of the three (father, mother or foster mother) of prophet Muhammad (S.A.W.).	Mentions the name of one of the three (father, mother or foster mother) of prophet Muhammad (S.A.W.).

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key inquiry questions
<b>6.0 Islamic Festivals</b>	<b>6.1 <i>Eid</i> Activities</b>  (7 lessons)	By the end of the sub-strand the learner should be able to: a) mention activities related to <i>Eid</i> as an Islamic festival, b) recite the <i>Eid Takbir/Talbiya</i> as a way of thanksgiving, c) exchange gifts during <i>Eid</i> Festivals to foster love amongst them, d) appreciate <i>Eid</i> as an Islamic festival.	The learner is guided to: <ul style="list-style-type: none"> <li>● sing simple songs/<i>anashid/qasida</i> on <i>Eid</i>,</li> <li>● news tell about <i>Eid</i> activities,</li> <li>● watch <i>Eid</i> activities by using digital devices or view pictures from other resources,</li> <li>● talk about the activities done during <i>Eid</i> (Wearing new/clean clothes, praying, visiting family/friends, feasting, exchanging gifts) in pairs or groups,</li> <li>● listen from digital device or resource person and recite the first part of <i>Eid takbir/ talbiya</i> “<i>Allahu Akbar (X3), La ilaha ilallah, Allahu Akbar (X2), wa lilahil Hamd</i>”,</li> <li>● make a recording of themselves as they recite the <i>Eid takbir/ talbiya</i>,</li> <li>● role-play on <i>Eid</i> activities,</li> <li>● mount pictures on activities done during <i>Eid</i> in pairs or groups,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which Islamic celebrations do you know?</li> <li>2. How do we celebrate <i>Eid</i>?</li> </ol>

			<ul style="list-style-type: none"> <li>● make <i>Eid</i> greeting cards/gift boxes using manila papers, cartons or any other locally available materials,</li> <li>● share and exchange gifts.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: Skills of listening, speaking and teamwork enhanced as learners discuss <i>Eid</i> activities.</li> <li>● Digital literacy: Skills of interacting with digital technology are promoted as learner records self while reciting the <i>Eid Takbir</i>.</li> <li>● Creative and Imagination: skill of communication and self-expression as learners make <i>Eid</i> cards and gift boxes.</li> <li>● Learning to learn: The skill of working collaboratively is developed as learners mount pictures on activities done during <i>Eid</i> in pairs or groups.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: Sharing is promoted as they exchange cards and gifts.</li> <li>● Unity: Cooperation is enhanced as learners role-play, make and exchange gifts.</li> </ul>				
<p><b>PCIs:</b> Social cohesion: Living together in harmony is promoted as learners engage in group activities and exchange gifts.</p>				
<p><b>Link to other activity areas:</b></p> <ul style="list-style-type: none"> <li>● As learners listen, recite and news tell on <i>Eid</i> activities they relate to listening and speaking skills in Language Activities.</li> <li>● As learners role-play on <i>Eid</i> activities, they relate to performing skills in Creative Activities.</li> </ul>				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to mention activities related to <i>Eid</i> .	Mentions activities related to <i>Eid</i> correctly with relevant examples.	Mentions activities related to <i>Eid</i> correctly.	Mentions some activities related to <i>Eid</i> .	Mentions activities related to <i>Eid</i> when prompted.

## **APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### **Steps in carrying out the integrated CSL activity**

#### **1) Preparation**

- Determine the activity for the learners.
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity.
- Identify resources required for the activity (locally available materials).
- Stagger the activities across the term (Set dates and time for the activities).
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community.
- Identify and develop assessment tools.



## 2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity.
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).
- Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why,
- what did not go well and why,
- what can be done differently next time,
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a whole school approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed, and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool

## SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
<b>Qur'an</b>	Handling of the Holy Qur'an	Oral assessment, observation, portfolio	The Qur'an, charts, course books, digital devices, reference materials, resource persons/online sources	<p>Invite a resource person to discuss ways of handling the Holy Qur'an.</p> <p>Develop ways of handling the Qur'an e.g. paper plates, Apps, Qur'anic murals etc.</p> <p>Prepare posters on etiquette of handling the Holy Qur'an and display in strategic places.</p> <p>Organise sessions where peers guide each other on proper handling of the Quran in school.</p>

<b>Pillars of Iman</b>	Arabic alphabets	Oral assessment, aural assessment, portfolio	The Qur'an, charts on Arabic alphabets, course books, digital devices, reference materials/online sources such as <i>Qaida Nouraniyah</i>	Learners share information on and or display Arabic alphabets with vowels during academic days and exhibitions.  Organise sessions where peers teach each other on reading of Arabic two letter words.
	Belief in Allah (S.W.T.)- attribute <i>Al Wadud</i>	Oral assessment, aural assessment, portfolio, observation	The Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Decorate the attributes of Allah (S.W.T.) - <i>Al Wadud</i> on a plaque and display or sell on Open Days.
	Allah (S.W.T.)'s creation	Oral assessment, aural assessment, portfolio,	The Qur'an, books on Hadith, course books, digital devices,	Recite poems/sing <i>anashid</i> about Allah (S.W.T.)'s creation and

		observation	reference materials/online sources	<p>make presentation during school events or on digital platforms.</p> <p>Make creative works on Allah's (S.W.T.) creation such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms.</p>
<b>Devotional Acts</b>	<p>Pillars of Islam</p> <p>Five Daily Prayers</p> <p>Postures of <i>swalah</i></p>	Oral assessment, aural assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	<p>Sing <i>anashid</i>/recite poem on five daily prayers and share on social media.</p> <p>Make posters on the postures of <i>swalah</i> and display in strategic places.</p>

	Etiquette of Swalah	Oral assessment, aural assessment, observation, portfolio	Quran, charts, course books, digital devices, reference materials/online sources	Make posters on the dos and don'ts during swalah and display in strategic places.
				Share information on etiquette of <i>swalah</i> during school assembly and pastoral programmes/share on digital platforms. Make posters on the dos and don'ts during swalah and display in strategic places.
<b>Akhlaq</b>	Islamic Farewell and phrases	Oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Make creative works on Islamic Farewell and phrases such as painting, sticking etc and display them on the notice boards, school magazine, digital platforms.
	Toileting	Oral assessment, aural assessment, portfolio, observation	Qur'an, books on Hadith, course books, digital devices, reference materials/online sources	Share the information on manners of toileting and dua related to toileting. Prepare posters on etiquette of toileting, dua before entering and after leaving the toilet and display around the toilets.

	Manners of eating	Oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	Share the information on manners of eating and dua related to eating during school assembly and pastoral programmes.  Prepare posters on etiquette of eating and display in strategic places such as dining hall.
	Places of worship	Oral assessment, assessment, portfolio, observation	Qur'an, books of Hadith, course books, digital devices, reference materials/online sources	Construct a model of a <i>masjid</i> for display.  Visit a nearby mosque.
<b>Siirah</b>	Prophet Muhammad (S.A.W.)	Oral assessment, aural assessment, portfolio, observation	Qur'an, books of Hadith, books of History of Islam, course books, digital devices, reference materials/online sources	Make decorations and wall hangings with the phrase Muhammad and display during school events such as Academic exhibitions, Parents' Day.

<p><b>Islamic Festivals</b></p>	<p><i>Eid</i> Activities</p>	<p>Oral assessment, aural assessment, portfolio, observation</p>	<p>Qur'an, books of Hadith, course books, digital devices, reference materials/online sources</p>	<p>Make a recording while reciting the <i>Eid talbiya</i> and share on social media.</p> <p>Create <i>Eid</i> greeting cards and gift boxes for displaying or selling during school academic events such as Academic Exhibition Day.</p>
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