KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 2

First Published in 2021

Revised in 2024

FOREWORD

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

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

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

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

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

Thank you.

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PREFACE

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

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

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

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

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

Thank you.

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ACKNOWLEDGEMENT

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

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

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

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

Best wishes to all learners and curriculum implementers.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

   a) Social Needs

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

   b) Economic Needs

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

   c) Technological and Industrial Needs

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

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

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

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

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

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

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

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

a) use verbal and or non-verbal cues to convey information in varied contexts.

b) demonstrate mastery of number concepts to solve problems in day to day life.

c) use appropriate social skills, moral and religious values to positively impact the society.

d) develop individual talents and interests for self-efficacy.

e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.

f) devise innovative strategies for environmental conservation and sustainability.

g) apply digital literacy skills for learning and enjoyment.

h) appreciate Kenya's rich and diverse cultural heritage for harmonious living.

INDIGENOUS LANGUAGES

GRADE 2

ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Responding to Instructions • Simple Riddles • Story Telling • Self-Expression: Poetry • Responding to Instructions	4 4 4 4 4
Total		20
READING	• Picture Reading • Picture Stories • Reading Aloud • Reading Simple Sentences • Reading Simple Texts	4 4 4 4 4
Total		20
WRITING	• Handwriting: Lowercase and Upper Case • Writing Simple Sentences • Spelling Words • Handwriting: Sentences • Creative Writing	4 4 4 4 4
Total		20
TOTAL NUMBER OF LESSONS		60

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

THEME 1: THE SCHOOL

Suggested Vocabulary: teacher, class, school, chair, table, book, pen, bell, rubber, pencil, flag, bag, greetings (*good morning, good afternoon, good day*)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.1 Listening and Speaking	**1.1.1 Responding to Instructions** (4 lessons) • *Formal and informal greetings in school* • *Verbal and non-verbal cues* • *Instructions in school*	By the end of the Sub Strand, the learner should be able to: a) identify simple greetings used in school, b) use verbal and non-verbal cues to respond to instructions in school, c) embrace the importance of greetings in daily living .	The learner is guided to: • collaborate with peers to identify greetings used at different times of the day and with different people in school, • role play various greetings (formal and informal) used in school, • sing rhymes and singing games on various greetings in school, • listen attentively to recorded clips on a series of instructions in school, • respond to the instructions using verbal and non-verbal cues, • recite simple poems about people found in school.	Why is it important to follow instructions?
Core Competencies to be developed: • Communication and Collaboration: This is developed as the learner engages actively when role playing various greetings (formal and informal) used in school.				

• Critical thinking and Problem solving: This is developed as the learner analyses concepts to respond to the instructions using verbal and non-verbal cues.
Values:
• Respect: This is enhanced as the learner displays patience to obey instructions given to them by peers.
• Unity: This is acquired as the learner collaborates with peers to identify greetings used at different times of the day and with different people in school.
Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is enhanced as the learner works harmoniously and cooperatively with peers to perform tasks.
Link to other Learning Areas:
The learner can relate the learning of people found in school to their learning of the environment in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.1 Picture Reading** (4 lessons) • *Vocabulary building - Items found in school* • *Making predictions on pictures*	By the end of the Sub Strand, the learner should be able to: a) identify pictures of items found in school for comprehension, b) make predictions on picture stories before reading to enhance comprehension, c) appreciate the importance of various items found in school for day to day living.	The learner is guided to: • observe simple pictures of items found in the class or school environment, • collaborate with peers to name items in the pictures, • play a singing game on identifying items found in school or in class, • study a simple picture story related to the theme, • work jointly with peers to predict/discuss the events and items in the pictures, • take turns to practise reading picture stories related to the pictures discussed, • use a digital device to study pictures of items found in school, • collaborate to arrange pictures of items found in school in a class portfolio.	1.Why should we take care of things found in school? 2.How can we make predictions on stories?

Core Competencies to be developed:
- Digital Literacy: This is developed as the learner interacts with technology when using digital devices to access and study pictures of items found in school.
- Learning to Learn: This is developed as the learner engages in collective learning when reading and making predictions on pictures of objects in the school environment.

Values:
- Respect: This is achieved as the learner appreciates peers' efforts as they take turns to practise reading picture stories.
- Responsibility: This is enhanced as the learner engages in assigned roles when arranging pictures of items found in school in a class portfolio.

Pertinent and Contemporary Issues (PCIs):
Environmental knowledge: This is promoted as the learner identifies and discusses with peers things found in their class and school environment.

Link to other Learning Areas:
The learner can relate the concept of reading visuals to their learning of drawing and painting in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	**1.3.1 Handwriting - Lower Case and Upper Case Letters** (4 lessons) • *Vocabulary building-items in school* • *Writing- Upper case* • *Writing- Lower case*	By the end of the Sub Strand, the learner should be able to: a) identify names of items found in the school for comprehension, b) write the names of items in the school environment in lower case and upper case, c) appreciate writing neatly for effective communication.	The learner is guided to: • collaborate with peers to observe and identify items in the school environment, • match pictures of items found at school to their names, • draw and colour pictures of items found in the school, • trace names of the items found in school in lower case and upper case letters, • work jointly with peers to display their own work in the language corner, • take pictures of their displayed work and share with parents/ guardians, • write dictated names of things found in the school environment neatly.	Why should we write neatly?

Core Competencies to be developed:
• Communication and Collaboration: This is developed as the learner expresses himself/herself through identifying names of items in the class and school environment.
• Creativity and Imagination: This is developed as the learner embraces new ideas when drawing and colouring pictures of items in the school environment.

Values:
• Unity: This is enhanced as the learner collaboratively works with peers to observe and identify the names of items found in the school environment.
• Love: This is promoted as the learner portrays a caring attitude when sharing drawing and colouring materials with peers in class during the drawing session.

Pertinent and Contemporary Issues (PCIs):
ICT: This is promoted as the learner interacts with technology as they use digital devices to take pictures of their displayed work and shares them with parents/guardians .

Link to other Learning Areas:
The learner can relate the concept of lower and upper case letters to their writing in English and Kiswahili Language Activities.

THEME 2: ACTIVITIES AT SCHOOL

Suggested Vocabulary: read, play, write, flag, teacher, football, assembly, break time, class, field, friends, run				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Simple Riddles** (4 lessons) • *Vocabulary Building- Common activities in school* • *Simple riddles*	By the end of the Sub Strand, the learner should be able to: a) identify common activities at school for comprehension, b) solve simple riddles for information, c) appreciate using riddles in communication for pleasure.	The learner is guided to: • work jointly with peers to identify common activities carried out in school (e.g. *reading, playing, writing, drawing, raising the flag*), • role play mimic games on activities carried out in school, • use digital devices to play language games that require following instructions on school activities, • solve simple riddles related to school activities with peers e.g. *I stand on four legs while you sit on me. Who am I? - A Chair*	How do we use riddles in our community?

			• collaborate with peers to create their own riddles and solve them, • collaborate with peers to participate in a riddling contest to solve simple riddles.	

Core Competencies to be developed:
- Critical thinking and Problem solving: This is developed as the learner explores possible views when listening to and solving simple riddles related to school activities with peers.
- Digital Literacy: This is developed as the learner interacts with technology by using digital devices to find and participate in language games related to school activities that require following instructions.

Values:
- Responsibility: This is achieved as the learner exhibits a self-driven attitude when striving to follow instructions to create their own riddles and solve them.
- Unity: This is enhanced as the learner collaborates with peers to participate in a riddling contest to solve simple riddles.

Pertinent and Contemporary Issues (PCIs):
Effective communication: This is enhanced as the learner solves riddles accurately and appreciates the use of riddles in their community.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Picture Stories** (4 lessons) • *Reading Picture stories* • *Creating picture stories*	By the end of the Sub Strand, the learner should be able to: a) read picture stories about school activities for comprehension, b) create a coherent story about school activities from jumbled pictures for expression, c) appreciate reading picture stories for enjoyment.	The learner is guided to: • relate pictures with what they know about school activities, • work with peers to read picture stories related to activities done at school, • collaborate with peers to re-organise jumbled up pictures to create a story related to school activities, • take turns to narrate their picture story to peers in the correct sequence of events, • work jointly with peers to record narrations of their picture stories, • team up with peers to put together parts of a broken picture to form a complete picture.	1. How can pictures to tell a story? 2. Why is it important to participate in school activities?

Core competencies to be developed:
• Communication and Collaboration: This is developed as the learner engages actively by taking turns to narrate their picture story to peers in correct sequence of events.
• Critical thinking and Problem solving: This is promoted as the learner explores possible ideas to re-organise jumbled up pictures to create stories related to school activities.
Values:
• Unity: This is developed as the learner cooperates with peers to read picture stories related to school activities.
• Responsibility: This is enhanced as the learner engages diligently when working with peers to record narrations of their picture stories.
Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is acquired as the learner works with peers peacefully and mutually to create stories from pictures.
Link to other Learning Areas:
The learner can connect the concept of interpreting picture stories to their learning of similar concepts in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	**2.3.1 Writing Simple Sentences** (4 lessons) • *Forming simple sentences* • *Rewriting sentences-upper case and lower case*	By the end of the Sub Strand, the learner should be able to: a) arrange words in the correct order to form simple sentences for communication, b) re-write simple sentences about school activities for expression, c) develop an interest in writing simple sentences for language acquisition.	The learner is guided to: • model lower case and upper case letters with peers, • form logical sentences from jumbled-up words on flashcards, • identify sentences from charts and copy them, • practise writing simple sentences about school activities using upper case and lower case letters correctly, • collaborate with peers to use digital devices to view simple sentences about school activities and copy them, • work jointly to display their written work in class.	1. How do we use upper and lower-case letters in sentences? 2. Why is it important to arrange words in the correct order in a sentence?

Core Competencies to be developed:
• Critical thinking and Problem solving: This is developed as the learner explores possible ideas when arranging jumbled words on flashcards to form logical sentences.
• Creativity and Imagination: This is developed as the learner embraces new ideas to model lower and upper case letters.

Values:
- Love: This is developed as the learner portrays a caring attitude by sharing modelling materials when modelling lower case and upper case letters with peers.
- Unity: This is enhanced as the learner works collaboratively with peers to display their written work in class.

Pertinent and Contemporary Issues(PCIs):
Digital awareness: This is enhanced as the learner uses digital devices with peers to view simple sentences about school activities.

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

THEME 3: DOMESTIC ANIMALS

Suggested Vocabulary: animal, dog, hen, cat, cow, bull, sheep, goat, camel, chicken, duck, donkey, care, meat, milk, egg

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	**3.1.1 Story Telling** (4 lessons) • *Vocabulary building - domestic animals* • *Retelling stories*	By the end of the Sub Strand, the learner should be able to: a) identify domestic animals for information, b) retell a story about domestic animals for expression, c) develop an interest in caring for domestic animals.	The learner is guided to: • collaborate with peers to identify domestic animals from their community, • listen to a story about domestic animals, • retell the story to peers, • respond to questions on the stories listened to, • take turns to talk about the importance of domestic animals at home, • collaborate with peers to role-play the story as they record themselves using a digital device.	Why do we listen to stories?

Core Competencies to be developed:
- Communication and Collaboration: This is developed as the learner contributes to group decision making to identify domestic animals from their community.
- Self-efficacy: This is developed as the learner shows defining personal skills when retelling stories confidently.

Values:
- Unity: This is enhanced as the learner collaborates with peers to role-play the story as they record themselves using a digital device.
- Respect: This is developed as the learner appreciates diverse opinions when taking turns to talk about the importance of domestic animals at home.

Pertinent and Contemporary Issues (PCIs):
Animal welfare education: This is promoted as the learner gets exposed to knowledge on domestic animals and their importance.

Link to other Learning Areas:
The learner can relate the knowledge on the care for domestic animals to their learning of care of creation in Religious Education Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1 Reading Aloud** (4 lessons) • *Vocabulary building* • *Reading simple sentences*	By the end of the Sub Strand, the learner should be able to: a) identify target words from a text for comprehension, b) read simple sentences on domestic animals fluently, c) adopt reading of texts for enjoyment.	The learner is guided to: • pick out hidden names of domestic animals from a jumbled up collection of words, • work jointly with peers to read the target words aloud, • identify names of animals from pictures in a digital device, • pick cards from a basket containing simple sentences based on the theme, • read the simple sentences in turns, • answer oral questions from the text.	Why do we read?

Core Competencies to be developed:
- Digital Literacy: This is enhanced as the learner engages with digital content when identifying the names of animals from pictures in a digital device.
- Learning to Learn: This is developed as the learner engages in collective learning to pick out hidden names of domestic animals from a jumbled-up collection of words.

Values:
- Respect: This is enhanced as the learner patiently waits for their turn to read texts.
- Responsibility: This is enhanced as the learner handles the digital devices with care when identifying names of animals from pictures in a digital device.

Pertinent and Contemporary Issues (PCIs):

Animal Welfare: This is enhanced as the learner interacts with simple words on domestic animals and reads them aloud.

Link to other Learning Areas:

The learner can relate the concept of reading aloud to their learning of similar concepts in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	**3.3.1 Spelling Words** *(4 lessons)* • *Spelling words* • *Writing words*	By the end of the Sub Strand, the learner should be able to: a) spell words related to the theme accurately, b) write familiar words using phonetic knowledge correctly, c) value the importance of correct spelling in writing texts.	The learner is guided to: • observe a word tree and read the words, • say the letters forming words from the word tree, • copy the words neatly and legibly, • team up with peers to participate in a class contest to reorganise jumbled-up letter blocks to form words, • write dictated words on familiar vocabulary, • collaborate with peers to identify spelling areas of improvement and correct them, • build a vocabulary bank of words neatly spelt, • collaborate with peers to complete simple word puzzles related to the theme.	Why is it important to spell words correctly?
Core Competencies to be developed: • Learning to Learn: This is enhanced as the learner builds on their own learning experiences to take up dictation of familiar vocabulary.				

• Critical thinking and Problem solving: This is developed as the learner analyses concepts critically when collaborating with peers to complete word puzzles.

Values:
- Respect: This is enhanced as the learner compliments others as they collaborate with peers to identify spelling areas of improvement and corrects them.
- Peace: This is achieved as the learner works harmoniously with peers to participate in a class contest to reorganise jumbled-up letter blocks to form words.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: This is enhanced as the learner works collaboratively to complete word puzzles.

Link to other Learning Areas:
The learner can relate the concept of spelling to their writing of words in English Language Activities.

THEME 4: PERSONAL HYGIENE

Suggested Vocabulary: hygiene, brush, wash, nails, comb, hair, face, smart, neat, shaggy, dirty, germs, disease, clean, water, hands, sick				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
4.1 Listening and Speaking	**4.1.1 Self-Expression: Poetry** (4 lessons) • *Vocabulary building - Personal hygiene activities* • *Reciting poems*	By the end of the Sub Strand, the learner should be able to: a) identify personal hygiene activities from a poem, b) recite a poem on personal hygiene for self- expression, c) recite poems for enjoyment.	The learner is guided to: • listen to poems on personal hygiene, • work jointly with peers to select personal hygiene activities in the poems, • collaborate with peers to recite poems on personal hygiene expressively and creatively, • team up with peers to use digital devices to record the poem recitations based on the theme, • work with peers to role-play hygiene practices, • participate in a class exhibition to display personal hygiene items.	Why is personal hygiene important?

Core Competencies to be developed:
• Self –efficacy: This is developed as the learner exhibits personal skills when reciting poems expressively and creatively.
• Digital Literacy: This is developed as the learner interacts with technology to record the poem recitations based on the theme.

Values:
• Responsibility: This is enhanced as the learner takes up assigned tasks to participate in a class exhibition to display personal hygiene items.
• Unity: This is developed as the learner works jointly with peers to select personal hygiene activities in the poems.

Pertinent and Contemporary Issues(PCIs):
Health education: This is addressed as the learner acquires knowledge about personal hygiene practices from the poems they recite.

Link to Other Learning Areas:
The learner can relate knowledge on hygiene practices to their learning of health and hygiene in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	**4.2.1 Reading Simple Texts** (4 lessons) • *Reading words* • *Reading sentences*	By the end of the Sub Strand, the learner should be able to: a) read words related to personal hygiene aloud for accuracy, b) read sentences about personal hygiene for comprehension, c) develop interest in reading texts correctly and aloud.	The learner is guided to: • read words on personal hygiene practices aloud in turns, • paint letters in words using different colours, • form words based on the theme using sounds, • engage in a fishing game, to pick and read words related to personal hygiene from flashcards, • use digital devices to find the tap and read game and practise reading words related to personal hygiene correctly, • collaborate with peers to construct sentences from a substitution table, • work jointly to read the sentences aloud.	Why should we read words aloud?

Core Competencies to be developed:
- Communication and Collaboration: This is developed as the learner engages actively when reading words accurately with peers.
- Creativity and Imagination: This is enhanced as the learner artistically paints letters and words using different colours.

Values: • Integrity: This is promoted as the learner embraces transparency when participating in the fishing game. • Unity: This is enhanced as the learner cooperates with peers in a fishing game, to pick and read words related to personal hygiene from flashcards.
Pertinent and Contemporary Issues (PCIs): Digital Awareness: This is enhanced as the learner harmoniously works with the others to interact with digital devices to play online language games.
Link to Other Learning Areas: The learner can relate the concept of reading aloud to developing their reading fluency in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	**4.3.1 Handwriting** (4 lessons) • *Shaping of letters* • *Word spacing* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) shape letters accurately to write sentences neatly and legibly, b) re-write simple sentences with correct spacing between words, c) desire to use clear and legible handwriting for communication.	The learner is guided to: • practise joining letters to form meaningful words, • copy letters, words and sentences from wall charts while shaping letters accurately, • practise writing sentences with correct spacing between words, • write simple sentences on personal hygiene neatly and legibly with correct spacing, • rewrite a variety of handwriting activities using accurate word spacing and shaping of letters, • work with peers to organise their neatly written texts in the class portfolio.	Why is it important to write well?
Core Competencies to be developed: • Critical Thinking and Problem Solving: This is developed as the learner analytically practises joining letters to form meaningful words. • Learning to Learn: This is promoted as the learner engages in collective learning with peers to organise their neatly written texts in the class portfolio					

Values:
• Peace: This is enhanced as the learner works harmoniously with others to avoid hurting one another during tasks. • Responsibility: This is enhanced as the learner engages in assigned tasks when working with peers to organise their neatly written texts in the class portfolio.
Pertinent and Contemporary Issues (PCIs):
Social cohesion: This is promoted as the learner collaborates with peers harmoniously as they practice a variety of handwriting activities to improve their writing.
Link to other Learning Areas:
The learner can apply the concept of handwriting in their learning of English and Kiswahili Language Activities.

THEME 5: SAFETY AT HOME

Suggested Vocabulary: safe, home, dangerous, foot path, road, help, electricity, sharp object, bush, stranger, dirty, adult, hurt, injury, first aid, rules

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	**5.1.1 Responding to Instructions** (4 lessons) • *Responding verbally and non-verbally* • *Narrating stories*	By the end of the Sub Strand, the learner should be able to: a) respond to simple sequenced instructions verbally and non-verbally, b) narrate stories on safety measures at home for expression, c) appreciate the need for taking safety precautions in daily living.	The learner is guided to: • name some accidents that can happen at home, • attentively listen to instructions on safety at home (*e.g. do not handle sharp objects, avoid playing near deep waters and bushes, do not touch electric appliances, stay away from incomplete buildings, do not talk to strangers, do not eat dirty food, safety when using footpaths and roads at home*), • respond to simple instructions related to safety at home verbally and non-verbally to indicate true or false, • re-tell stories on safety at home, • collaborate with peers to role-play short skits on safety measure procedures or accidents at home, • present their short skits during class or school festivals, • use digital devices to take videos as they role-play.	Why should we follow instructions?

Core Competencies to be developed:
• Communication and Collaboration: This is developed as the learner speaks engagingly when responding accurately to instructions on safety at home using verbal and non-verbal cues.

• Digital Literacy: This is promoted as the learner interacts with technology when using digital devices to take videos as they role play.
Values: • Respect: This is enhanced as the learner displays patience when working with peers to name some accidents that can happen at home. • Unity: This is developed as the learner collaborates with peers to role play short skits on safety measure procedures or accidents at home.
Pertinent and Contemporary Issues (PCIs): Safety and security: This is enhanced as the learner is exposed to information on taking precautions while at home.
Link to other Learning Areas: The learner can relate the concept of safety to their learning of similar concepts in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading Simple Texts (4 lessons) • *Reading comprehension* • *Oral questions*	By the end of the Sub Strand, the learner should be able to: a) read simple texts about safety at home for comprehension, b) respond to oral comprehension questions from the text, c) develop interest in reading texts for enjoyment.	The learner is guided to: • work with peers to discuss safety precautions they take while at home, • collaborate with peers to read simple texts (for example *safety when using footpaths and roads at home*) about safety at home, • identify key safety precautions from the text read on safety at home, • answer simple comprehension questions on safety at home from texts read, • team up with peers to recite singing games on safety measures on possible accidents at home, • stage the singing games during a class singing game or music festival.	1.Why is it important to observe safety at home? 2. How can we get information from a text?
Core Competencies to be developed: • Self-efficacy: This is promoted as the learner shows concerted attention when answering simple comprehension questions on safety at home from texts read. • Communication and Collaboration: This is developed as the learner engages actively with facts and examples when discussing safety precautions they take while at home.				

Values:
• Responsibility: This is enhanced as the learner diligently takes up assigned roles when staging the singing games during a class singing game or music festival.
• Unity: This is achieved as the learner teams up with peers to recite singing games on safety measures on possible accidents at home.
Pertinent and contemporary Issues (PCIs):
Safety and security: This is promoted as the learner interacts with texts on safety at home and stages relevant singing games.
Link to other Learning Areas:
The learner can relate the skill on reading simple texts to their reading of materials in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	**5.3.1 Creative Writing** (4 lessons) • *Composing creative texts*	By the end of the Sub Strand, the learner should be able to: a) compose simple sentences about safety at home for communication, b) arrange sentences in correct sequence to form creative texts for expression, c) appreciate creativity in writing for effective communication.	The learner is guided to: • observe and talk about pictures on safety at home with peers, • write simple sentences on safety at home, • use digital devices collaboratively to type simple sentences about safety at home, • work with peers to sequence jumbled-up sentences strips to form a coherent paragraph, • display their simple paragraph for peer appreciation, • organise their paragraphs in a portfolio for future reference.	How can we write stories?

Core Competencies to be developed:
- Creativity and Imagination: This is developed as the learner embraces new ideas that inspire creativity when sequencing sentences to form a coherent story paragraph.
- Self-efficacy: This is developed as the learner effectively prioritizes tasks when organising their paragraphs in a portfolio for future reference.

Values: • Respect: This is enhanced as the learner appreciates diverse contributions when observing paragraph displays and appreciates each other's work.   • Integrity: This is enhanced as the learner exhibits transparency by displaying their simple paragraph for peer appreciation.
Pertinent and Contemporary Issues (PCIs):   ICT: This is promoted as the learner uses digital devices and works with peers to type simple sentences and organise their work.
Link to other Learning Areas: The learner can apply creative writing skills to their learning of writing in English and Kiswahili Language Activities.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
Level Indicator		Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Responding to Instructions	Ability to use verbal and non-verbal cues to respond to instructions	Uses varied verbal and non-verbal cues to respond to instructions	Uses verbal and non-verbal cues to respond to instructions	Uses some verbal and non-verbal cues to respond to instructions	Uses verbal and non-verbal cues to respond to instructions with prompts
	Ability to respond to sequenced instructions	Responds to sequenced instructions with precision	Responds to sequenced instructions	Responds to sequenced instructions but omits minor steps	Responds to sequenced instructions but omits critical steps
Vocabulary Building	Ability to identify vocabulary related to the theme	Identifies vocabulary related to the theme in varied contexts	Identifies vocabulary related to the theme	Occasionally identifies vocabulary related to the theme	Rarely identifies vocabulary related to the theme
Simple Riddles	Ability to solve simple riddles related to school	Solves simple and complex riddles related to school	Solves simple riddles related to school	Solves some simple riddles related to school	Solves simple riddles with guidance
Self-expression	Ability to recite poems and tell stories related to the theme for self-expression	Recites poems and tells stories related to the theme for self-expression creatively and with appropriate non-verbal cues	Recites poems and tells stories related to the theme for self-expression	Recites poems and tells stories related to the theme for self-expression with few inconsistencies	Recites poems and tells stories related to the theme with numerous inconsistencies

STRAND: READING					
Picture Reading	Ability to identify items in pictures by name	Identifies items in pictures by name in varied contexts	Identifies items in pictures by name	Identifies most items in pictures by name	Identifies a few items in pictures by name
	Ability to make predictions on picture stories	Makes predictions on picture stories with supporting evidence	Makes predictions on picture stories	Partially makes predictions on picture stories	Makes predictions on picture stories with clues
	Ability to create a coherent picture story from jumbled-up pictures	Creates varied coherent picture stories from jumbled-up pictures creatively	Creates a coherent picture story from jumbled-up pictures	Creates a partially coherent picture story from jumbled-up pictures	Creates a coherent picture story from jumbled-up pictures with clues
Reading Aloud	Ability to read words, simple sentences and texts aloud	Reads words, simple sentences and texts articulately	Reads words, simple sentences and texts	Reads most words, simple sentences and texts	Reads a few words, simple sentences and texts
	Ability to identify key ideas from a text for comprehension	Identifies key ideas from a variety of texts for comprehension	Identifies key ideas from a text for comprehension	Identifies key ideas from a text but leaves out some details	Identifies key ideas from a text with guidance
STRAND: WRITING					
Writing Words	Ability to write in upper case and lower case letters	Writes in upper case and lower case letters in varied contexts	Writes in upper case and lower case letters	Writes in either upper case or lower case letters only	Writes in upper case and lower case with prompts

Writing Simple Sentences	Ability to arrange jumbled words to form a sentence	Arranges jumbled words to form a sentence with precision	Arranges jumbled words to form a sentence	Partially arranges jumbled words to form a sentence	Arranges jumbled words to form a sentence with assistance
Handwriting	Ability to write simple sentences and texts neatly and legibly	Writes varied simple sentences and texts neatly and legibly	Writes simple sentences and texts neatly and legibly	Partially writes simple sentences and texts neatly and legibly	Writes simple sentences and texts neatly and legibly with scaffolding
Spelling Words	Ability to spell words correctly	Spells varied words correctly	Spells words correctly	Spells most words correctly	Spells a few words correctly
	Ability to write vocabulary using phonetic knowledge	Writes vocabulary using phonetic knowledge with precision	Writes vocabulary using phonetic knowledge	Makes attempts to write vocabulary using phonetic knowledge	Writes vocabulary using phonetic knowledge with assistance
Creative Writing	Ability to arrange sentences in a sequence to form creative texts	Arranges sentences with ease in a sequence to form creative texts	Arranges sentences in a sequence to form creative texts	Arranges sentences in a sequence to form creative texts with a few inconsistencies	Arranges sentences in a sequence to form creative texts with many inconsistencies

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

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	• Learner portfolios • Peer assessment • Self-assessment	• Poetry books • Pictures and photographs • Newspapers • Course books • Diorama • Flashcards • Charts and realia *(Digital sources)* • Digital storybooks • Electronic and digital devices • Flashcards • Charts • Other web resources	• Virtual tours using Google Maps and establishing the direction of various locations using Google Maps • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Junior Club Activities to improve reading.
WRITING	• Peer assessment • Self-assessment • Portfolio • Dictation	• Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Charts and realia *(Digital sources)* • Digital course books • Journals	• Interclass or school Spelling contests • Mentorship in writing • Compiling pieces of artwork for the school magazine to nature talent

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
		- Electronic and digital devices - Electronic or online dictionaries - Flashcards - Other web resources	